



YOUR GUIDE TO NATIONAL HISTORY DAY IN INDIANA

2019-2020





National History Day in Indiana equips students and educators with a framework to create projects in the form of exhibits, documentaries, websites, performances and papers. The program provides a platform for presenting work in regional, state and national competitions.

Teachers and students can use this guide to help them through the entire National History Day in Indiana process – from information about the annual theme and special prizes to choosing a topic, doing research, developing a thesis, selecting a type of project and preparing for a contest.

If you have any additional questions, you can reach Bethany Hrachovec, coordinator for National History Day in Indiana, at nhdi@indianahistory.org.

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National History Day in Indiana is brought to you by the Indiana Historical Society. As the official National History Day affiliate, you can depend on us to help you every step of the way. Whether you’re a teacher looking for Indiana-specific resources and professional development or a student working on your project.

Follow the IHS education team on Facebook, Twitter and Instagram at @INHistoryedu.

Presented by the Rooker Family Foundation with support from the Vigran Family Foundation



ANNUAL THEME AND SPECIAL PRIZES

The National History Day offices choose a different theme each year to unite all National History Day projects. While your topic must relate to the theme, the annual theme is broad enough for you to pick a topic from any time period or place. The annual theme helps you go beyond the names and dates in your research to finding the impact and significance it has had on the past and may continue to have on the present and future.

During the 2019–2020 school year, the annual theme is **Breaking Barriers in History**. Countless events and people in history connect to this theme, which makes it seem quite broad. While this means you can connect it to many different topics, it is always good to start with a definition.

By defining “barriers” you can get a better grasp on what questions you should be asking as you connect your topic to the theme. After defining “barrier,” consider several ideas related to this definition.

Barrier (n)

1. something material that blocks or is intended to block passage
2. a natural formation or structure that prevents or hinders movement or action
3. something immaterial that impedes or separates

How have things in nature such as rivers, mountains, oceans or deserts acted as barriers?

Sometimes barriers are physical or natural structures that block movement. This theme lends itself to talking about how barriers have affected the movement of people for migration and exploration. In addition to the barriers themselves, students could discuss the people who overcame these barriers, such as the first people to climb Mount Everest or reach the moon.

How can something be a barrier if it's not a physical structure?

Barriers can also be social or political norms. Racial barriers such as segregation and voting legislation fit into this topic and can be looked at through multiple viewpoints. Think of people or groups in history or within your community who defied the odds despite society telling them they would never succeed. Attitudes can be barriers, too. Look at how attitudes about people with disabilities alter after the passage of the Americans with Disabilities Act.

Can barriers be positive?

Not all barriers are negative. Take vaccines as an example. They stop the spread of disease. Historical context is important to all topics, and can be the basis to explain barrier-breaking inventions like vaccines and why and how they came about.



Why does a barrier exist?

This year's theme also allows students the opportunity to question why a barrier was put in place – whether it is legislation, social norm or physical structures.

Most importantly, remember to ask why your topic matters today. As NHD says, "so what?" Did the breaking or building of a barrier have a lasting impact on society? Did it inspire future events that might not have otherwise been possible?

Ultimately, the answers to these questions must be found through **research**. Keep an **open mind** as you research and look for **examples of breaking barriers**.

While you can use any topic from any time period or place in history to relate to the theme, here are some **broad ideas** of places to look for topics:

Physical

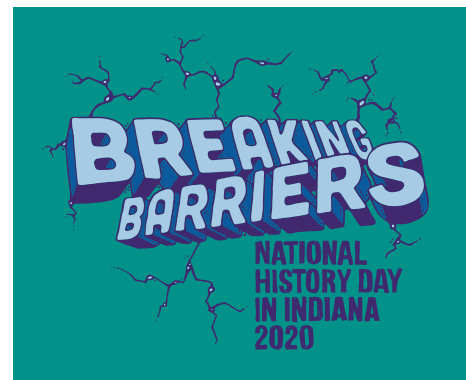
Consider inventions or breakthrough scientific discoveries that have impacted the world today. How did these break barriers? Was the barrier broken because of the discovery, the person who did it, or both? Or look at physical barriers that have been built by people and eventually demolished.

Natural

Think of explorers, who navigated oceans, rivers, and mountains. How were these accomplishments breaking barriers? What did they inspire? How is the world different because of these people and events?

Ideological

Consider topics that relate to social equality, such as people and events within the Civil Rights and Women's Rights Movements. Who are some key figures nation-wide, or even in your own community who have pushed limits set forth by society?





2020 SPECIAL PRIZES

Don't forget to consider your own backyard for your NHD topic! You can find so many interesting stories that had an impact on local, state, national and global history. Below are special prizes that are available for participants researching and presenting on some part of Indiana history at the state contest. Examples are provided under each prize but there are many more Indiana topics you could explore.

\$100

GEESLIN HOOSIER PRESIDENT PRIZE

Awarded to a student or group with an outstanding project on America's Hoosier president, Benjamin Harrison.

Sponsored in honor of retired president and CEO of the Benjamin Harrison Presidential Site, Phyllis Geeslin, by her friends and admirers

- Benjamin Harrison breaks the barriers monopolies placed on commerce with the Sherman Antitrust Act.
- Benjamin Harrison forms the National Forest Reserves, breaking new conservation barriers.
- Benjamin Harrison fails to break Congress's barriers on Civil Rights legislation.

GENE STRATTON-PORTER PRIZE

Awarded to a student or group with an outstanding project on Indiana environmentalist and author Gene Stratton-Porter. *Sponsored by Janet McCabe and Jon Laramore in memory of Evelyn McCabe*

- Gene Stratton-Porter broke societal barriers to become an independently wealthy woman through writing novels.
- Gene Stratton-Porter broke barriers in Hollywood by becoming one of the first female producers.
- Gene Stratton-Porter used her writing and photography to break through to the public the importance of conserving nature.

LATINO HISTORY PRIZE

Awarded to a student or group with an outstanding project on Latino History in Indiana. *Sponsored anonymously*

- Carmen Velasquez helped to develop the Associated Migrant Opportunity Services Inc. to help break down barriers migrant workers faced in Indiana
- After the Immigration and Nationality Act of 1917 brought 73,000 Mexican workers, later legislation failed to protect migrant workers in Northwest Indiana from the barriers of the Great Depression
- Dr. Martha E. Bernal not only broke barriers as the first Mexican woman to earn a Ph.D. in clinical psychology from Indiana University, Bloomington, but also with her groundbreaking research identifying how culture influences development

WENDELL JACK PETERSON PRIZE FOR PUBLIC SCHOOL EDUCATION HISTORY

Awarded to a student or group with an outstanding project that explores the history and its people of Indiana's public schools. *Sponsored in honor of retired Indiana Public School Administrator and Servant Wendell Jack Peterson by Becky Boyle*

- Crispus Attucks High School was built to segregate Indianapolis, but the students and teachers' success broke through the limitations placed upon them to take their place on the world stage
- Caleb Mills broke down the Indiana legislature's protests by writing an annual address advocating for the public school system. After he won, Indiana's public schools were founded.
- William Wirt revolutionized public school education through The Gary Plan in the 1920s by breaking the barrier of traditional education and encouraging students to work on projects throughout the school day.



\$250

ASIAN AMERICAN HISTORY PRIZE

Awarded to a student or group with an outstanding project on Asian American history in Indiana. *Sponsored by David and Christina Wong*

- Komelia Hongja Okim broke barriers in sculpting by combining academic training with traditional metalworking techniques from Korea, resulting in her works being displayed all around the world.
- Gen Fukunaga founded Funimation in 1994 in order to distribute anime to Canada and the United States, breaking down cultural barriers and introducing Western audiences to new forms of entertainment.
- Thubten Jigme Norbu was exiled from Tibet, barred from ever returning to the country. He found his way to Bloomington, where he broke through his exile to establish the Tibetan Mongolian Buddhist Cultural Center to educate others and preserve the Tibetan and Mongolian cultures.

BILL CURRAN MEMORIAL PRIZE FOR IRISH HERITAGE

Awarded to a student or group with an outstanding project that features Indiana's Irish American heritage. *Sponsored by Patti Curran*

- The Irish Republican Brotherhood used the Civil War as an opportunity to practice breaking free of Great Britain by invading Canada.
- Newspapers enticed many Irish workers to Indiana to build the state's canal system. Even after they lost work due to the financial Panic of 1837, Irish workers broke through the struggles of unemployment and poverty to eventually gaining political power in Indianapolis.
- After fire destroyed the Main Building of the University of Notre Dame, President William Corby broke through the tragedy to rebuild, constructing the now-famous "Golden Dome."

CROWN HILL HERITAGE FOUNDATION PRIZE FOR NOTABLE HOOSIERS

Awarded to a student or group with an outstanding project about a notable Hoosier buried in Crown Hill Cemetery. *Sponsored by Crown Hill Heritage Foundation*

- Edward Black joined the U.S. Army at 8, acting as a Union drummer boy during the Civil War. Black's death inspired America to break with tradition and put age limits on who could join the military.

- Caroline Harrison, wife of President Benjamin Harrison, broke barriers of tradition by reinventing the role of the First Lady by using her position to further women's rights.
- James Whitcomb Riley, creator of Little Orphan Annie, became a nationally renowned performance poet and writer, breaking onto the National stage by helping to craft the Midwest cultural identity.
- Etheridge Knight broke into the Black Arts Movement in 1968 with his unique works of poetry which explored the African-American cultural and historical experience.

EITELJORG MUSEUM PRIZE FOR NATIVE AMERICANS

Awarded to a student or group with an outstanding project on Indiana's Native Americans. *Sponsored by the Eiteljorg Museum of American Indians and Western Art*

- Frances Slocum, a white woman who was raised among the Miami, refused to allow the government to break up her family through relocation. Using her position in both societies, Slocum ensured that several members of her tribe were not removed to Kansas Territory, allowing the creation of the present-day Miami Nation of Indiana.
- Little Turtle led the Western Confederacy to protect Native peoples from the United States breaking into their territory.
- James Mooney lived among the Cherokee people, creating an ethnographic study of Native Americans which helped break down cultural misconceptions Americans held.

INDIANA LOCAL HISTORY PRIZE | JUNIOR AND SENIOR DIVISIONS

Awarded to a student or group with an outstanding project focused on local Indiana history. *Sponsored by IHS Local History Services*

- Sometimes the best history can be found in your own backyard! Check out <https://indianahistory.org/across-indiana/hometown-resources/find-who-you-need-by-county/>. Find your county, contact your county resources, and start finding local stories today!

INDIANA PIONEERS PRIZE FOR EARLY INDIANA (PRE-1840)

Awarded to a student or group with an outstanding project related to pre-1840, pioneer-era Indiana. *Sponsored by The Society of Indiana Pioneers*

- Levi and Catherine Coffin worked against the barriers of the Fugitive Slave Act by building their home to function as a stop on the Underground Railroad.



- Eli Farmer, a Methodist circuit rider on the frontier during the Second Great Awakening, assisted with breaking away from the tradition of church gatherings by hosting revival gatherings with other circuit riders.

INTERNATIONAL HISTORY IN INDIANA PRIZE

Awarded to a student or group with an outstanding project on an international history topic that has an Indiana connection. *Sponsored anonymously*

- Eva Kor, Mengele twin and Holocaust survivor, moved to Terre Haute in the 1960s. Eva refused to break under pressure, even after her museum was burned down and continued to spread her message of peace and forgiveness.
- During WWII, the Evansville Chrysler plant broke through their production limitations, refitting their lines to produce ammunition for the war effort rather than cars.

JOHN BARTLOW MARTIN AWARD

Awarded to a student or group with an outstanding project on journalism and/or journalists in Indiana. *Sponsored by Ray E. Boomhower*

- Ernie Pyle used his reporting during WWII to break from the war front so that those at home could learn about the daily lives of soldiers.
- Sandra Eisert helped break journalism into the digital age by using her role as the first ever White House picture editor and her experience with newspapers around the Midwest to become one of the founding journalists and designers for MSNB.com.

MADAM C.J. WALKER PRIZE

Awarded to a student or group with an outstanding project about Madam C.J. Walker's time in Indiana. *Sponsored by Andrew Halter and Joshua Rogers in honor of Tanya Stuart Overdorf*

- Madam C.J. Walker's hair care products broke the barriers in African American women's hair care, allowing for greater self-expression.
- Madam C.J. Walker broke barriers as the first black female entrepreneur.
- Madam C.J. Walker's legacy elevated African American philanthropy, breaking the barriers of what forms philanthropy could take through donating time and resources as well as money.

PATTI CURRAN PRIZE FOR FASHION DESIGN IN INDIANA

Awarded to a student or group with an outstanding project that features an Indiana fashion designer or designers. *Sponsored by Patti Curran*

- Eleanor Lambert founded the New York Fashion Week and the International Best Dressed List, bringing fashion to an international stage and allowing fashion to break out of its local significance.
- Roy Halston Frowick broke onto the national scene by designing Jackie Kennedy's pillbox hat. He adapted to the changing fashions, breaking through the stereotyped designs of certain fabrics and brought out more flowy, less form-fitting designs.
- The L.S. Ayres Department Store in downtown Indianapolis broke the mold of department stores by being one of the first to provide discount retail along with their high-end shopping experience.

ROY F. STRINGER MEMORIAL PRIZE FOR LABOR UNIONS IN INDIANA

Awarded to a student or group with an outstanding project that explores the history of Labor Unions in Indiana. *Sponsored by Andrew Halter and Joshua Rogers*

- Eugene V. Debs broke through the harsh working conditions companies put on their workers by leading the Pullman Strike and becoming a strong Socialist leader and labor advocate.
- After the Republic Steel Massacre on Memorial Day, steel mills across Northwest Indiana broke away from non-unionized work and banded together to protect their workers.

WOMEN'S HISTORY IN INDIANA PRIZE

Awarded to a student or group with an outstanding project on women's history in Indiana. *Sponsored by the Indiana Women's History Association*

- Dorothy Stratton, former Dean of Women for Purdue University, led the US Women's Coast Guard during WWII, helping other women across the country break their own barriers.
- Rhoda Coffin led the way for prison reform by establishing the Indiana Reformatory Institution for Women and Girls in 1869. She broke the mold of traditional prisons, using her charity to help separate male and female inmates.



- Despite never earning her degree, Amelia Earhart taught at Purdue University, breaking the idea of what qualifications an individual needed in order to be a professor.

\$500

AYRES PRIZE FOR COMMERCE IN INDIANA

Awarded to a student or group with an outstanding project related to the history of commerce in Indiana. *Sponsored by Nancy Ayres*

- The development of the National Road allowed the East Coast to be connected to the middle of the country beginning in 1834. With a dedicated interstate highway, goods could travel more easily between states. Indianapolis, as a large capitol city the road ran through, became pivotal for sending goods from the National Road to other places around the country.
- Eli Lilly founded the Eli Lilly and Company in 1876 in downtown Indianapolis. The company broke into the pharmaceutical business, expanding and creating patents for new drugs, while keeping their base in Indiana and feeding back into the state's economy.

AYRES PRIZE FOR INDIANA ARCHITECTURE

Awarded to a student or group with an outstanding project related to the history of Indiana architecture. *Sponsored by Nancy Ayres*

- Avriel Shull broke barriers as a self-taught female architect, becoming famous for her home designs that are still seen throughout Central Indiana.
- Lockfield Gardens, the first public housing in Indianapolis, was built to act as a barrier for African Americans in the city. However, it emerged as a community-oriented space despite its original purpose.

AYRES PRIZE FOR INDIANA TRANSPORTATION

Awarded to a student or group with an outstanding project related to the history of transportation in Indiana.

Sponsored by Nancy Ayres

- The Reuben Wells locomotive broke the record as the most powerful locomotive, designed to push train cars up the Madison Hill in Madison, Indiana.
- The Mammoth Internal Improvement Act passed in 1836, pouring money into transportation projects around the state. The Act broke public trust in the government after the projects almost caused the State to become bankrupt.

THE COLE PORTER PRIZE FOR INDIANA MUSICAL HERITAGE

Awarded to a student or group with an outstanding project on the life and legacy of Cole Porter. *Sponsored by Steve and Mag Russell*

- Cole Porter's *Kiss Me, Kate* broke records on Broadway as the first-ever Tony Award winner for Best Musical.
- Despite poor response to several of his early works, Cole Porter broke through his failures and eventually went on to great success on Broadway and the West End.

DAUGHTERS OF THE AMERICAN REVOLUTION PRIZE FOR GEORGE ROGERS CLARK AND THE NORTHWESTERN CAMPAIGN

Awarded to a student or group with an outstanding project related to George Rogers Clark's Northwestern Campaign during the American Revolution. *Sponsored by the Caroline Scott Harrison Chapter of the Daughters of the American Revolution*

- George Rogers Clark broke the barriers of the original 13 colonies during his Northwestern Campaign.

INDIANA UNIVERSITY BICENTENNIAL PRIZE

Awarded to a student or group with an outstanding project on the history of Indiana University, its people, campuses, events and/or impact. *Sponsored by Indiana University*

- Birch Bayh, graduate of Indiana University, broke barriers in women's rights by using his position as Senator to push for Title IX.
- George Taliaferro broke barriers leading the Indiana University football team to a Big Ten Championship in 1945, which led to him becoming the first African American man drafted to the National Football League in 1949.
- In 1987, students at Indiana University broke the barriers of racism against Asian students, by founding the Asian American Association.

INDIANA WOMEN'S SUFFRAGE CENTENNIAL PRIZE

Awarded to a student or group with an outstanding project on the women's suffrage movement in Indiana and/or the involvement of Indiana women in state, local or national politics leading up to or since 1920. *Sponsored by Indiana Humanities*

- The barrier against women's suffrage began to crack when the Indiana Rights Association formed in 1853.



- Helen Gougar, one of the first female lawyers in Tippecanoe County, broke barriers as one of the first women to argue for women's suffrage in front of the Indiana Supreme Court.
- Julia Carson made history in 1977 by becoming one of the first African American women to serve in the Indiana Senate

INDIANAPOLIS INDIANS PRIZE

Awarded to a student or group with an outstanding project on the history of the Indianapolis Indians. *Sponsored by the Indianapolis Indians*

- Ken Griffey, who played for the Indianapolis Indians, broke barriers in family baseball history with his son, Ken Griffey Jr. by being the only father-son duo to hit a homerun during a single game in 1990.
- Felipe Rojas Alou broke barriers as the first Dominican to play regularly in the Major Leagues and later as a manager, including the Indianapolis Indians during the 1985 season.
- Bush Stadium, original home to the Indianapolis Indians, was constructed in 1931. The stadium broke barriers in baseball stadium construction, built with concrete and steel in order to last, which was unique for the time.

THE INDIANAPOLIS MOTOR SPEEDWAY MUSEUM PRIZE

Awarded to a student or group with an outstanding project that features Indiana auto racing history. *Sponsored by the Indianapolis Motor Speedway Museum*

- Janet Guthrie broke the gender barrier in 1977 by becoming the first woman to qualify for the Indianapolis 500.
- Charlie Wiggins broke the racing color barrier by participating in the 1934 Indianapolis 500, creating a legacy for African American racers by acting as their mentor and campaigning against segregation in racing.
- Barney Oldfield pioneered the use of a safety harness in his 1922 Indianapolis 500 race. This safety harness broke barriers in auto safety, evolving into the seat belt.

RICHARD G. LUGAR PRIZE FOR DOCUMENTARY EXCELLENCE

Awarded to a student or group with an outstanding documentary project on Indiana political history. *Sponsored by Larry S. Landis*

- In 1970, the Indiana General Assembly passed UNIGOV, which broke the barriers of conventional political struc-

ture by consolidating eleven towns under the Consolidated City of Indianapolis.

- John Brademas assisted students in breaking barriers of poverty by spearheading the movement which led to the Elementary and Secondary Education Act of 1965.
- Julia Carson broke barriers as the first African American woman to represent Indianapolis in the U.S. Congress

SALLIE ROWLAND PRIZE FOR FURNITURE DESIGN

Awarded to a student or group with an outstanding project related to the history of furniture design in Indiana.

Sponsored by Sallie Rowland

- The Hoosier Manufacturing Company used advertising to help them break into the cabinet business. Their unique marketing led to standalone kitchen cabinets in the early 1900s to be referred to as Hoosier Cabinets, regardless of the manufacturer.
- The Hillenbrand family broke barriers in innovation, adapting to the ever-changing market by creating the American Furniture Company, the Batesville Casket Company, and the Batesville Cabinet company in the late 1800s and early 1900s.

\$1,000

NATIONAL HISTORY DAY IN INDIANA PRIZE

Awarded to a high school junior or senior student, recognizing the outstanding body of work accomplished across many years of individual or group project participation.

Sponsored by the Indiana Historical Society

- Keep creating projects! Grow each year and you could win big!

In 2020, educators whose students win any of these special prizes will be awarded a \$50 prize. Prizes will be announced at the NHDI State Contest. Students do not have to place in first, second or third to receive a special prize. Cash prizes will be awarded upon receipt of appropriate documentation by June 30, 2020.

Documentaries, websites and papers are due to NHDI by April 14, 2020, to be considered for special prizes.



PROJECT PLANNING CHECKLIST

No matter what limits you decide to place on your students' projects, the process remains the same. This checklist can be adapted to fit any curriculum and time constraints and is applicable for all project types.

- _____ Choose a topic
- _____ Do some preliminary research and narrow your topic, decide what sort of sources you can use
- _____ Determine if you would like to work alone or in a group
- _____ Create good research questions that will help you better analyze and understand your sources
- _____ Develop your so what/thesis statement
- _____ Analyze your sources, answer your research questions, take good notes
HINT: Keep track of your sources using Noodle Tools or a similar tool. You'll save yourself time and energy!
- _____ Choose your project type (one that works for you and helps you tell your story)
- _____ Write your content (background, main story, impact)
- _____ Find accompanying media, plan out any design you might have
- _____ Finish a rough version of your project
- _____ Evaluate and revise your project, have others look at it
- _____ Complete process paper and annotated bibliography
- _____ Go to a regional contest if you would like to share your work with others around the state!



CHOOSING YOUR TOPIC

Since the annual theme is so broad, choosing a topic may seem overwhelming. However, with a little thought, you can find a topic that interests you, is narrow enough to adequately address and fit the annual theme.

NARROWING YOUR TOPIC

Example:

Interest Area: WWII

NHD Theme: Rights and Responsibilities

Broad Topic: Japanese Internment

Topic: Conscientious objectors from the Heart Mountain internment camp in Wyoming

For you:

A time period or event I'm interested in is:

This year's NHD theme:

A broad topic from that time period or event is:

How does this topic relate to the theme?

How is this event significant to history?

Three possible, narrower topics are:

1. _____

a. Will I be able to find enough primary and secondary source material for this topic? _____

b. Is the topic narrow enough to develop and research thoroughly? _____

c. Is there a tie to local history? _____



2. _____

a. Will I be able to find enough primary and secondary source material for this topic? _____

b. Is the topic narrow enough to develop and research thoroughly? _____

c. Is there a tie to local history? _____

3. _____

a. Will I be able to find enough primary and secondary source material for this topic? _____

b. Is the topic narrow enough to develop and research thoroughly? _____

c. Is there a tie to local history? _____

My topic: _____

Why I selected this topic: _____

“How” and “Why” questions I have about my topic:

1. _____

2. _____

3. _____

4. _____

Further on, you will find more questions that are good to answer as you begin to research your particular topic. Additionally, you will find some helpful hints and ideas for understanding the historical context of your topic. Part of your research will also be focused on the context of your topic, since that is important to understanding the impact of your topic.



TOPIC NARROWING WORKSHEET

Name: _____ Date: _____

Complete each of the following sentences below and use those answers to fill in the diagram at the bottom of the page.

(What?) My current topic is (or I am interested in): _____

(Who?) The people involved in my topic are: _____

(When?) My topic took place in the year(s) _____, which was during the _____
(age/era/war/period)

(Where?) My topic took place in _____

Example:

Breaking Barriers	Theme	Breaking Barriers
20th Century Indiana History, African-American History, Civil Rights	Interests (What)	
Politicians, African Americans, Activists	Who	
Early 1900s, 1950s, 1960s	When	
Indianapolis, Indiana	Where	
Development of Crispus Attucks High School	Narrowed Topic Ideas	
Madam C.J. Walker		
Indianapolis Urban League		

Tip: Fill out the diagram with the responses to the **What**, **Who**, **When**, and **Where** questions. Then find books and other articles on your topic and look for more specific topics that relate to all of your Ws to narrow your research.



RESEARCHING YOUR TOPIC

You've chosen your topic! Your background reading means you should know a little bit about your topic. Now it's time to dig deeper. Keep in mind why you are doing the research:

- To learn more about your topic
- To develop and defend your thesis statement

TIPS FOR RESEARCH SUCCESS

Research takes practice. Here are some tips to make sure you're getting the most out of the time you spend on your project.

- Don't rely on the Internet! It's a great place to start, but it won't have everything. Other sources will typically give you more information and deeper analysis.
- Be critical. Not all sources should be trusted. Use great discretion on the Internet. Make sure your books are written by credible people. When in doubt, ask a teacher or librarian.
- Have balanced research. Use a variety of sources from different points of view. Sometimes sources will have conflicting information or missing parts.
- Use footnotes, citations and bibliographies in books and other secondary sources to find what primary and secondary sources the author used. See if you can find those sources for your own research!

SOURCES

Remember, not all sources are the same. Historians classify sources into two different categories – primary and secondary. It is not only important that you use both, but that you use a variety of each. While you research:

- Determine what types of sources you need.
- Consider conducting an interview.
- Find your sources.
- Analyze your sources.
- Cite your sources.

A **primary source** gives you first-hand evidence about your topic. They usually come from the time period or around the time period in which your topic takes place. Primary sources can also come from an interview with an individual who participated in or witnessed events from your topic or a memoir written later by someone who had involvement with your topic.

A **secondary source** is a piece of information that was created later by someone who did not experience first-hand or participate in the events you are researching. People who write or create these sources often use other secondary and primary sources in their own research.



SECONDARY SOURCES

Secondary sources provide a lot of information, including what types of primary sources are available. Below is a table to help you understand what types of secondary sources there are and what each type can provide you in your research.

	General Facts	Time Period Information	Historical Context	Sources other scholars have used	Opinions from Other Scholars	What scholars have already learned
History Textbooks	X	X	X			
Encyclopedias	X					
Documentaries		X	X		X	
Websites	X	X				
Scholarly Books			X	X	X	X
Scholarly journals				X	X	X
Scholarly Articles					X	
Interviews with Scholars					X	X

DETERMINING THE QUALITY OF YOUR SECONDARY SOURCE

Before you get too deep into a secondary source, you'll want to be certain that it is a good, reliable source. Evaluate these four key points about your sources – are they:

- Credible
- Accurate
- Balanced
- Supported



CREDIBLE

A credible source is one in which the author can be trusted to provide his or her own ideas and be able to back them up with evidence. If your source is a book, pay attention to the publisher as well as the author. Books published by universities tend to be safe.

Your source may lack credibility if:

- The author is anonymous.
- The source seems excessively negative or biased.
- The grammar is poor and words are misspelled.

ACCURATE

An accurate source will provide factual information that can be backed by evidence.

Tips for determining your source's accuracy:

- Look for information that is up-to-date, meaning that it will have more recent ideas and interpretations about your topic.
- Make sure the information in your source can be backed up by other sources. This is why a variety of sources is so important.
- Avoid sources that make vague or grand generalizations, for example: "Everyone felt the same way about this issue..."

BALANCED

Balanced sources are fair and reasonable in their discussion of the topic at hand.

To determine whether or not your source is balanced, take these points into consideration:

- Watch out for its tone and language. If a source resorts to name calling it could be biased and unreasonable.
- Look out for statements of excessive significance, for example: "This was the most important event ever."

SUPPORTED

Good sources are evidence-based, meaning their conclusions are supported by facts. You should be wary of a source that doesn't show its use of evidence or identify its sources.

Find out if your source is supported by:

- Checking the source's sources. Are the facts backed up with legitimate evidence?
- Looking at the source's bibliography. Are they using a variety of sources?

PRIMARY SOURCES

We know primary sources are generally from the time of the topic you're researching or are from someone who witnessed or participated in an event. These sources tend to be, but are not limited to:

- Diaries
- Manuscript collections
- Letters
- Photographs
- Government records
- Interviews
- Autobiographies

You can find primary sources in libraries and archives, historical societies, museums, or even from people you know!

WHY ARE PRIMARY SOURCES SO IMPORTANT?

- Primary sources provide insight into how people felt at the time, what their personal experience was, their emotions and their reactions.
- Primary sources can fill in holes left by your secondary sources.
- Primary sources can give you information that other people might not have yet found.
- Primary sources allow you to make your own interpretation and analysis rather than relying on what other people think or have said about your topic.

Primary sources help in ways that secondary sources can't, but that doesn't mean they're more important.

Keep in mind that:

- While primary sources can sometimes be more reliable than secondary sources, you still need to be just as critical when determining their credibility, especially if you found them online.
- It can be tricky to determine whether a source is primary or secondary. Be careful not to cite them incorrectly in your annotated bibliography.



DETERMINING THE DIFFERENCE WORKSHEET

Name: _____ Date: _____

Define primary and secondary sources in your own words. Go over those definitions with a teacher to see if you have a grasp on the meaning.

Imagine you are doing a project on the National Organization for Women in Indiana, known as Indiana NOW. NOW fought to get the Equal Rights Amendment – ERA – passed. Though the proposed amendment was never passed by Congress, NOW's efforts helped raise awareness about issues faced by women in American society.

Below are some potential sources you might use for this topic. Decide whether they are primary or secondary sources and circle your answers. Think about why you chose the answers you did.

A	PRIMARY	SECONDARY	A letter from Susan B. Anthony encouraging support for women's suffrage
B	PRIMARY	SECONDARY	The text of the 19th Amendment
C	PRIMARY	SECONDARY	A newspaper article, published in 1915, describing a women's suffrage rally in 1915
D	PRIMARY	SECONDARY	An interview you did with a historian about Susan B. Anthony's life
E	PRIMARY	SECONDARY	Your United States history textbook
F	PRIMARY	SECONDARY	A book by a historian about the women's suffrage movement, published in 2005
G	PRIMARY	SECONDARY	A photograph of women protesting for the right to vote from the early 1900s
H	PRIMARY	SECONDARY	A website describing the events of Susan B. Anthony's life, written by a librarian in Madison, Wisconsin, in 2007
I	PRIMARY	SECONDARY	A pamphlet published in the early 1900s warning people about the dangers of giving women the right to vote
J	PRIMARY	SECONDARY	A newspaper article published in 1965, describing a women's suffrage rally in 1915
K	PRIMARY	SECONDARY	Government documents from the time related to the passage of the 19th Amendment



PRIMARY SOURCE ANALYSIS WORKSHEET

Name: _____ Date: _____

Remember that a primary source is a source that comes directly from the time period under investigation. Answer the following questions about your source.

Type of primary source:

- | | | |
|---|--|--|
| <input type="checkbox"/> Newspaper article | <input type="checkbox"/> Letter | <input type="checkbox"/> Journal/Diary |
| <input type="checkbox"/> Cartoon/Comic | <input type="checkbox"/> Audio Recording | <input type="checkbox"/> Film Clip |
| <input type="checkbox"/> Photograph | <input type="checkbox"/> Artifact | <input type="checkbox"/> Map |
| <input type="checkbox"/> Poster/Advertisement | <input type="checkbox"/> Government document | <input type="checkbox"/> Other: _____ |

Title of source: _____

Date of source: _____

Author/creator of source: _____ Position/Title: _____

Audience the source was created for: _____

List three things the author said (or that you notice) that you think are important:

1. _____
2. _____
3. _____

Why do you think this source was created?

What issues do you think are most important to the author/creator? Why?

What do you know now that the author/creator would have most liked to know?

Write a question to the author/creator of this source that is left unanswered.



HOW TO EMAIL PROFESSIONALS

During your research, you might find that there are people you can reach out to who can provide you with valuable information related to your topic. These people could be teachers, historians, lawyers, authors or even people who were around at the time of your project. It is important to be professional and considerate when contacting these people. Carefully formatting your email is not only courteous but will increase your chances to work with this person on your project. Follow these guidelines below when sending an email inquiry to a professional.

KEEP IN MIND:

- Have an informative subject line. Assume this person gets a lot of email a day. If there's no subject line, it's likely they'll pass over it or assume it is spam.
- Be clear and concise. Share all necessary information, and make it clear what you want from them, but don't write them a book about it. No one has time or wants to read a super long email if they don't have to.
- Be formal. Use correct honorifics, such as Dr., Mr., or Ms.
Tip: For women who do not need to be addressed as Dr., default to Ms. rather than worry if they are married or not.
- Use correct grammar. Do not use slang or abbreviations.

SAMPLE:

Subject: National History Day Research Request

Dear Mr. Boomhower,

My name is Hermione Granger and I am a student at Hogwarts. I am currently conducting research on a project for National History Day in Indiana. NHD is a program for students grades 4-12, where they research and present a project on a historical topic that fits the annual theme. This year's theme is Breaking Barriers in History. For my project, I am creating a documentary about May Wright Sewell and how she broke barriers in Indiana through her work in the women's suffrage movement. I recently read your book *Fighting for Equality: A Life of May Wright Sewell*, and it has been a very useful source.

I would like to request a time to speak with you further about May Wright Sewell, and more specifically, conduct an audio-video interview with you for my documentary. I understand that you work at the Indiana Historical Society. Would you be available to meet there on one of the following 3 Saturdays: November 9, 16, or 23? We could do morning or afternoon, whichever you prefer. The whole process should take about 2 hours. Thank you so much for your time!

Best,

Hermione Granger



TEMPLATE:

Subject:

Dear _____,

My name is (**your name**) and I am a student at (**school name**). I am currently conducting research on a project for National History Day in Indiana. NHD is a program for students grades 4-12, where they research and present a project on a historical topic that fits the annual theme. This year's theme is breaking barriers in history. I am doing a project on (**your topic**). (**Briefly explain what you already know about your topic. You want them to know that you have done your research and are serious about this project. Explain how you found out about this person and how they or their work relates to your topic.**)

I would like to request a time to speak with you further about my topic. (**Make sure you say why you would like to interview them in particular. Be specific about what you would like from them. Do you want an in-person interview? Will you record it? How long do you estimate this will take?**) Are you available (**Give at least 3 options for a day to meet. Make sure you are scheduling at least a week in advance from the time you send the email**). Thank you for your time!

Sincerely or Best (or any other cordial farewell you prefer),

Your Name

FOLLOW-UP EMAILS:

You will most likely have to maintain contact with the people you reach out to. The times you suggest might not work for them. If so, suggest additional times. If it seems like meeting in person is not going to work, try another option such as a phone or email interview. Be sure to ask permission to record the interview. If you do an interview over the phone, you can include the audio in your project. If you do it in email form, you can include quotes from the interview in your project. Don't get discouraged if things happen to not work out as you initially intended.

If they can meet at one of the times you suggested, send a confirmation email. In that email, thank them again for their help and finalize the time and place of your meeting. Include some questions that will be in your interview, so they have an idea of what to prepare for.

Send an additional email one or two days before your scheduled meeting as a gentle reminder of your upcoming interview.

Make sure you look up the directions to your meeting location. Allow extra time for traffic, parking, etc. If you do not or cannot drive, be sure to keep your parent or guardian informed in the planning process.

Arrive several minutes before your scheduled time. When you tell them how long the interview will take, round up your estimate. If you think it might take around an hour and half, tell them two hours. It's better to end a little earlier than planned than to keep them later than they expected.

After the interview, thank them verbally for their time and help. Offer to share your project with them when it is finished. If they express interest, send them your project after the contest.

Send them another thank you email within the next 24 hours of the interview. In this email, don't just thank them. Tell them how their help has contributed to your project.



CONDUCTING AN INTERVIEW

Interviews can help you gain historical context or primary source information, but they are not required. In fact, they may not even be necessary!

To determine if an interview is necessary, you should take a look through as many secondary sources as you can and keep a list of things you want to find out about your topic. As you find things through your primary and secondary sources, cross things off your list. Make sure to look for oral histories and interviews to see what else has already been produced about your topic. If you still have unanswered questions, then you may want to look at talking to a historian or people who were present at the time of your topic.

Helpful Hints:

- Plan out your request; ask for their time thoughtfully.
- Thank your potential interviewee regardless of a yes or no response to your request.
- Ask permission to record the interview. Don't forget to get their written consent if possible.
- Do some more research on your topic and your interviewee before the interview.
- Plan out your questions ahead of time.
- Ask more than yes or no questions – a yes or no doesn't tell you anything! You need and want more details than that.
- Send a thank-you note after the interview to thank them for their time and information.
- Ask if they'd like to see your finished project!

These are just a few tips. For more step-by-step guidance on conducting an interview, make sure to check out National History Day's guidelines on conducting interviews at

www.nhd.org/guidelines-conducting-interviews!



INTERVIEW CONSENT FORM

You will be completing an interview with a student(s) from _____.

They are currently participating in a program called National History Day. This is an annual history research program that encourages students across the nation to choose a historical topic to research and develop into a final presentation of knowledge.

The student or students conducting an interview believe that your memories and perspectives could be very helpful to better understand their research topic.

You will be asked a number of questions. The student(s) may tape or record your responses. Your responses may be used as direct quotes or as sources of information in the final project in which the student or students present their historical research findings.

If you are willing to participate in this interview and have your interview used as stated above, please sign and date the form below.

If you have any questions about this project, please contact _____.

.....

Interviewer Name _____

I have read the above and give my consent to participate in this project.

Interviewee Name _____

Signature _____

Date _____

.....



ANALYZING YOUR SOURCES

In order to answer your research questions, form and defend your thesis, you must understand your sources. To do this, you will want to carefully analyze your sources – especially your primary sources – and keep track of what you know by taking good notes. When you analyze your sources, you are describing your source in your own words.

Questions to Consider:

- What type of source is this?
- Who created the source?
- When was the source created?
- Why do you think the source was created?
- For whom do you think the source was created?
- What do you think is most important about this source?
- What do you think the author of the source finds most important?
- What does this tell you about your topic?
- What does it leave out? What else do you want to know?
- How do you think people might have felt about this source at the time of its creation?

FINDING PRIMARY SOURCES

ARCHIVES AND LIBRARIES IN INDIANA

INDIANAPOLIS

Crispus Attucks Museum, 1140 Dr. Martin Luther King Jr. Dr.
<http://www.crispusattucksmuseum.org/>

Eiteljorg Museum, The Stephen and Sharon Zimmerman Resource Center and the Watanabe Family Library, 500 W Washington St.
<https://www.eiteljorg.org/learn/library-resource-center>

Indiana Historical Bureau, 315 W. Ohio St.
<https://www.in.gov/history/>

Indiana Historical Society, William H. Smith Memorial Library, 450 W. Ohio St.
<https://indianahistory.org/>

Indiana State Library, 315 W. Ohio St.
<https://www.in.gov/library/>

IUPUI University Library, 755 W. Michigan St.
<http://www.ulib.iupui.edu/>

Ruth Lilly Special Collections and Archives, IUPUI University Library 0133, 755 W. Michigan St.
<https://ulib.iupui.edu/special>

BLOOMINGTON

Archives of African American Music and Culture, 2805 E. 10th St.
<https://aaamc.indiana.edu/>

Indiana University Lilly Library, 1200 E. Seventh St.
<http://www.indiana.edu/~liblilly/>

IU Oral History Archive, Radio-TV Building #314, 1229 E. Seventh Street
<http://mediaschool.indiana.edu/cdrp/oral-history/>

NOTRE DAME

Cushwa-Leighton Library, Saint Mary's College
<https://www.saintmarys.edu/library/>

Hesburgh Libraries, 221 Hesburgh Library
<https://library.nd.edu/>



Medieval Institute Library, 715 Hesburgh Library
<https://library.nd.edu/medieval>

University of Notre Dame Rare Books and Special Collections, 102 Hesburgh Library
<https://rarebooks.library.nd.edu/>

WEST LAFAYETTE

Black Cultural Center Library, Black Cultural Center – Library 1100 Third St.
<https://www.lib.purdue.edu/libraries/bcc>

Purdue University Archives and Special Collections, Stewart Center, 4th floor of HSSE library 504 W. State St.
<https://www.lib.purdue.edu/spcol>

HANOVER

Hanover College Duggan Library, 121 Scenic Drive
<https://library.hanover.edu/>

EVANSVILLE

University of Southern Indiana David L. Rice Library, 8600 University Blvd.
<https://www.usi.edu/library/>

SOUTH BEND

The History Museum, 808 W. Washington St.
<https://historymuseumsb.org/research/>

COUNTY HISTORICAL SOCIETIES AND PUBLIC LIBRARIES

Indiana Public Library Directory locations
<https://www.in.gov/library/pldirectory.htm>

Indiana historical societies and historians
<https://indianahistory.org/across-indiana/home-town-resources/find-who-you-need-by-county/>

Some institutions have digital collections available online. These can contain various types of archival materials such as official documents, journals, maps and letters. Digital collections are also a fantastic source

for images. If you are in need of higher quality images than what is available on the website, some libraries will offer you higher resolution images upon request. Be sure to check out other library websites to see what they offer online!

ONLINE DATABASES

Conner Prairie, Rural History Project
<http://ulib.iupuidigital.org/cdm/search/collection/CPRHP>

Crispus Attucks Museum Online
<http://www.ulib.iupui.edu/collections/CAttucks>

Evansville Vanderburgh Public Library Digital Archives
<http://digital.evpl.org/cdm/>

Indiana Historical Bureau, Find a Marker
<https://www.in.gov/history/2350.htm>

Indiana Historical Bureau, The Indiana Historian
<https://www.in.gov/history/2409.htm>

Indiana Historical Society, Destination Indiana
<https://destination-indiana.com/#sort=popular>

Indiana Historical Society, Digital Collections
<http://images.indianahistory.org/cdm>

Indiana University Archives Photograph Collection
<http://webapp1.dlib.indiana.edu/archivesphotos/index.jsp>

Indiana University Lilly Library, Image Collections Online
<http://webapp1.dlib.indiana.edu/images/splash.htm?scope=lilly/hohenberger>

Indiana University Press, Indiana Magazine of History
<https://scholarworks.iu.edu/journals/index.php/imh>

INSPIRE
<https://inspire.in.gov/>

IUPUI Digital Collections
<https://ulib.iupui.edu/collections>

University of Indianapolis Mayoral Archives
<http://www.uindy.edu/mayoral/>



NATIONAL SOURCES:

Ancestry Library (not a free website at home, but is available for free at most public libraries)

<https://www.ancestrylibrary.com/>

Civil War Database

www.nps.gov/civilwar

Cyndi's List

www.cyndislist.com

FamilySearch

www.familysearch.org

Internet Archive

<https://archive.org/>

Library of Congress

<https://www.loc.gov/>

Library of Congress-Chronicling America

<https://chroniclingamerica.loc.gov/>

National Archives

<https://www.archives.gov/>

National Archives, State Archives listing

www.archives.gov/research/alic/reference/state-archives

Smithsonian Libraries, Digital Collections

<https://library.si.edu/collections>

United States Holocaust Memorial Museum, Digitized Collections

<https://collections.ushmm.org/search/?f%5Bavailability%5D%5B%5D=digitized>

Check other out-of-state libraries and museums to see if they have collections online.

ASKING FOR MATERIALS

Libraries, museums and archives are excited about helping others with their research. However, it can be very frustrating for a librarian or archivist when someone calls and asks for information on too broad of a topic.

For example, if you call a library or archives and say, "Hello, I'm doing a history project on the Civil War. Do you have any materials that I could come see?" The response might be an overwhelming number of sources. A more appropriate question would be to ask about your narrowed topic. For example, "Hello, I'm doing a research project on Camp Morton in Indianapolis during the Civil War. Do you have any materials related to this?"

Narrowing your request is essential. It will save librarians and archivists time and work pulling items for you to see that don't fit with your topic. In turn, this also saves you time. If the library or archive has an online catalog, you can see what materials they might have before you even call.

This applies to Internet searches as well. Your research will start broad and get narrower as you go along, but have more specific terms in mind before looking for sources.

WHAT IS AN ARCHIVE?

Like a library, an archive is a place where people can go to find information. Unlike a library, the information in an archive does not come from books, but first-hand, primary sources. These can be letters, notes, reports, memos, photographs, audio and visual sources, and even artifacts. Archivists must take special care of these sources to ensure that they are around for a very long time.

Archival materials are divided into collections. These collections are separated by topic and are organized and stored in a special way. To know what materials are in a collection, you can refer to a collection guide or finding aid. Most archives will have these guides and are often available online. Use these to find what primary sources can help your research.



ORGANIZATION AND RESEARCH STRATEGY

It's important to stay organized and have a strategy when you're gathering more information. Follow these steps to stay on task:

- Keep track of your sources.
- Ask good research questions.
- Think of your project's organization.
- Take careful notes.

Work through these steps in a cycle rather than just from beginning to end.

KEEPING TRACK OF YOUR SOURCES

How you keep track of your sources is up to you, but make sure you have a system and include all necessary information! You could use NoodleTools, a Word document, spreadsheet, or do it by hand as you analyze your sources.

For NHDI, sources must be cited using MLA or Chicago Manual of Style. Online tools like Easy Bib or Citation Machine can be helpful. You could also use an index system, like this:

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 Site: _____

URL: _____

Date Published: _____ Date you used it: _____

How did you use this source? _____



PHOTOGRAPH

Title of Photograph: _____

Original Date Taken: _____

I found this image:

_____ in a book or archive collection _____ online

Book info/Collection info: _____

Website info: _____

How did you use this source? _____

NEWSPAPER

Author's Full Name: _____

Article Title: _____

Newspaper Title: _____

City: _____ Date Published: _____

I read this article: _____ in print _____ online

_____ in a database or collection

How did you use this source? _____

JOURNAL ARTICLE

Author's Full Name: _____

Article Title: _____

Journal Title: _____

Volume: _____ Issue #: _____

Publisher: _____ City: _____ Year: _____

I read this article: _____ in print _____ online

_____ in a database or collection

How did you use this source? _____



DOCUMENTARY

Director/Creator: _____

Title of Documentary: _____

Release/Creation Date: _____

Distributor: _____

Source Location: _____

Medium: _____

How did you use this source? _____

ENCYCLOPEDIA

Article Title: _____

Encyclopedia Title: _____

Volume: _____ Edition: _____

Publisher: _____ City: _____ Year: _____

I read this article: _____ in print _____ online

_____ in a database or collection

How did you use this source? _____



CHOOSING GOOD IMAGES

If you are doing a project type that is visual – website, documentary or exhibit – good images are crucial. Good images will help while poor images will hurt you at a contest. There are several key factors to look at when considering which images to use:

- **Image quality** – Does the image have a high resolution? Is it clear and crisp or is it fuzzy? If you took the image yourself, does it look like you put in the effort to make it look presentable?
- **Tells your story** – Does the image contribute to the story you’re trying to tell? Is it related to your topic or did you choose it just because you like it? Would the image help someone to understand your topic just as much as a block text?
- **Supports your “So What”** – Does this image help support the argument you’re trying to make, or does it contradict your argument? Does it act as proof of your opinion or does it just look nice?
- **Comes from a credible source** – Did you find this source from Pinterest or a generic .com website or did it come from a digital archive or library site? Is it clear who the image belongs to (archive, library, organization, person)?
- **Eye-catching/interesting** – Does this image draw your attention? Is it visually appealing? Does it fit well with the overall look you’re going for with your project?
- **Unique** – Is it the first image someone might come upon if they were to research your topic, or would finding this image take more digging? Some images might be famously associated with your topic, but these should not be the majority of your images.

Image Scoring Sheet

Assign a score for each box in each column below, with 10 as the highest and 1 as the lowest. Then total the scores for each image. If an image scores above 40, it is most likely a suitable image for your project. If an image scores below 40, take some time to re-evaluate if you should use it or look for another image. If an image scores below 30, do not use the image. If you want a replacement image, score that image before you use it in your project.

	Image Quality	Tells Story	Supports “So What”	Credible Source	Eye-Catching/ Interesting	Unique	Total Score
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							



RESEARCH STRATEGY WORKSHEET

Name: _____ Date: _____

ASK GOOD RESEARCH QUESTIONS

Good questions guide your research. As you find out more about your topic, you'll find that you come up with more questions. This means that you'll formulate and answer your research questions as you go along.

Topic: _____

What are some key terms related to your topic that will help you search for information?

What types of sources might exist for your topic?

Primary Sources

Secondary Sources

Name: _____ Date: _____

Where might you find these?

Primary

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Secondary

[illegible]



RESEARCH QUESTIONS WORKSHEET

Name: _____ Date: _____

Your background research and the questions you come up with while doing that research can help you narrow your topic even further. The column on the left focuses on the types of information you should look for while researching the historical context and effects of your broad topic. The middle section shows what types of questions can come out of your historical context research.

Historical Context	Questions to Ask	Answers
Long Before <ul style="list-style-type: none"> • Sets the tone • Understand what background information your audience will need to know • Shows you what people, events or ideas impacted or influenced your topic 		
Right Before <ul style="list-style-type: none"> • Key people who influenced your topic • Actions of key people • Events that lead to your topic 		
Main Event <ul style="list-style-type: none"> • Find out what happened 		
Right After <ul style="list-style-type: none"> • Reaction to the event, including positive and negative from people who supported or opposed • When change or shift occurred 		
Long After <ul style="list-style-type: none"> • Effect of event in the long term – what the changes were • Changes that affect today • Influence of your topic on other events more recently • Importance of the topic 		



THINK ABOUT YOUR PROJECT'S ORGANIZATION

Remember, no matter what type of project you choose, you will want to follow the same organization. Just like anything else you would write or create, you need a beginning, middle and end. Notice the similarities between your project's organization and the research questions posed in the previous worksheet.



TAKING NOTES

As you gather and analyze your sources, it is important to have a good note-taking system. You are getting a lot of information. You will synthesize – combine into a whole – the information you think is the most important from all of your sources to create the content for your project.

The note-taking system you use is up to you – one is the Cornell Notes system. This breaks up your note taking into two parts: the main ideas and more general notes.

As you are taking notes, it is important to keep track of the sources from which you get your information. This will not only help you with your annotated bibliography – so you have record of how you used each source – but with citing quotes and other information in your project as well.

Step 1: Include your topic, if so desired. Consider the sort of information you will be looking for.

Step 2: Take some general notes as you read your sources. Keep the notes for each portion of your project separate. For each note, write the source and page number.

Step 3: Write down all bibliographic information for your sources used in this section.

Step 4: Write a summary right after you read the source and pull out the main ideas. This is a short overview of what you have learned.

Step 5: Reflect after you have finished reading the source. Write down main ideas, people, vocabulary words or questions. What struck you as most important?

Print out and use the provided Cornell notes for each step of your project – background, build-up, heart of your story, short-term impact and long-term impact.

Topic: _____

Take notes for your heart of the story, or your **main event**. Consider these questions: **What** happened? **How** did it happen? **When** did it happen? **Why** did it happen? **Who** was involved or affected? **Where** did it happen?

Main Ideas:	Notes (Write the source and page number for all your notes.):

Summary: _____

Sources: _____

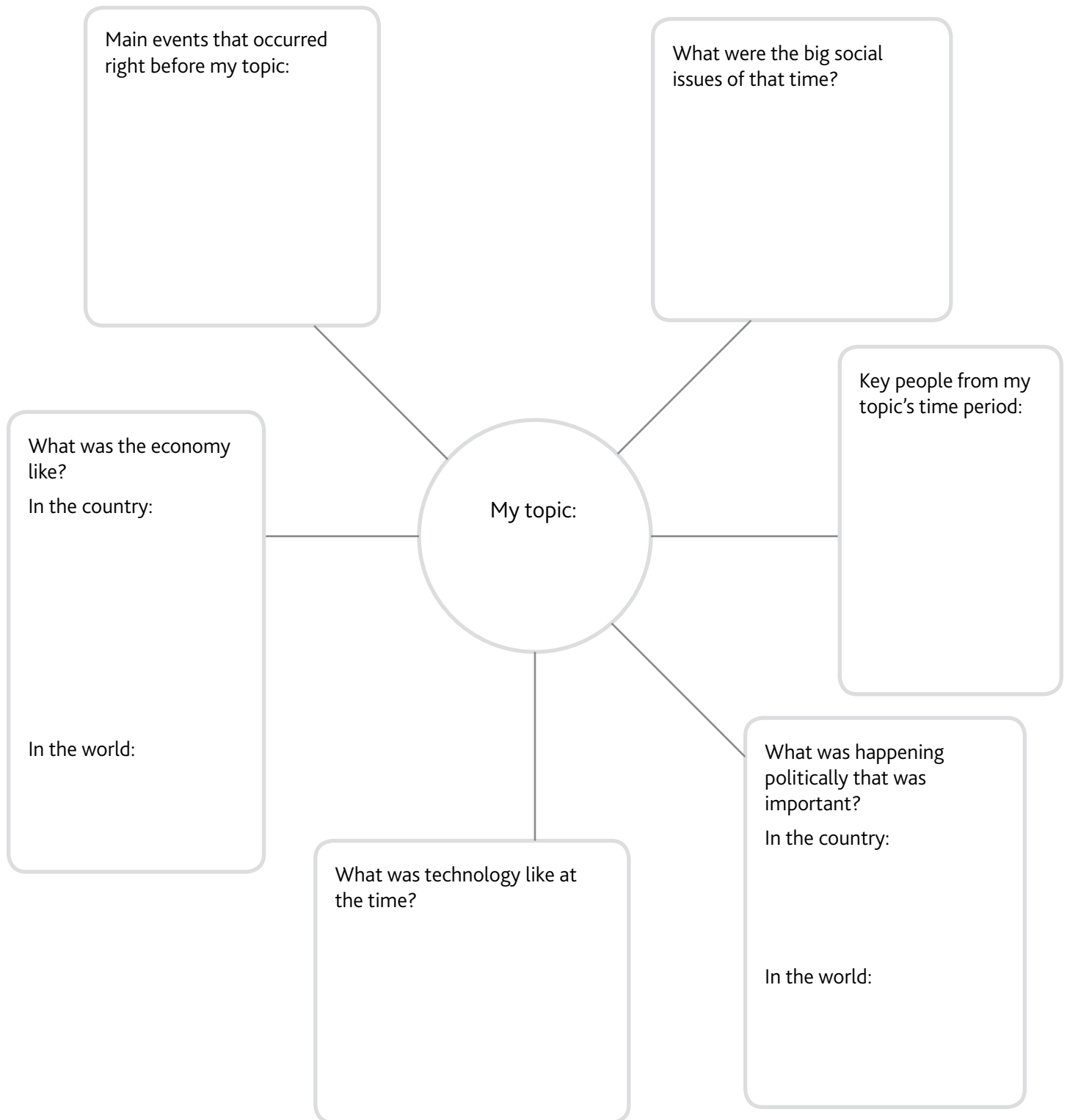
Take notes for the **short-term impact** portion of your topic, or what happened immediately after. What were the immediate effects of the main event? Who did it affect? How did it affect them? Did it impact everyone the same way? What were the positive changes? Negative?

Main Ideas:	Notes (Write the source and page number for all your notes.):

Take notes on the **long-term impact**, or the events that happened long after the topic. Take a step back here. **How are things different** because of your topic? For whom are they different? What have been the **lasting effects**? How has your topic **changed history**?

Main Ideas:	Notes (Write the source and page number for all your notes.):

As you collect your information and take good notes, it can sometimes help to visualize that information. Below is a web that can help you place your topic in the big picture and give it context.





THE MAIN EVENT/HEART OF THE STORY

TOPIC:

[illegible]

- 1.
- 2.
- 3.
- 4.
- 5.

Have you found any useful quotes that help support your topic? Attach them to this sheet.

Who said it:

When:

Who said it:

When:

Who said it:

When:

Who said it:

When:



ACTIVE VS. PASSIVE VOICE

It's important your writing is clear and concise. Using more words may sound flowery, but it lessens the impact. To make sure your writing is the best it can be, use the active voice.

What is active voice?

Active voice is when the subject of the sentence performs the verb's action. A sentence that uses active voice is strong and direct. It gets to the point.

Examples:

The dog chased the squirrel.

The general led the troops into battle.

The court declared the group's actions illegal.

What is passive voice?

Passive voice is when the subject of the sentence is acted on by the verb. These sentences can be more complicated than necessary.

Examples:

The squirrel was chased by the dog.

The troops were led into battle by the general.

The group's actions were declared illegal by the court.

Notice how much simpler the active voice sentences are than the passive?

Each active sentence above uses fewer words than its corresponding passive sentence. Using active voice not only delivers a clearer message but also cuts down on word count, leaving you space to write more of what's important.

Try your hand at active vs. passive voice.

Each sentence below is written in passive voice. Rewrite each sentence in active voice and simplify where you can.

The document was read by President Kennedy prior to making a decision.

Susan B. Anthony was approached by Elizabeth Cady Stanton, asking if she needed help.

The horses were ridden by the rangers for four days straight.



VERB TENSES

Which tense should I use?

When you write, pay attention to verb tense – past, present and future. Past tense is used to describe things that have happened in the past. Present tense is used to describe things that are happening now. Future tense is used to describe things that have yet to happen. When you write about history, you primarily use past tense because you are writing about things that happened in the past.

Stay consistent

It's easy to switch verb tenses, but it's important that you keep them consistent. Switching back and forth confuses the reader. Keep it simple and keep the past in the past.

When can I use present tense?

There are times when you might discuss something in your project that happens in the present, especially when you cover the long-term impact of your topic. In this case, you should use present tense. If you are doing a performance and the performance is set in the time of your topic, you will most likely use present tense (unless you are discussing an event that happened before the time of that character).

Using the correct verb tense can be tricky at times. Practice and good proof-reading are the best ways to make sure you get it right.

Assume you're doing a project on Madam C.J. Walker. Each scenario below could be something you write about in your project. Determine which tense you should use in your project for each one.

Section of the project	Past or Present Tense?
Madam C.J. Walker's early life, prior to starting her business.	
How Madam C.J. Walker developed her business in the early 1900s.	
The current state of the Madam Walker Theatre in downtown Indianapolis	
Walker's induction into the National Women's Hall of Fame in 1993	
The Spirit Awards, an annual award ceremony in honor of Walker, that honors national leaders in entrepreneurship, philanthropy, civic engagement, and the arts.	



DEVELOPING YOUR THESIS

WHAT IS A THESIS STATEMENT?

Your project will consist of an argument that reflects your main idea – the message you want to get across to your audience that links the topic to the theme. The sentence(s) that capture(s) this argument is called your thesis.

Think of your thesis as an equation:

Thesis = Topic + Theme + Impact

A good thesis is short and sweet – no more than one or two sentences. You will explain and support your argument throughout the rest of your project.

A good thesis statement:

- Addresses a narrow topic.
- Is an informed opinion.
- Explains what you believe to be the historical significance of your topic.
- Connects the topic to the NHD theme.

A thesis statement is:

- Not a question.
- Not a list.
- Not vague.

A thesis statement is not the same thing as a research question. Your research questions guide your research. Your thesis statement makes an argument about your topic using your research.

WRITING A GOOD THESIS STATEMENT

Writing a good thesis is a long process. It will take time. This is the most important and sometimes most stressful part. Here are some key things to remember:

- It will continue to evolve as you research. You may even go back and change it ... and that's OK.
- It's only set in stone once you have completed your project for the contest, and even then you might have an opportunity to improve it. If you qualify for state or nationals, you will have time to make any needed improvements on your project. This includes your thesis.
- You can always ask a teacher or NHD team member to look over your thesis for you.

THESIS DEVELOPMENT: AN EXAMPLE

We'll use a previous NHD theme to give an example of how you may develop your thesis.

Theme: Conflict and Compromise

Interest Area: Prisoners of war in World War II

Your narrowed subject: Camp Atterbury POWs in WWII

WORKING THESIS STATEMENT:

During WWII, approximately 3,000 Italian POWs were held at Camp Atterbury in Indiana. They compromised with U.S. soldiers to build a chapel, making life there better for themselves.

- Take a look at the highlighted section. Since it is stating a fact and telling your audience what your topic is, this information should be part of your introduction.
- Remember, your thesis is your argument about your main idea.

FINAL THESIS STATEMENT:

The respectful treatment of Italian POWs at Camp Atterbury, along with the chaplain's permission to build their own chapel, created a long-lasting, positive relationship between the camp and the Italian soldiers once imprisoned there.

- Notice how the highlighted section was added – this is the basis of your argument.
- You're showing the impact of your topic and why it is important.



THESIS DEVELOPMENT WORKSHEET

Name: _____ Date: _____

Your thesis statement is where you take a stand on your topic. It is also a guide for the rest of your project. Go over your notes and consider the important points of your topic and your research questions. Then, use those to develop a thesis statement.

Topic: _____

WHO – Who was involved? Who was affected?

WHAT – What happened? What was the main event?

WHERE – Where was/were the place(s) it happened?

WHEN – When did it happen? How long of a time period was it?

WHY – Why did it happen?

Connection to the Theme: Breaking Barriers

What is the topic's connection to breaking barriers?

Pull it all together in a thesis statement:



INTRODUCTION TO THE SOS METHOD

A great way to develop your thesis is by using the "SOS Method." SOS stands for:

S – Summary

Imagine the person viewing your project has never heard of this topic. Summarize your topic in one or two sentences. Give only the necessary information. What happened and when?

O – Opinion

This is where you begin to make your argument in your thesis. What do you think? How does your topic relate to breaking barriers and why? Say this in one or two sentences.

S – Significance

What was the long-term impact of your topic? Why does any of this matter today? Why does anyone need to know about your topic? Why do you think it's important? Explain this in one or two sentences.

When you put these together, you have your thesis statement – it answers the question "so what." Imagine if someone were to ask you about your topic. You tell them about your topic and they say "so what? Who cares? Why does it matter?"

Your topic:

Answer the S:

Answer the O:

Answer the S:

Put it all together:



"SO WHAT?"

In-Class Activity

Using the story below, pull out the SOS to write a thesis statement. As you are reading, think about how barriers may have been broken. How were they broken? Why does it matter in the present day of the story?

Jane Porter was born in 2275 in a small colony on the planet Mars. After graduating high school, Porter moved to Earth where studied to become an aerospace engineer. In the year 2320 Porter invented the "Space Cab." The "Space Cab" is roughly the size of your average taxi cab and allows people to travel through space. It was the first of its kind that allowed easy travel through space. The government decided not to mass produce them, but because Porter found a way to manufacture them at a reasonable cost, there are around 100 Space Cabs in existence as of 2365. Space Cabs were first used by scientists to research the solar system. Currently, they are used as transportation to take people back and forth between Mars and Earth. Before Porter's invention of the Space Cab, scientists had never visited planets such as Jupiter and Neptune. 45 years later, extensive research has been done on every planet in the solar system. Additionally, Space Cabs allow people to travel more and visit family. Prior to the Space Cab, people on Mars rarely got to see family on Earth. Now people can travel between planets more often.

Summary

Opinion

Significance

Thesis/So What?



INTERPRETING YOUR SOURCES

Now that you have a thesis statement, it's time to continue with your research. If you find new sources, continue to analyze them – describe what a source says in your own words. At this stage you will also be interpreting your sources to see how they fit into your topic and support your thesis.

THINK LIKE A HISTORIAN

COMPARE AND CONTRAST DIFFERENT IDEAS

- What were the values, personalities and behaviors of people and groups related to your topic?
- How were they different?
- How were they alike?

DRAW COMPARISONS ACROSS ERAS AND REGIONS

- How do the important events and ideas in your topic compare to what was going on in other areas of the world?
- How do they compare to another time?
- How did ideas and events of the past affect your topic?
- How has your topic affected ideas and events?

CONSIDER MULTIPLE PERSPECTIVES

- Much like ideas, what were the differing perspectives of the time?
- Who viewed important events in your topic as triumphs? Why?
- Who viewed them as tragedies? Why?

HYPOTHESIZE THE IMPORTANCE OF THE PAST

- Come to your own conclusions about why your topic is important. What do you want people to learn?
- What lessons should your audience take away?
- Why should it be remembered?
- Does it have any effect on the world today?

TELL YOUR AUDIENCE WHAT YOU THINK

Answer these questions:

- What is this source telling me?
- How does it compare to my other sources?
- Does this source help me to support my thesis?
- How does this source change my way of thinking about my topic?

ANALYZE CAUSE AND EFFECT

- Did these differing perspectives lead to the main event of your topic?
- What are the important moments within your topic that led to the main event?
- What were the lasting effects and why?

CHALLENGE EXISTING HISTORICAL NARRATIVES

- Do you agree with your secondary sources? You don't have to – just be able to prove why you don't agree.
- Have you drawn your own conclusions? With good research, you will very likely come to your own conclusions.



THINKING ABOUT PERSPECTIVE WORKSHEET

Name: _____ Date: _____

Perspective is an important part of your project. Think about the theme and how a triumph for some might be a tragedy for others. Think about what was going on in the lives of people that led to or necessitated the main event in your topic. Without understanding and addressing different perspectives in your project, you will miss the why component of your project.

List key ideas from the perspectives of those involved in your topic below. Also note the reasons for each perspective.

Topic: _____

Perspective 1 Individual or Group _____	Perspective 2 Individual or Group _____	Perspective 3 Individual or Group _____
Key Ideas:	Key Ideas:	Key Ideas:
Reasons:	Reasons:	Reasons:



TESTING YOUR THESIS

The thesis statement gives your informed opinion. Since it is an opinion, someone could argue against it. It is possible for there to be holes in your argument. Consider what an opposing opinion to your argument might be and how you can use that to strengthen your thesis.

MY ARGUMENT

Under Coach Ray Crowe, Crispus Attucks High School won the state basketball championship in 1955, making them the first all black team in the nation to win a state high school basketball title. The tragedy of them being denied admission to the IHSAA and their triumph of being state champions was the most pivotal moment in Civil Rights history in Indiana.

EVIDENCE SUPPORTING MY ARGUMENT

- The city momentarily unified to celebrate the school's win.
- Crispus Attucks went on to win more championships, causing even rival teams to take notice.
- They became a well-known and important team.
- Both blacks and whites attended celebratory parades.

OPPOSING ARGUMENT

Crispus Attucks winning the tournament was important, but it was not the most pivotal moment in Civil Rights history in Indiana.

EVIDENCE SUPPORTING THE OPPOSING ARGUMENT

- Crispus Attucks remained a segregated school until 1970.
- Even though black and white students came together to celebrate during the parades, they still went back to their segregated schools.
- The Indiana Civil Rights Commission formed in 1961 and was pivotal as well. It helped to ensure and enforce equal employment opportunities over the years.

WHICH ARGUMENT IS STRONGEST? WHY?

The opposing argument is stronger because it shows that the school's win did not make any drastic legislation changes. Things pretty much went back to the way they were for a while. The evidence listed also shows at least one other thing in history that was pivotal to Indiana's Civil Rights history as well. This makes it hard to argue that Crispus Attucks' win was the most important.

SHOULD I MODIFY MY ARGUMENT? HOW?

Yes. My argument has some truth to it, but I can't assert that the tournament win was the most important moment in Civil Rights History in Indiana. I need to find a way to assert how it was important but not the most important moment.



The thesis statement gives **your informed opinion**. Since it is an opinion, someone could **argue against your thesis**. It is possible for there to be **holes in your argument**. Consider what an **opposing opinion to your argument might be** and how you can use that to **strengthen your thesis**.

[illegible]



SELECTING YOUR PROJECT TYPE

National History Day in Indiana has five different project types:

- Exhibit
- Website
- Documentary
- Performance
- Paper

Each type of project emphasizes and develops a different set of skills. Since you may choose any type of project you would like to do, it is helpful to think about what skills you already have and would help you do the best on your project.

Go over your strengths, weaknesses and interests to help you decide on a project type. Consider:

Do you like working alone?

Do you prefer working with others?

Have you been working on a project with a partner or a group already?

- **Is that going well?**
- **Is that not going well?**

Are you working alone but know of someone who is doing the same or a similar topic?

- **Would it help to work with them?**

What are your interests?

Do you find that you're very visually oriented?

Are you creative?

Do you like to do things more traditionally?

Do you love to write?

Do you love to perform?

How organized are you?

Are you artistic?

Are you absolutely not artistic?

GENERAL PROJECT GUIDELINES

All students and educators are strongly encouraged to read the full list of rules in the **NHD Rule Book**. Rule violations will count against the project during judging. Note that some rules may be project-specific.

- For all categories except papers, you may work individually or in a group of up to five people.
- You must complete an annotated bibliography for every type of project. Find out more at the end of this section.
- Except for papers, projects must include a process paper. Find out more at the end of this section.
- If you quote something, use an image, or pull any text directly from a source to use in your project, you must cite it.
- Remember, before you do anything, always check with your teacher about their requirements.
- Do not reuse research or a previous project.
- Do not plagiarize.
- Never tamper with another student's project.

WE'RE HERE TO HELP

If you need help on your project, ask! Students are responsible for their own research, project design and creation. However, teachers and NHD team members may help with guidance on organization, research, thesis and analysis as well as proofreading and editing. They cannot:

- Do your research for you.
- Write any portion of your material.
- Draw conclusions from your research for you.

If you would like help from a NHD team member, contact Bethany at nhdi@indianahistory.org.

Find out more about each project type before deciding on what you want to do. In the following pages, we'll talk about each type in more detail, provide some tips on how to approach it and talk about specific guidelines.

EXHIBIT

Are you artistic and love creating interesting visual designs? An exhibit project can draw upon both of those skills!

Exhibits allow you to use three dimensions to present your topic. They can be as simple or elaborate as you like. You can use color schemes, pictures and physical objects to best tell the story of your topic. Exhibits allow you to be creative in how you present your material, but they should still show clear organization.

Whether you are using a traditional tri-fold exhibit board or a rotating display, organization is important. You want to make sure that your exhibit clearly conveys the background, important information and impact of your topic.

<p>LEFT PANEL: Background information and build-up to the main event.</p>	<p>MIDDLE PANEL: Thesis statement and main information about your topic. This is where the eyes go first.</p>	<p>RIGHT PANEL: Short and long term impact of your topic. It explains the historical significance of your topic.</p>
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Exhibits allow a great deal of visual creativity. As you create your project, consider how to best show the distinction in sections. You may label them or use a different color for a different section. Also, consider how your project will look when finished.

- Are there too many pictures in one section and almost none in another?
- Are there big blocks of text that are hard to read? Are your title and thesis clearly shown?

You should spend some time examining your exhibit to determine that you have used your space to the best of your abilities. Since you have limited space and words, everything on your exhibit should be there for a reason.

RULES

Your exhibit may not contain more than 500 student-composed words, which includes titles, subtitles, captions, graphs, timelines and any supplemental material where you used your own words. The only exception is brief factual credit of sources.

If you do add media to your exhibit through a media device, it may not play for more than 3 minutes.

Exhibits must fit into the size guidelines outlined in the NHD rulebook – 40 inches wide, 30 inches deep, and 6 feet high. While this does not include the table it is displayed on, it does include any additional stands.

If you choose a rotating display, it cannot be more than 30 inches in diameter.

Before finishing your project, make sure to review the official NHD rulebook to make sure you have met all of the requirements.

The following planning guide can help you organize your time to make sure you get your project done on time.



ABOVE:
Tri-fold exhibit board

LEFT:
Rotating display

ORGANIZATION

A three-dimensional or turning project may be organized similarly. However, you will want the title board to come first and the other boards to follow in a logical manner. For any exhibit, it is important that the reader know where to start reading.



EXHIBIT PLANNING GUIDE

Steps	Due Dates
Get organized for research and select topic	
Background reading for historical context	
Narrow topic; gather, record and organize context	
Analyze and interpret sources	
Develop thesis	
Develop themes and organizations for display	
Create lettering	
Take and print pictures; create quotes for boards	
Write captions; mat and mount visuals	
Complete final draft	
Proofread; complete process paper and annotated bibliography	



EXHIBIT WORKSHEET

Name: _____ Date: _____ Topic: _____

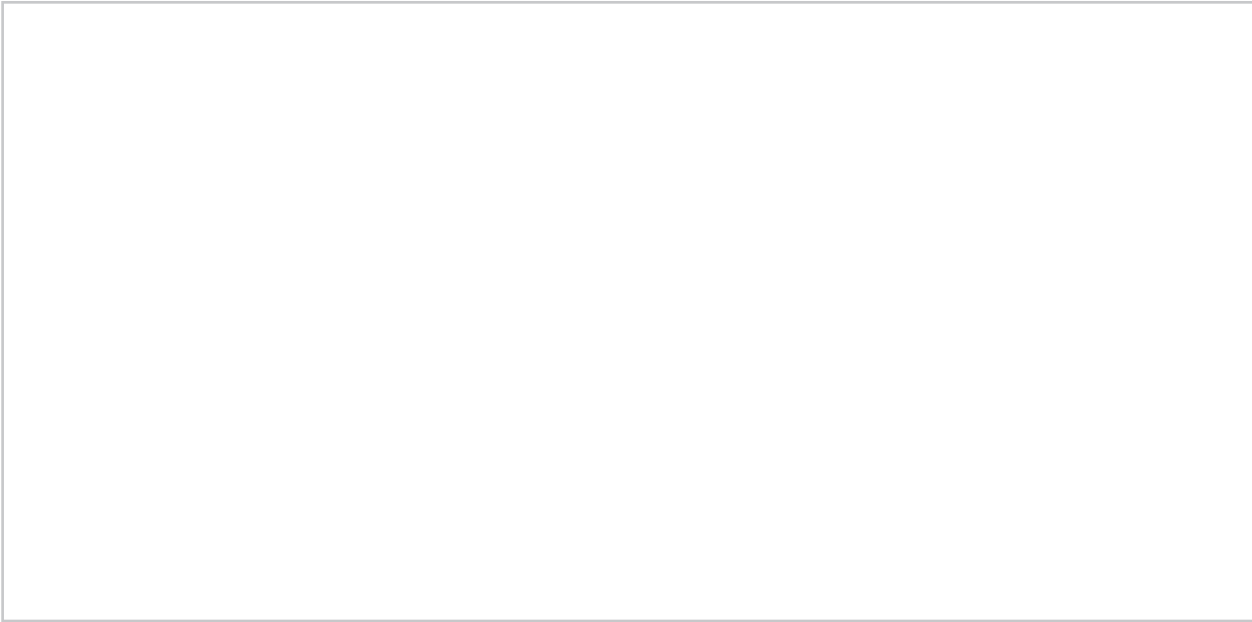
Fill in your information for each panel of your exhibit. On the back of this page, sketch out where you will put your visuals and how you will arrange your panels.

<p>What was going on long before your main event/ biographical information if your project is about a person:</p>	
<p>Build up to the main event. What happened right before your main event:</p>	

<p>Project Title:</p>	
<p>Thesis statement:</p>	
<p>Brief introductory information:</p>	

<p>Short-term impact of your main event:</p>	
<p>Long-term impact of your main event/why it is important to history:</p>	

Name: _____ Date: _____ Topic: _____



WEBSITE



Above: Student explaining her website project

Are you interested in graphic design or working with computers? Designing a website may be the perfect category for you.

This category allows you to create an interactive project using primary and secondary sources and present them in multimedia formats.

Building your project begins with your thesis. You can determine a few main sections that support your thesis statement. These sections can be your other pages.

If you want your audience to read your website in a certain way or order, make that clear.

By considering page placement and linking pages together, you can help your audience understand your website.

ORGANIZATION

Your thesis should be your focal point.

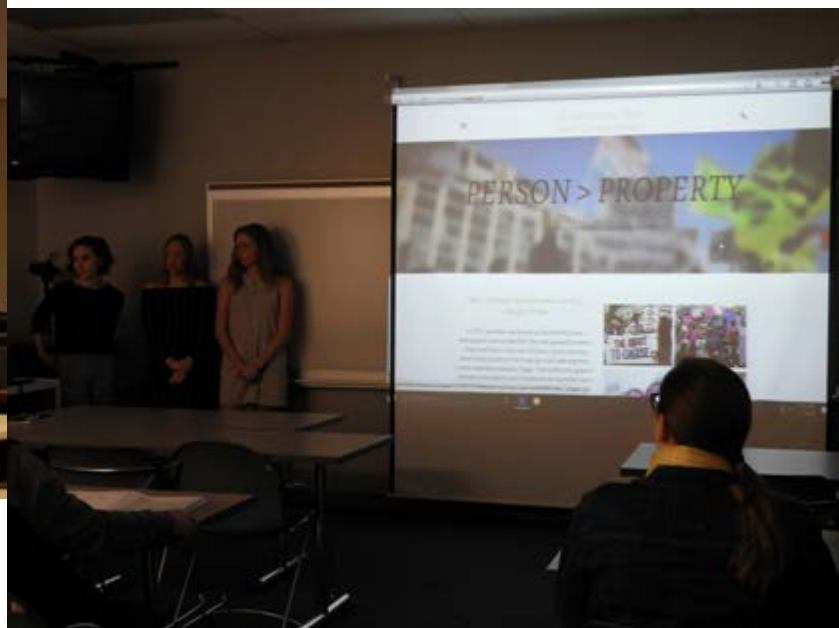
Use your research to create the main body of your website.

What page titles do you want to use?

This is a multimedia project. Make sure to include photos and video clips.

Post your annotated bibliography and process paper on your website. You may include these on a separate tab.

Below: Students showcasing graphic design and computer work



RULES

Your homepage must include:

- Website title
- Your name(s)
- Division
- Number of student-composed words on the website
- Number of words in process paper
- A menu to access the other pages on the website

The website may not exceed 100 MB of file space.

Your website can have no more than 1,200 student-composed words. This does not include the process paper, annotated bibliography, word count notifications or navigation instructions.

The combined running time of all multimedia clips cannot exceed four minutes.

You cannot link to external sites.

As with every project, you must credit and cite your sources.

Be sure to carefully review all of the rules in the NHD rulebook!



WEBSITE PLANNING GUIDE

Steps	Due Dates
Get organized for research and select topic	
Background reading for historical context	
Narrow topic; gather, record and organize context	
Analyze and interpret sources	
Develop thesis	
Identify media and quotes to use	
Plan and map out website organization	
Create website	
Evaluate and revise	
Proofread	
Complete process paper and annotated bibliography	



WEBSITE WORKSHEET

Name: _____ Date: _____ Topic: _____

Use your notes to storyboard your website. Sketch your visual layout for each page in the boxes below. Write your content on the lines beneath each box.

--	--	--

--	--	--	--	--	--

DOCUMENTARY

Do you enjoy working with computers and creating audio-visuals? Do you love movies? A documentary might be the project for you.

Documentaries are perhaps one of the most technically difficult projects, since they rely on the user knowing or learning how to use editing software. However, these projects can also be very creative, as they rely heavily on primary sources for photographs or video.

Documentaries can be difficult, because the whole script must have visual aids to go with it. For that reason, it is helpful to begin by writing your script based on your research.

Once you have written the script, then you can do more research to look for photographs and video to match your script.

ORGANIZATION

Like any NHD project, organization is important to the success of your project. While you have flexibility to arrange your documentary however you would like, make sure your organization makes sense.

One helpful method of combining your script and your media is to storyboard your project. You can place your script with a description or rough drawing of the image you want to show.

You can also begin making notes about whether the shot will remain still or move in some way.

As you are finding media to add to your script, remember to pace your documentary so that the audience has time to absorb the information.

One sample organization pattern is:

- 1 minute for your introduction and thesis statement
- 2 minutes for background
- 3 minutes for the main event
- 3 minutes for the impact
- 1 minute for your conclusion



Judges watch a student-made documentary

RULES

Your documentary must be able to completely run in 10 minutes or less.

Timing begins at the first sound or image and ends at the last sound or image.

Before beginning your documentary, you must state the title of the documentary and the names of the participants.

No other live interaction during the documentary is allowed.

You must include a credit screen at the end of the documentary that gives brief credit for each image and visual or audio clip used in the documentary (a full citation will be presented in the bibliography).

Remember that different equipment may behave differently, and technology does not always work. Make sure to bring MULTIPLE copies of your documentary, so that you can try the other copy if one fails.

Be sure to carefully review all the rules in the NHD Rulebook.

Want to do a documentary? Use the following worksheets and checklist to plan your project!



DOCUMENTARY PLANNING GUIDE

Steps	Due Dates
Get organized for research and select topic	
Background reading for historical context	
Narrow topic; gather, record and organize context	
Analyze and interpret sources	
Develop thesis	
Write a script based on research	
Identify images and video that matches script	
Create a storyboard	
Produce video	
Evaluate and revise	
Complete process paper and annotated bibliography	



DOCUMENTARY STORYBOARD WORKSHEET

Name: _____ Date: _____

Topic: _____

Use this first storyboard as an example. In the visual field draw what you think the slide would look like. After that, fill out a story board for your own topic. Print out as many copies as you need until you complete your storyboard.

Notes	Visual	Audio
Insert title name Long shot Insert image of battle		On April 6, 1862, the Battle of Shiloh acted as a turning point in the life of General Lew Wallace.
Insert image at Fort Henry Insert image at Fort Donelson		After the losses at Fort Henry and Fort Donelson....
Long shot Pan out		... Confederate General Albert Sidney Johnson withdrew forces in Tennessee, Mississippi, and Alabama to reorganize a new strategy. He created his base at Corinth, Mississippi, but left access for Union troops into Southern Tennessee.

Name: _____ Date: _____

Topic: _____

Notes	Visual	Audio

PERFORMANCE

Do you like to perform? Are you in drama club or involved in theater? Presenting your research in the form of a performance could fit your skills.

In performance, you get to write a script to present your research in an engaging, dramatic style. Scripts should be refined and memorized, which adds to the time commitment of this project. In addition to researching, writing the script, rehearsing, and writing the process paper and bibliography, you will also need to develop props and costumes to help present your project most effectively.

While a performance may seem to focus on the dramatic aspect of history, research is still important to a successful project. Before writing the script, make sure to do plenty of research on your topic and the historical context surrounding it.

This research will help you create believable and historically accurate characters to portray.

Sometimes, it is helpful to portray more than one character in a performance. Having slight changes in costume can help differentiate characters without adding much time for a costume change.

Creating props can also seem like a large task, but a few carefully chosen props can often set the scene very well.

Even though it is a performance, you will still need to introduce your topic and characters and present your thesis.

ORGANIZATION

Whatever genre you choose to make your performance – drama or comedy – be consistent.

One way to organize your performance to fit into 10 minutes and to present all your information is:

- 1 minute for your introduction and thesis
- 2 minutes on historical context
- 3 minutes on the main part of your story
- 3 minutes on the impact
- 1 minute for your conclusion

Since you are performing live, it is also a good idea to build in a little bit of extra time for interruptions.

After you have written your script, blocked it – determined where actors will stand, move and/or relate to the set – revised it, and practiced it, you may also want to seek

out friends or test audiences to practice in front of. Often, performing your project alone can feel quite different than performing for a live audience.

RULES

You can design, rent or purchase your costume. Adults may help put the costume together, but the design concept must be your own work.

Additionally, your whole performance must fit in 10 minutes.

You will have 5 minutes before and after your performance to set up and tear down.

Before taking your project to a contest, remember to review all of the rules for performances found in the official NHD Rulebook.





PERFORMANCE PLANNING GUIDE

Steps	Due Dates
Get organized for research and select topic	
Background reading for historical context	
Narrow topic; gather, record and organize context	
Analyze and interpret sources	
Develop thesis	
Write a script based on research	
Stage performance with attention to historical details; create costumes, props and set pieces	
Block performance to go with setting and script	
Final draft of script	
Do an in-class performance	
Complete process paper and annotated bibliography	



PLANNING YOUR PERFORMANCE WORKSHEET

Name: _____ Date: _____ Topic: _____

Drafting Your Script	
Intro (1 minute)	<ul style="list-style-type: none"> • Set the scene • Who are you? • When is this taking place? • Where are you? • Introduce your thesis
Historical Context/ Background (2 minutes)	<ul style="list-style-type: none"> • What happened before your topic to influence it? • Were there other movements, people or ideas that influenced it? • What events led up to the topic?
Main Event (3 minutes)	Key event(s) and issues related to your topic
Short and long-term impact (3 minutes)	<ul style="list-style-type: none"> • What were the immediate outcomes of your main event? • What has been the long-term significance?
Conclusion/ Wrap up (1 minute)	<ul style="list-style-type: none"> • Reinforce your thesis. • Conclude your character's actions.

SCENE # _____

Brainstorm potential scene scenarios for your presentation.

Character(s) present:

Setting:

Timeframe:

Describe the scenario:

SCENE # _____

Brainstorm potential scene scenarios for your presentation.

Character(s) present:

Setting:

Timeframe:

Describe the scenario:



CHARACTER DEVELOPMENT WORKSHEET

Name: _____ Date: _____ Topic: _____

Brainstorm potential characters for your presentation.

Character # _____

Name: _____

Are they an actual person in history or a made-up character?

How do they connect to your topic?

What is their social life like?

What is their economic situation?

What is their personality like?

Do they have any family?

Where are they from? (Use this to think about your character's perspective.)

What do they think about the topic?

Name: _____ Date: _____

Did their situation change because of the topic?

Character # _____

Name: _____

Are they an actual person in history or a made-up character?

How do they connect to your topic?

What is their social life like?

What is their economic situation?

What is their personality like?

Do they have any family?

Where are they from? (Use this to think about your character's perspective.)

What do they think about the topic?

Did their situation change because of the topic?

PAPER

Do you enjoy researching but prefer to work alone? Would you like a project that is a little more traditional? A paper is the perfect category for you.

Papers are a traditional method of presenting historical research and allow you to revise and perfect what they want to say. While revision is a part of any project, papers do not have the extra work of creating props, an exhibit board or dealing with technology, which allows you to spend more time finding research and revising the paper.

ORGANIZATION

You will write your paper as you would write an essay for a class with an introduction, body and conclusion.

- Clearly state your thesis in the introduction. The introduction should function as an orientation for the audience to your topic. It should not be too long or too detailed.
- Defend your thesis and present the majority of your research in the body paragraphs. Remember, you are telling a story through your paper and your organization should reflect that.
- Wrap-up your paper in your conclusion. While it should summarize your paper, it should not restate in detail what you presented above but should bring everything together.

- Since you do not have media to enhance your project as other categories do, your words are very important to your project.
- Make sure to review your paper several times to look for all grammar errors or awkward phrasing. Also, read through your paper looking for ways to improve your word choice and make your words vivid.

RULES

Every single quoted and student-produced word counts as one word in the paper category.

Your paper must be between 1,500 and 2,500 words. Footnotes, captions, bibliography and appendices are not included in the word count.

Pay close attention to the format. Your paper should be typed in 12-point font, double-spaced, and printed single-sided.

If you write a paper, you do not need to complete a process paper.

Make sure to review all the rules in the official NHD rulebook before submitting your project.





PAPER PLANNING GUIDE

Steps	Due Dates
Get organized for research and select topic	
Background reading for historical context	
Narrow topic; gather, record and organize context	
Analyze and interpret sources	
Develop thesis	
Complete primary outline	
Finish research	
Complete rough draft	
Revise to create a final draft	
Complete annotated bibliography	
Proofread and make final revisions; check for rule compliance	



PAPER OUTLINE WORKSHEET

Name: _____ Date: _____ Topic: _____

Use your notes to complete an outline for your paper. This will be used to write your first draft of the paper.

Title:

I. Introduction Paragraph

Hook idea

Thesis statement

Statement of organizational parts (what will your paper look like structurally?)

II. Body paragraph one – begin with topic sentence

A. _____

1. _____

2. _____

Name: _____ Date: _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

III. Body paragraph two – begin with topic sentence

A. _____

1. _____

2. _____

Name: _____ Date: _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

IV. Body paragraph three – begin with topic sentence

A. _____

1. _____

2. _____

Name: _____ Date: _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

V. Conclusion paragraph



PROCESS PAPER

Every project (except papers) must have a process paper, describing your research and explaining your procedure. It is not an opportunity to add in information that you could not fit into the rest of your project. Your process paper should be the last thing you do.

It must be no more than 500 words.

Include:

- How you selected your topic
- How you conducted your research
- How you selected a category
- How you created your presentation
- How your topic fits this year's theme

ANNOTATED BIBLIOGRAPHY

Every project must include an annotated bibliography.

Use MLA or Chicago Manual Style. Check with your teacher to see which they prefer. Regardless of which method you use, make sure it is consistent with every source.

There are three important parts to the annotated bibliography. For each source, you must include:

- The source information
- Whether it is a primary or secondary source
- How you used your source and how it was helpful to your research

Keep in mind:

- Cite every source you use, even if it is an image, audio clip or interview.
- Organize your bibliography into primary and secondary sources. Typically people will list primary sources then secondary.
- Use one of the suggested systems in this guide to help you keep track of your sources and how you are using them – see the Researching Your Topic section. This will make the annotated bibliography much easier in the end.

On contest day, bring four copies of your process paper and annotated bibliography – one for you and three for the judges.



PAPER PROCESS WORKSHEET

Name: _____ Date: _____

Fill in the necessary parts of your process paper below.

Topic:

How and why did you choose your topic?

How did you conduct your research?

How and why did you select your project category?

How did you create your project?

How does your topic fit into this year's theme?



BIBLIOGRAPHIES AND IN-TEXT CITATIONS

Everyone is required to complete a bibliography, but when do you need to use in-text citations? Use an in-text citation when you are summarizing, paraphrasing or quoting a source. Make sure all in-text citations are also listed in your annotated bibliography.

Only cite and list sources that you actually used! If the source did not contribute to your research, do not include it just for the sake of padding your bibliography.

There are a lot of great resources to help you cite your sources. If you have kept notes on all the information related to that source, you will have it readily available for your citation!

To properly cite your sources, check out:

<http://www.loc.gov/teachers/usingprimarysources/mla.html>

<http://www.loc.gov/teachers/usingprimarysources/chicago.html>

CREDIT VS. CITATION

A **credit** is a few words that tell your reader how to locate that item in your annotated bibliography. This will usually only contain the name of the image or quotation, the date it was taken, and where it is from.

For example:

"Ernie Pyle's Funeral," 1944, Indiana Historical Society

Even if you took the picture yourself, you should still credit it!

A **citation** contains more information about the image and can be used by other historians to locate that same source. This will include information such as the collection the image belongs to, the page a quotation can be found on, the date you accessed it and more.

All images and quotations in your project should be cited. This is especially important for websites and exhibits. Papers should follow the style guide for MLA or Chicago to fully cite their sources in their paper. Documentaries should include a brief list of credits at the end of their project. Performances do not need to credit their sources during their performance.



Topic: _____

Primary Sources

Source	How It Was Used
Example: (Topic Battle of Shiloh): "Shiloh" handwritten account by Wallace, n.d., M 0292 Box 8, Folder 12, Lew Wallace Collection, Indiana Historical Society, Indianapolis.	Example: We used this document to help us to understand General Wallace's perspective of the events at Shiloh. It gave us insight into Wallace's reasoning for his actions and his thoughts on the controversy. We categorized this as a primary source because it was written by Wallace himself.

Name: _____ Date: _____

Secondary Sources

Source	How It Was Used



PREPARING FOR YOUR CONTEST

So the day you've been working toward has finally arrived – you've chosen your topic, researched, developed your thesis and selected your project type. Unlike a typical school project, your work is not done. You now have the opportunity to present your project to a panel of judges, typically two or three, and answer questions about what you've learned.

You're probably nervous – that's OK! Your classmates and other students are, too. In this section, you'll find helpful hints for contest day to make it run as smoothly as possible for you.

BEFORE THE CONTEST

If you have any questions about your project or would like additional feedback, reach out to the NHD team. They are there to help. Keep in mind it can take a few days to get back with you. If you ask for feedback just days before the contest, it's likely it will not be addressed in time. Think ahead!

Do some mock judge interviews with family, friends or anyone willing to help. Use the sample questions found at www.indianahistory.org/education/contests to prepare. Keep in mind, judges might not ask all of these exact questions. They may skip some or use some of their own. Either way, mock interviews will help prepare you.

Consider everything you will need to take with you to the contest a week in advance.

Use the checklist below as a guide or create a more detailed one with your specific project needs!

- ___ Your project
- ___ 4 copies of your process paper
- ___ 4 copies of your annotated bibliography
- ___ Props and costume
- ___ Trash bag(s) to cover your exhibit/props/costumes (we can't always predict the weather!)
- ___ Change of clothes for after your performance
- ___ Any technical equipment, such as back-ups of your documentary

ON CONTEST DAY

The day of your NHD contest can be a fun day to share all you've learned with your judges. You are now the expert in the room when it comes to your topic. It's also a great day to spend with your friends who are presenting their own research.

KEEP IT FUN

The day can be hectic. Here are some tips to keep it fun:

- Arrive early to avoid stress.
- Dress professionally in business casual attire.
- If you're doing a performance, bring a change of business casual clothes.
- Take your photo in our special NHD photo opp to remember the day.



DON'T LEAVE ANYTHING BEHIND

Make sure you have everything you need. Along with yourself and anyone you want to bring with you, have these with you:

- Your project
- Process paper – three for the judges, one for you
- Annotated bibliography – three for the judges, one for you
- Props, if you need them
- Costumes, if you need them
- Technical equipment, if you need it

WHEN YOU ARRIVE

Go to the registration desk where you'll be given the lay of the land.

- You will be given a judging time and room number.
- Exhibits are typically displayed in one or several rooms all together.

- Performances and documentaries will occur one at a time in their designated rooms.
- Websites and papers will have their own designated areas as well.
- Your time indicates the time you will present your project and interview with the judges.

JUDGING TIME

Your judging time is when you finally get to share what you've learned and gotten out of your project. Your interview with the judges is important, but remember, they're just people. They're also really excited to be there to see your projects and learn from you!

Judges are volunteers who love history. They can be historians, teachers, lawyers, college students ... the list goes on. They might not be experts in your topic, but they are experts at research. They will be judging your projects, but this is also an opportunity for you to teach them something. Ultimately, everyone is here to learn and have fun.



JUDGING PROCESS

Expect to have two or three judges reviewing your project.

- When your judging time begins, introduce yourself and make sure they each have access to your process paper and annotated bibliography. Bring three copies for them and one for yourself.
- Greet them professionally, shake hands and introduce yourself.
- Present your project to them.
- Show your excitement and enthusiasm. You worked hard and deserve to be proud!
- When the judges are ready, they will conduct your interview.

THE INTERVIEW

If the judges ask you a question and you don't know the answer, just tell them what you do know. Be honest! Say something like, "I'm not sure about that, but I do know ..." or "I will have to look into that..."

When the judges ask you a question, don't just answer "yes" or "no." Elaborate!

If you are in a group, make sure all of your partners have a chance to speak. It's never good if only one group member does all of the talking. That makes it look like they also did all the work.



Thank the judges at the end and shake hands. Most importantly, have fun!

The following are sample questions that the judges might ask. These are not all the questions or the only questions you could be asked, but this will give you an idea of what to expect in the interview.

- What was your most important source and why?
- What is the most important point you are trying to convey about your topic?
- What is the most important thing you learned from doing this project?
- Why did you pick this topic? What gave you the idea?
- As you did your research, what surprised you most about your topic?
- What did you find most difficult about doing research?
- How did your primary sources help you to understand your topic?
- How did you come up with the script or design for your project?
- (If in a group) How did you decide to divide up the work, and why?
- If you researched an individual, what were the biggest obstacles they faced?
- If you researched an event, what were the most important factors that caused this event to occur?
- What were the most important consequences of the event or individual you researched?
- Why is this topic significant in history?
- If you could go back and change one thing about your project, what would it be? Hint: never say "nothing." There's always room for improvement.

AFTER JUDGING

After the judges interview you, they will review your paperwork thoroughly and discuss your project amongst themselves in a designated room. There, they carefully go over all of their comments in order to determine how to score your project.



They will tally up all the scores to figure out placing for the projects in their groups. Sometimes this can take a while!

CONTESTS AROUND THE STATE

There are seven regional contests. You will be judged among other students in your same project type and division. Check with your teacher to see which regional contest would be best for you. The contests are:

- Northeast – Feb. 15, 2020 – Fort Wayne
- Northwest – Feb. 22, 2020 – Mishawaka
- South – Feb. 29, 2020 – Franklin
- Central – March 7, 2020 – Carmel
- Southwest – March 13, 2020 – Evansville
- Southeast – March 14, 2020 – Hanover

- IPS, Junior Division – March 18 – Indianapolis
- IPS, Senior Division – March 19 – Indianapolis

If you place in roughly the top third in your project type and division at a regional contest, you qualify to go on to the state contest on Saturday, April 25, 2020 located in the Eugene and Marilyn Glick Indiana History Center, the Indiana State Library and the Indiana Government Center.

If you place first or second in your project type and division at the state contest and are in sixth through 12th grade, you qualify for Nationals in Washington, DC!

State contest support from





INDIANA HISTORICAL SOCIETY

Since 1830, the Indiana Historical Society has been Indiana's Storyteller™, connecting people to the past by collecting, preserving and sharing the state's history. A private, nonprofit membership organization, IHS maintains the nation's premier research library and archives on the history of Indiana and the Old Northwest and presents a unique set of visitor experiences called the Indiana Experience. IHS also provides support and assistance to local museums and historical groups; publishes books and periodicals; sponsors teacher workshops; produces and hosts art exhibitions, museum theater and outside performance groups; and provides youth, adult and family programs. IHS is a Smithsonian Affiliate and a member of the International Coalition of Sites of Conscience.



EUGENE AND MARILYN GLICK INDIANA HISTORY CENTER
450 WEST OHIO STREET, INDIANAPOLIS, IN