

national history day MN

Student Research Workbook

Updated September 2018

Name

History Day Topic

Class Period

We have designed this workbook to help you through one of the most important parts of the History Day process—research! Take your notes right in this packet! Keep it in a safe place. If you have questions, you can ask your teacher or visit the Minnesota History Day website: <http://education.mnhs.org/historyday/>



When you see this symbol, you will need to make multiple copies of this page. Ask your teacher for more copies!

Research and Sections of a History Day Project

Research is the most important part of a History Day project. You will read **sources** (books, articles, websites, and more) and take notes. You will learn why your topic is important in history. You will use this information to create your History Day project and write the thesis and text for each section of your project.

Go beyond just researching just what happened during the main events of your topic. You need to learn about what happened before, during, and after your topic.

The information that you find in each of these areas will be part of your final project. **Each type of History Day project should have sections to discuss what happened before, during, and after the main events of your topic.** These might be:

- Sections on an Exhibit
- Pages on a Website
- Segments of your Documentary
- Scenes in a Performance
- Parts of a Research Paper

Before

During

After

<p>Background or <i>Long Before the Event</i></p> <ul style="list-style-type: none"> • What background information does your reader need to know about your topic? • What events, ideas, or people happened before your topic to influence it? • What was going on in the world? 	<p>Heart of the Story or <i>During the Event</i></p> <p>Look for the 5W's and an H:</p> <ul style="list-style-type: none"> • What happened? • How did it happen? • When did it happen? • Why did it happen? • Who was involved or affected? • Where did it happen? 	<p>Short-Term Impact or <i>Right After the Event</i></p> <ul style="list-style-type: none"> • What are some things that happened or changed right away? • Think about positive and negative changes. • How did this event impact different groups of people.
<p>Build-Up or <i>Right Before the Event</i></p> <ul style="list-style-type: none"> • Who were the main players? • What are they doing to get ready for the main events of your topic? • What events or ideas led up the main event? • What was life like at this time? 		<p>Long-Term Impact or <i>Long After the Event</i></p> <ul style="list-style-type: none"> • So what? • Why is your topic important in history? • How has your topic changed history? • Why is the event still important today?

Figuring Out the Sections of Your Project

How do you know what goes in each section of YOUR project?

1. Start with the **Heart of the Story**. This should include the main events you're focusing on in your thesis.
2. Next, go to **Build-Up**. What happened right before the main event? Think of it as the "spark" to what happened in the Heart of the Story.
3. Now go to the **Background**. What bigger ideas and issues (historical context) does your viewer need to understand before reading Build-Up and Heart? Describe the big issues or problems going on before the main events.
4. Now you can outline the **Short-Term Impact**. What happened right away because of your topic?
5. Last, think about the **Long-Term Impact**. Explain major changes and how your topic connects to larger trends in history.

Before

Background or Long Before the Event

What happened long before your topic? This is the historical context, or big picture.

What background information does your reader need to know about your topic? What events, ideas, or people influenced it? What was going on in the world?

3

Build-Up or Right Before the Event

Think about it as "the spark" for the main events.

What events or ideas led up the main event? What inspired people to get involved? Be more specific than the background section.

2

During

Heart of the Story or During the Event

1

Start Here! What is the main event that you're focusing on in your project.

- **What** happened? Include important details.
- **How** did it happen?
- **When** did it happen?
- **Why** did it happen?
- **Who** was involved or affected?
- **Where** did it happen

After

Short-Term Impact or Right After the Event

These are the events "right after your topic."

What changed right away? Think about positive and negative changes. Did your topic impact all groups of people in the same way?

4

Long-Term Impact or Long After the Event

These are the events that happened "long after your topic."

Take a step back. How are things are different because of your topic? How has your topic changed history?

5

Time →



Name: _____ Topic: _____ Class Period: _____

Fill It Out: Sections of My Project

Write down the information you would want to include for each part of your History Day topic below. Include what happened **BEFORE**, **DURING**, and **AFTER** the main events of your topic.

Before	During	After
<p>Background or Long Before the Event</p>	<p>Heart of the Story or During the Event</p>	<p>Short-Term Impact or Right After the Event</p>
<p>Build-Up or Right Before the Event</p>		<p>Long-Term Impact or Long After the Event</p>



Primary and Secondary Sources

You will look at many types of sources for your History Day project. Historians put sources into two categories: **Primary Sources** and **Secondary Sources**. Think about the author of the source to figure out if a source is primary or secondary.

What is a Primary Source?

Primary sources are connected to your topic by time or participation. Primary sources were:

- Created during the time of the event, or
- Involved someone who participated in the event first-hand.

Examples of Primary Sources:

- Historic objects
- Manuscript collections
- Interviews with participants
- Autobiographies
- Music from the time period
- Government records
- Newspapers from the era
- Letters
- Photographs
- Original film footage

What is a Secondary Source?

Secondary sources are created after an historical event. The author of a secondary source was not an eyewitness to, or a participant in, the historic event.

Examples of Secondary Sources:

- Biographies
- History textbooks
- Books about the topic
- Articles about the topic
- Encyclopedias
- Media documentaries
- Interviews with scholars/experts
- Websites

Don't Make These Common Mistakes!

- **A primary source doesn't mean it was your most important source.** Think about how the author is connected to the topic and when the source was made.
- **It doesn't matter if you are looking at the original or a copy of a source.** Think about how the author is connected to the topic and when the source was made.
- **Yes—primary sources can be created after your topic took place.** If the author took part in the topic, it is still a primary source, even if she or he wrote it later.
- **An interview is not always a primary source.** If the person you are interviewing did NOT experience the topic first-hand, it's not a primary source. An interview with a professor or historian is probably NOT a primary source.
- **Go beyond just photos for your primary sources.** You can probably learn more from looking at newspapers, letters, diaries, or documents than a photo.
- **Short quotes are not primary sources.** Unless you read the whole source, or a long passage from the source, you should not list it as a primary source. Quotes are edited versions of primary sources. You should list quotes as secondary sources.

Primary and Secondary Source Brainstorm

1. What are some important words, dates, or people related to your topic? These words will help you to search for sources. Remember to check spelling!

2. What types of secondary sources might exist about your topic? Circle the types of sources you think you could find about your topic.

- | | | | |
|------------------|-------------------|--------------|------------------------|
| Book | Video Documentary | Encyclopedia | Interview with Scholar |
| History Textbook | Biography | Website | |

3. What types of primary sources might exist about your topic? Circle the types of sources you think you could find about your topic.

- | | | | |
|----------------------------|-----------------------|--------------------------------|--------------------------|
| Diary | Manuscript Collection | Government Records | Letters |
| Interview with Participant | Autobiography | Photographs | Historic Objects or Site |
| Original Film Footage | Music of the Period | Newspaper from the Time Period | |

4. Where can you go to find this information? Answer the following questions and think about the places you could look for sources.

	Tried It!	Doesn't work for my topic.
School Library —Name:	<input type="checkbox"/>	<input type="checkbox"/>
Public Library —Name:	<input type="checkbox"/>	<input type="checkbox"/>
College/University Library —Name:	<input type="checkbox"/>	<input type="checkbox"/>
History Textbook —Title:	<input type="checkbox"/>	<input type="checkbox"/>
Electronic Library of Minnesota (www.elm4you.org)		
Encyclopedia Britannica	<input type="checkbox"/>	<input type="checkbox"/>
Academic Search Premier	<input type="checkbox"/>	<input type="checkbox"/>
ProQuest	<input type="checkbox"/>	<input type="checkbox"/>
Student Resources in Context	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota Historical Society		
MNopedia (www.mnopedia.org)	<input type="checkbox"/>	<input type="checkbox"/>
Library Guides (http://libguides.mnhs.org)	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota History Magazine (www.mnhs.org/market/mhspress/minnesotahistory/)	<input type="checkbox"/>	<input type="checkbox"/>
Google		
Google Search	<input type="checkbox"/>	<input type="checkbox"/>
Targeted Search: "Primary Sources" or "History" plus your topic	<input type="checkbox"/>	<input type="checkbox"/>
Google Books (www.books.google.com)	<input type="checkbox"/>	<input type="checkbox"/>
Other Idea:	<input type="checkbox"/>	<input type="checkbox"/>
Other Idea:	<input type="checkbox"/>	<input type="checkbox"/>

Illustration & Media Brainstorm

You will need illustrations or media to create projects in almost all of the History Day categories. **Be creative and brainstorm more than just photographs.** Circle the types of media and illustrations you think you could find for your topic. Write notes about the sources you might find.



Photographs

The most obvious source for illustrations is photographs. Look for high-resolution images, which will show up better in projects. Remember: Photography wasn't invented until the 1820s.



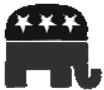
Artwork

Did artists represent your topic through painting, drawing, or sculpture?



Maps

Try historic or current maps to help your viewer understand where your topic happened.



Political Cartoons

Most political cartoons were created at the same time as an event.



Newspapers

Headlines from newspapers can be eye-catching illustrations.



Film Footage

Moving pictures weren't invented until the late 1890s. For topics after this, try looking for primary source footage.



Music or Sound Recording

Look for recorded sound, music, sheet music, or compositions from the time period. Remember: Sound wasn't recorded until the 1860s.



Interviews

You could conduct your own interview with a participant or expert, or look for one that has already been recorded.



Artifacts

Artifacts could include a variety of objects, like clothing, buildings, or other items in museum collections.



Charts & Graphs

Graphs and charts are great ways to show information in an easy to understand format.



Documents

Documents, like letters or vital records, can be interesting visuals in a project.



Ephemera

These are things that were meant to be used only for a short time, like movie tickets, posters, or postcards.



Propaganda or Ads

These illustrations, often posters or advertisements, were created to persuade people.

Organizing Information #1: Index Card System

One way you can take notes and organize your research is to use index cards. As you read a source, you will use two types of note cards to take notes: source cards and note/quote cards.

- **Step 1: Source Cards.** Write down **bibliographic information** on an index card for each source. Include the type of source, title, author, and year the source was published. You will use this information to create your bibliography. Use a new index card for each source. It's helpful if your sources cards are a different color than your note cards.
- **Step 2: Note and Quote Cards.** Use a different set of index cards to record the **notes and quotes** that you find in your source. Record each big idea or quote on a different note card. You will probably use lots of index cards for each source. Don't write on the back of the card!
- **Step 3: Organize Your Information.** Sort **your cards** into different stacks after you think you are done researching. Make one stack for each section of your project (background, build-up, main event, short-term impact, and long-term impact). If you don't have any cards for a section, do more research.

Source Cards

Number your sources. Use the same number on the source cards and the note/quote cards. That way you will know which source the notes are from.

Primary or secondary source

Type of source

1 Secondary Source Book

Gilman, Rhoda R. Northern Lights: The Story of Minnesota's Past. St. Paul: Minnesota Historical Society Press, 1989.

This book contained a profile of Clara Ueland and her efforts to win voting rights for women. It also described the history of the suffrage movement in Minnesota. Illustrations in this book included a picture of Clara Ueland, a suffrage poster, and a picture of women voting for the first time in 1920.

Bibliography information, including the author, title, publisher, year, etc.

Short summary of the source and how you used it in your research.

Important Pages: 171-175

Important pages you used or read.

Note and Quote Cards

Title each note and quote card with the main subject of the card. This will help you organize.

Clara Ueland's Early Career and Suffrage Ideas 1

Clara Hampson Ueland taught school before she married Minneapolis lawyer Andreas Ueland. She started to work in the suffrage movement with other well-educated women.

Source Number

Summarize the important details from the source in your own words. Use a new index card for each idea.

Ueland Quote on Importance of Suffrage 1

"Mothers, from the beginning, have been the force that makes for better homes and higher civilization. This concern for home should be expressed in government."

(Clara Ueland, 1914)

Page 172

Page Number

If you are copying a quote, include the author's name and date.

Page 172

Write Your History Day Thesis

Name: Jenny Lopez Class/Period: 8

Topic: Rosa Parks and the Montgomery Bus Boycott

Task: Use your notes to answer the questions below. Summarize your information into a two sentence thesis. The first sentence should be a summary of the 5W's of your topic. The second sentence should explain the impact your topic had in history.

Question:	Answer:
Who was involved / Who was affected?	Rosa Parks, citizens in Montgomery, Alabama, civil rights leaders, Montgomery's government officials
What happened?	Rosa Parks refused to give up her bus seat to a white passenger, which violated a law enforcing segregation on Montgomery city buses. A boycott followed to challenge the law as unconstitutional.
Where did it take place?	Montgomery, Alabama
When did it happen?	Parks was arrested on December 1, 1955. Boycott began on December 5, 1955 and lasted 381 days.
Why did it happen? What caused it?	Civil Rights Movement leaders wanted to overturn segregation laws on public transportation through non-violent measures to gain support.
Why is it important? How did it change history? Think about your theme connection!	The boycott forced change in Montgomery and succeeded in overturning segregation laws. The success inspired other Civil Rights Movement protests and helped Martin Luther King, Jr. develop non-violent strategies to fight segregation.

Thesis Sentence 1: Summarize the 5W's.

Protesting the tragedy of racial segregation, Rosa Parks was arrested on December 1, 1955 in Montgomery, Alabama for refusing to give up her bus seat to a white passenger.

Thesis Sentence 2: So what? How did your topic change history?

Through the year-long bus boycott that followed, boycott leaders triumphed in desegregating public transportation, opening doors for other civil rights movement victories.

Write Your History Day Thesis

Name: _____ Class/Period: _____

Topic: _____

Task: Use your notes to answer the questions below. Summarize your information into a two sentence thesis. The first sentence should be a summary of the 5W's of your topic. The second sentence should explain the impact your topic had in history.

Question:	Answer:
Who was involved / Who was affected?	_____ _____
What happened?	_____ _____ _____
Where did it take place?	_____ _____
When did it happen?	_____ _____
Why did it happen? What caused it?	_____ _____ _____ _____
Why is it important? How did it change history? Think about your theme connection!	_____ _____ _____

Thesis Sentence 1: Summarize the 5W's.

Thesis Sentence 2: So what? How did your topic change history?



Source Cards: Book, Website



Task: Take notes on each source you use. When you are done, talk to your teacher about how to turn these notes into your annotated bibliography. You can write the citations by hand or use a website, like Easy Bib or NoodleTools. **You will need several copies of this page to take notes on all of your sources.**

Book

Author's Last Name: _____

Author's First Name: _____

Title of Book: _____

Publisher: _____

City of Publication: _____ Year: _____

I read this book: Online In Print

How did you use this source?



Website

Author's Full Name: _____

Website Title: _____

Publisher/Sponsor of Website: _____

URL: _____

Date Published: _____ Date You Used it: _____

How did you use this source?



Source Cards: Database, Illustration



Task: Take notes on each source you use. When you are done, talk to your teacher about how to turn these notes into your annotated bibliography. You can write the citations by hand or use an online citation generator, like Easy Bib or NoodleTools. **You will need to use several copies of this page to take notes on all of your sources.**

Database

Author's First and Last: _____

Article Title: _____

Database Name: _____

Publisher/Service Provider of Database: _____

Date Published: _____ Date You Used It: _____

How did you use this source?



Illustration

Title of Illustration: _____

Creator of Illustration: _____ Original Date Created: _____

I found this image:

In a Book

On the Web

Book Title: _____ Website Title: _____

Publisher: _____ Sponsor of Website: _____

City: _____ Date Created: _____

Year: _____ Date You Used It: _____

How did you use this source?





Source Cards: Encyclopedia, Newspaper



Task: Take notes on each source you use. When you are done, talk to your teacher about how to turn these notes into your annotated bibliography. You can write the citations by hand or use an online citation generator, like Easy Bib or NoodleTools. **You will need to use several copies of this page to take notes on all of your sources.**

Encyclopedia

Article Title: _____

Encyclopedia Title: _____

Volume: _____ Edition: _____

Publisher: _____ City: _____ Year: _____

I read this article: In Print On the Web In a Database

How did you use this source?



Newspaper

Author's Full Name: _____

Article Title: _____

Newspaper Title: _____

City : _____ Date Published: _____

Pages: _____

I read this article: In Print On the Web In a Database

How did you use this source?

