



# YOUR GUIDE TO NATIONAL HISTORY DAY IN INDIANA

## 2018-2019





**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](mailto: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.

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# ANNUAL THEME AND SPECIAL PRIZES

The National History Day office chooses a different theme each year to unite all National History Day projects. While your topic must relate to the theme, it is broad enough for you to select 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 2018-2019 school year, the annual theme is *Triumph & Tragedy in History*. Since almost every significant event in history can be categorized as a triumph or a tragedy, and many famous individuals encountered both, this year's theme may seem impossibly broad. While this means you can connect it to many different topics, it is always good to start with definitions of terms.

By defining "triumph" and "tragedy," you can get a better grasp on what questions you should be asking as you connect your topic to the theme. After defining these terms, consider several ideas related to those definitions.

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## Triumph (n)

a victory; a notable success

## Tragedy (n)

a disastrous event; misfortune

### ARE THERE TIMES WHEN A TRIUMPH COULD ALSO BE A TRAGEDY?

Many times, events in history are not simply a triumph or a tragedy. Even when an event is considered as one or the other, sometimes there is more to the story.

### COULD A TRIUMPHANT EVENT FOR ONE PERSON BE A TRAGIC EVENT FOR ANOTHER PERSON?

This theme requires students to look at issues from different perspectives. Consider how different types of people might view an event, such as the Civil War. This topic has many different facets to consider and many different perspectives to examine.

### COULD A TRIUMPH BE CONSIDERED A TRAGEDY AT ANOTHER TIME? OR COULD A TRAGEDY BE CONSIDERED A TRIUMPH AT ANOTHER TIME?

Take the historical context into account. Perhaps there are inventions that we now consider successes but were not considered so when they were invented. Consider popular opinions about railroads while they were built versus the opinions looking back on the impact of railroads.

### HOW DO PEOPLE FIT INTO THIS THEME?

Along with inventions and political movements and events, there are people who experience triumph and tragedy.



## **ARE FAMOUS INDIVIDUALS REMEMBERED BY THEIR TRIUMPHS OR FAILURES?**

A person's life can be shaped by personal triumphs and personal tragedies. Consider how personal experiences motivated a famous individual to contribute to history.

## **ARE THERE TIMES WHEN OVERCOMING A TRAGEDY CAN LEAD TO A TRIUMPH?**

While it may be natural to consider tragedy leading to triumph or triumph and tragedy coming from the same event, we also have to consider how triumph can lead to tragedy.

## **ARE THERE ALWAYS EQUALLY VALID REASONS FOR AN EVENT OR PERSON TO BE CHARACTERIZED AS TRAGIC OR TRIUMPHANT?**

Ultimately, the answers to these questions must be found through research. Keep an open mind as you research and look for interaction between triumph and tragedy. However, just because you can see both in your topic, it doesn't mean both are present in equal measure. Perhaps, in the midst of a tragedy, there is a small triumph. Then, you must make a decision about the importance of that triumph. Should it be emphasized or only mentioned? As you research, you

can decide the answer to that question. 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:

- **Freedom of Speech**

Throughout U.S. history, the right to free speech has been fundamental to all people. What court cases are there that show individuals being triumphant in upholding free speech or enduring tragedy? Freedom of speech is an incredibly complex topic that is still being debated and argued over, so a topic addressing the First Amendment or free speech would work well with this topic.

- **Immigration**

The United States is a nation of immigrants, but how did it become that way? Today, and for many decades previously, the subject of immigration has been a controversial topic. How have those immigrating adjusted? In what ways were there triumphs? What tragedies were also faced by these individuals?

- **War**

Consider specific wars and what motivations lay behind them. Were these campaigns triumphant? War often combines both tragedy and triumph, so consider how they interact. What makes a war a triumph?



## 2019 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 CASH PRIZE

#### 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 won his campaign for the presidency but his wife died while he was in office
- Explore Benjamin Harrison's triumphs and tragedies regarding his efforts to promote land conservation

#### 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's rise to fame and then tragic death in a car accident
- Gene Stratton-Porter's triumphs and tragedies as an early female producer in Hollywood

#### LATINO HISTORY PRIZE

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

- Carmen Velasquez and the triumph and tragedies of Indiana migrant workers
- Representation of minorities in Indiana Harbor through Latino publications
- Developing communities amidst racial tragedy in Indiana Harbor

#### WENDELL JACK PETERSON PRIZE FOR PUBLIC SCHOOL EDUCATION HISTORY

Awarded to a student or group with an outstanding project

that explores the history and people of Indiana's public schools. *Sponsored in honor of retired Indiana Public School Administrator and Servant Wendell Jack Peterson by Becky Boyle*

- Indianapolis Public School desegregation
- Crispus Attucks High School during segregation
- Public education in the 1816 Indiana Constitution
- Caleb Mills' advocacy for public schools in the mid to late 19th century, and his role as Indiana Superintendent of Public Instruction

### \$200 CASH PRIZE

#### 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 innovation of the Hoosier cabinet
- Old Hickory Chair Company
- Kimball International – The life and times of Arnold Habig

### \$250 CASH PRIZE

#### AFRICAN-AMERICAN HISTORY PRIZE

Awarded to a student or group with an outstanding project on African-American history in Indiana. *Sponsored by Marcus and Julie Harshaw*

- Froebel School strike
- Oscar Charleston's career as an African-American baseball player in the early 20th century
- Early African-American settlements in Indiana
- Lucy Williams Mitchum's golf career

#### 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*

- Success of Kingan's Meat Packing Company
- 35th Indiana Infantry in the Civil War
- Thomas Taggart and his political career, including his role as Mayor of Indianapolis



### **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*

- John Dillinger
- Etheridge Knight

### **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*

- Potawatomi Trail of Death
- Tecumseh's speech to Harrison on Aug. 20, 1810

### **INDIANA LOCAL HISTORY PRIZE**

Awarded to a student or group with an outstanding project focused on local Indiana history. *Sponsored by the IHS Heritage Support Grants program*

- Italian POWs at Camp Atterbury
- Jim Davis and the triumph of *Garfield*
- The tragedy of the Fall Creek Massacre

### **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*

- Canal mania and decline in Indiana
- Election of William Henry Harrison

### **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*

- The sinking of the *USS Indianapolis*

### **NEW HARMONY PROJECT PRIZE**

Awarded to a student or group with an outstanding project about New Harmony, Indiana. *Sponsored by Historic New Harmony, University of Southern Indiana*

- George Rapp and the Harmonists

- Boatload of Knowledge
- Robert Dale Owen and his role with the Smithsonian Institution
- Frances Wright and her work at the *New Harmony Gazette* and her efforts against slavery

### **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*

- Alpha Blackburn and her career as a fashion designer and local television personality
- Impact of L.S. Ayres department store on fashion

### **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 and the triumph and tragedy in the fight for labor rights
- United Steelworkers of America and the largest steel factories in northwest Indiana

### **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*

- Carole Lombard's WWII war bond service
- Birch Bayh and Title IX
- ERA ratification in Indiana

## **\$500 CASH PRIZE**

### **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*

- The success of *Kiss Me Kate* after a horseback riding accident





### **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*

- The secret orders to George Rogers Clark
- Establishment of George Rogers Clark Memorial
- Francis Vigo and his assistance to George Rogers Clark during the American Revolution

### **THE INDIANA NATIONAL GUARD HERITAGE PROJECT PRIZE**

Awarded to a student or group with an outstanding project on the history of the National Guard in Indiana. *Sponsored by the Indiana National Guard*

- Indiana National Guard in the Mexican Expedition
- Distinguished career of General Walter Bedell Smith

### **THE INDIANAPOLIS MOTOR SPEEDWAY MUSEUM PRIZE**

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

- Carl G. Fisher's successes and failures
- Cummins diesel at Indianapolis Motor Speedway

### **KENNEDY KING MEMORIAL INITIATIVE AWARD**

Awarded to a student or group with an outstanding project about the April 4, 1968, speech in Indianapolis by Robert F. Kennedy announcing the death of Martin Luther King Jr. *Sponsored by the Kennedy King Memorial Initiative*

- Impact on those in attendance

### **NANCY 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*

- Daniel French and the steamboat industry
- Allison Division during WWII
- Real Silk – from hosiery to parachutes
- Paul Harris Stores Inc.

### **NANCY 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 and her architectural legacy in Marion and Hamilton counties
- Eero Saarinen and his architectural legacy in Columbus
- Design of Soldiers and Sailors Monument

### **NANCY 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*

- Reuben Wells
- The rise and fall of Union Station in Indianapolis
- American Eagle Flight 4184 – impact of family members on regulation changes
- Gus Grissom and the Apollo program
- Early electric cars made in Indiana

### **NATIONAL HISTORY DAY IN INDIANA CAREER AWARD**

Awarded to a student or group of students who have participated in NHD in Indiana over multiple years and shown growth as a result of their participation. *Sponsored by The Richard W. and Irene Rooker Family Foundation*

In 2019, educators whose students win any of these special prizes will be awarded a \$50 prize. Prizes will be announced at the NHD in Indiana 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, 2019.

More prizes may be added throughout the year.



# 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:

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This year's NHD theme:

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A broad topic from that time period or event is:

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How does this topic relate to the theme?

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How is this event significant to history?

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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? \_\_\_\_\_





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? \_\_\_\_\_

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? \_\_\_\_\_

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): \_\_\_\_\_

\_\_\_\_\_

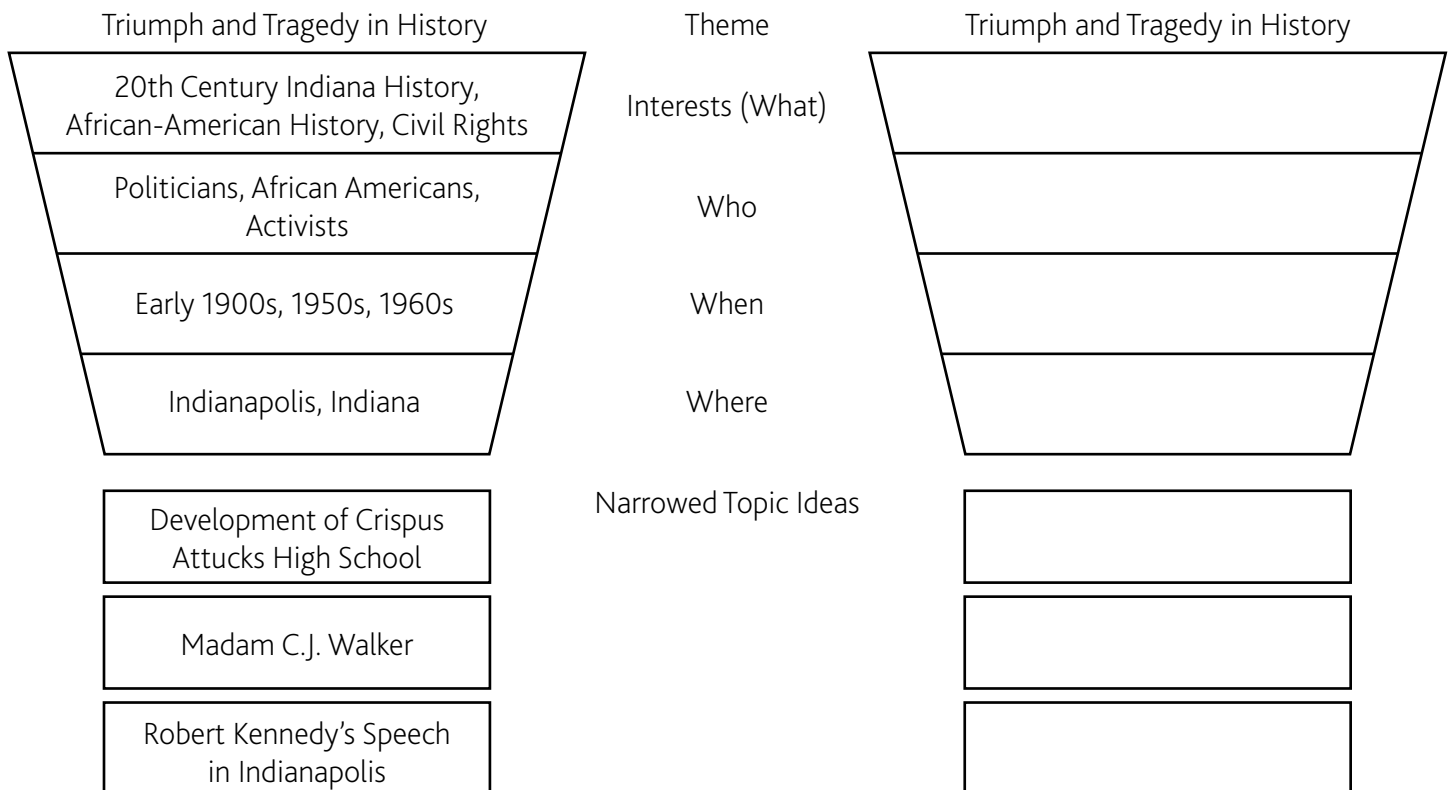
**(Who?)** The people involved in my topic are: \_\_\_\_\_

\_\_\_\_\_

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

**(Where?)** My topic took place in \_\_\_\_\_

Example:



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.
- Conduct an interview.
- Find your sources.
- Analyze your sources.
- Cite your sources.

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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.

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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.

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





## 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!](http://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](http://www.nps.gov/civilwar)

Cyndi's List

[www.cyndislist.com](http://www.cyndislist.com)

FamilySearch

[www.familysearch.org](http://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](http://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.



## READING A COLLECTION GUIDE

Though collection guides may look slightly different from one institution to another, they'll provide similar information. The example we are using is from the Indiana Historical Society's William H. Smith Memorial Library.

### TITLE PAGE

**Collection #**  
**M 1344**  
**OM 0652**

**EZELL FAMILY**  
**PAPERS AND PHOTOGRAPHS, 1810-1979**

Collection Information	1
Biographical Sketch	2
Scope and Content Note	3
Contents	4

Processed by  
Jessica Fischer  
January 2018

Manuscript and Visual Collections Department  
William Henry Smith Memorial Library  
Indiana Historical Society  
450 West Ohio Street  
Indianapolis, IN 46202-3269  
[www.indianahistory.org](http://www.indianahistory.org)

Tells the archivists where the materials are located.

- M – Manuscript (paper documents)
- OM – Oversized manuscript (a large paper document)

The letters indicate the type of material. You might encounter other letters and abbreviations for photos, maps and artifacts.

The collection name includes dates also included. The dates tell you the time frame of the collection materials.

Table of contents

Name of the archivist who processed this collection and wrote the collection guide.

The name of the collections department and address for the archive.



## COLLECTION INFORMATION

### COLLECTION INFORMATION

VOLUME OF COLLECTION:	Manuscript: 2 manuscript boxes, 1 oversized manuscript folder Visual: 1 photograph box, 1 OVA photograph box, 1 half-sized color photograph box, 1 4 x 5 acetate negative box Artifact: 6 artifacts
COLLECTION DATES:	1810-1979
PROVENANCE:	Virginia Ezell, 12 Old Dry Lane, Brigstock County, Northampton, UK, NN14 3HY
RESTRICTIONS:	Slides and negatives must be requested in advance and may be viewed by appointment only and with the assistance of library staff.
COPYRIGHT:	
REPRODUCTION RIGHTS:	Permission to reproduce or publish material in this collection must be obtained from the Indiana Historical Society.
ALTERNATE FORMATS:	
RELATED HOLDINGS:	
ACCESSION NUMBER:	2016.0025
NOTES:	Color photos, 35mm film strips, and 35 mm slides are all stored in the same box-Color Photograph Box 1

Tells you the type of container the collection materials are stored in because different kinds of items require different methods of storage.

Date range of the collection materials.

Who donated this collection and where it came from.

Special instructions and how to request information. You must abide by all rules set forth by the archival staff.





## BIOGRAPHICAL/HISTORICAL SKETCH

### BIOGRAPHICAL SKETCH

Eugene Bryan Ezell, also known as "Ezy" by friends, was born on March 20, 1898 in Kentucky. The family later moved to Tennessee where Ezell spent most of his youth. When it came time to choose a college for the 1917-1918 school year, Ezell stayed in the state and attended the University of Tennessee as an Engineering major. He did not finish college, leaving after his second year to join the Army during WWI. This would be his start in a long career working for the government.

Once Ezell completed his duty in the Army, he worked in various roles for his family's tobacco business. By 1927, he took a position with the U.S. Department of Agriculture as a Warehouse Examiner, inspecting agricultural commodities storage. This is the role he would stay in for the next 16 years. In 1934, Ezell married Katherine Naomi Krause (b. July 15, 1910, d. June 25, 1963), the daughter of John Edward Krause, the owner of Hotel Washington in Indianapolis. Eugene and Katherine lived together in Indianapolis and had one child, Edward Clinton Ezell (b. Nov. 7, 1939, d. Dec. 23, 1993) who was also referred to as Doug.

In 1943, Ezell left his job to once again join the army, this time for WWII. His second stint in the army only lasted a few months. Ezell entered the army in March of 1943 as a 2nd Lieutenant, but had consistent leg trouble that caused him to be honorably discharged in October of 1943 after several surgeries could not fix the problem.

After returning home, Ezell was given a job as an Investigator at the Office of Price Administration, but he did not stay in this position long. He was moved around from position to position, being made a Price Surveys Officer by 1944 and then in June of that same year being moved to a Price Economist position. Ezell had a short one and a half year period of stability in this position. In 1946, he was moved to the Office of Rent Stabilization and given the position of Rent Compliance Officer. A year later he was moved yet again, this time to the position of Rent Examiner. Here he stayed for two years before getting a promotion to Compliance Negotiator. Ezell had five years in this role before yet again getting moved, this time completely out of a job. In 1953, the Office of Rent Stabilization stopped receiving funding and was forced to lay off its staff.

Now in his mid-50s, Ezell was forced to reinvent himself. He applied to several jobs, even one that would make use of this self-proclaimed status as an expert amateur photographer (he was skilled in taking and processing photographs). He ended up getting a real estate license, which he received in 1954. Ezell would only be a practicing real estate agent for about a year before passing away from heart attack in June 1955.

#### Sources:

Ancestry.com

Materials in collection

Provides historical context for the collection.

## SCOPE AND CONTENT NOTE

### SCOPE AND CONTENT NOTE

This collection contains a mix of manuscript and photograph items as well as several artifacts. The manuscript items include letters that Eugene Ezell wrote to his wife, Katherine Ezell, while he was traveling for work and also while he was training during his short time in the Army in 1943. There are a substantial number of papers relating to Ezell's time both in the military and in his various positions working as a civil servant. Birth, marriage, and death certificates for Eugene and Katherine are present in the collection. There are grade cards (from IPS 70 and Broad Ripple High School) and diplomas for the couple's son, Edward Ezell—often referred to as Doug.

Eugene Ezell considered himself an expert amateur photographer, and the collection has a large number of his photographs, including negative film strips, acetate negatives, and slides. Many of the photos are of Eugene, Katherine, and Edward, but there are several of various people, places, and things—one of note being the July 1951 Lux Laundry fire. Katherine Ezell assembled a photo album which is also in the collection.

\*There are two film strips and one folder of photographs that were taken by Eugene of Katherine that are mature in nature. They are marked with "Mature Content".

The artifacts in this collection include a brush and comb set, a locket with Katherine's maiden initials-KNK, a Canadian Infantry pin, an infant sized bracelet, and a folded 48-star U.S. Flag.

Gives you a more detailed idea of what is in the collection. Look here first to see if the collection will be useful for your research.



## CONTENTS

### CONTENTS

#### CONTENTS

Eugene Ezell, Birth Certificate Copy, 1942

Eugene Ezell, Funeral Receipts, 1955

Eugene Ezell Military Records-Enlistment Papers, 1919-1929 & 1943, Training Certificates, 1919

Eugene Ezell Military Records-Report for Duty Letter, March 1943, WWII Bonus Fund Application, 1950

Eugene Ezell Military Records-Retirement/Medical Discharge Hearing Report, 1943, Honorable Discharge Letters, 1919

Eugene Ezell, Job Related-Correspondence, 1936-1949, Documents, 1948, News Clippings, 1945

Eugene Ezell, Identification Cards, 1942-1954

Eugene Ezell, Payroll Records, 1944-1952

Eugene Ezell, Office of Price Admin., Property Issued Record, 1944-1947

Eugene Ezell, Job Descriptions, Applications, and Resume, 1944-1951

Eugene Ezell, Notification of Personnel Action Reports, 1943-1953 and Payroll Change Slips, 1945-1953

Eugene Ezell, Work Performance Rating Reports, 1945-1952

Office of Rent Stabilization-Notice of Separation, Correspondence, and Retirement Application, 1953

Eugene Ezell, Real Estate License Correspondence, 1954; Real Estate License Certificate, 1954; News Clippings, n.d.

Eugene Ezell, Revoked Will, 1922

#### CONTAINER

Box 1, Folder 1

Box 1, Folder 2

Box 1, Folder 3

Box 1, Folder 4

Box 1, Folder 5

Box 1, Folder 6

Box 1, Folder 7

Box 1, Folder 8

Box 1, Folder 9

Box 1, Folder 10

Box 1, Folder 11

Box 1, Folder 12

Box 1, Folder 13

Box 1, Folder 14

Box 1, Folder 15

Lists each item and how it is stored. Look here to see what you specifically need.

Once you are ready to ask an archivist for your items, you will usually fill out a form. You must know the collection name, collection numbers and the containers in which your desired materials are stored.

For example:

You are interested in looking at Eugene's military records and enlistment papers.

On the first page of listed contents, you can see that there are military records and enlistment papers in Box 1, Folders 3, 4 and 5.



## REQUEST FORM



Please print legibly. Location and call number information are located in the "Find a Copy in the Library" section of the record.

Call Number: M1344

Title: Ezell Family Papers and Photographs

Location: (Check all that apply)

- ☐ Book Microfilm  
☐ General Collection  
☐ General Collection Folio  
☐ FolioQ
- ☒ Manuscript Collection  
☐ Manuscript Microfilm  
☐ Map  
☐ MapQ
- ☐ MapF  
☐ Pamphlet  
☐ PamphletF
- ☐ Visual Collection  
☐ Other: \_\_\_\_\_

Patron Name: Your name here

(Last) (First) (Initial)

### Staff Use Only

Description of material requested: e.g. volume/box/folder/dates	Issued by	Returned to	Mark	Photocopy	Hold until
<u>Box 1, Folders 3, 4, 5</u>					

I agree to follow the procedures outlined in the Library Use Policy.

Signature: Your signature here Date: \_\_\_\_\_

William H. Smith Memorial Library, Indiana Historical Society, 450 West Ohio Street, Indianapolis, Indiana 46202

Since your collection call number begins with an M (which stands for manuscript), check the manuscript collection box.

Assuming you would like to see Box 1, Folders 3, 4 and 5 of the collection, this form shows what information you must put on the request form.

An archivist will then give you further instruction for viewing your materials. If you have any additional questions or trouble, just ask the archivist!

Some of these instructions and policies may differ slightly in each archive. Again, if you have any questions or concerns, just ask an archivist. They're there to help!

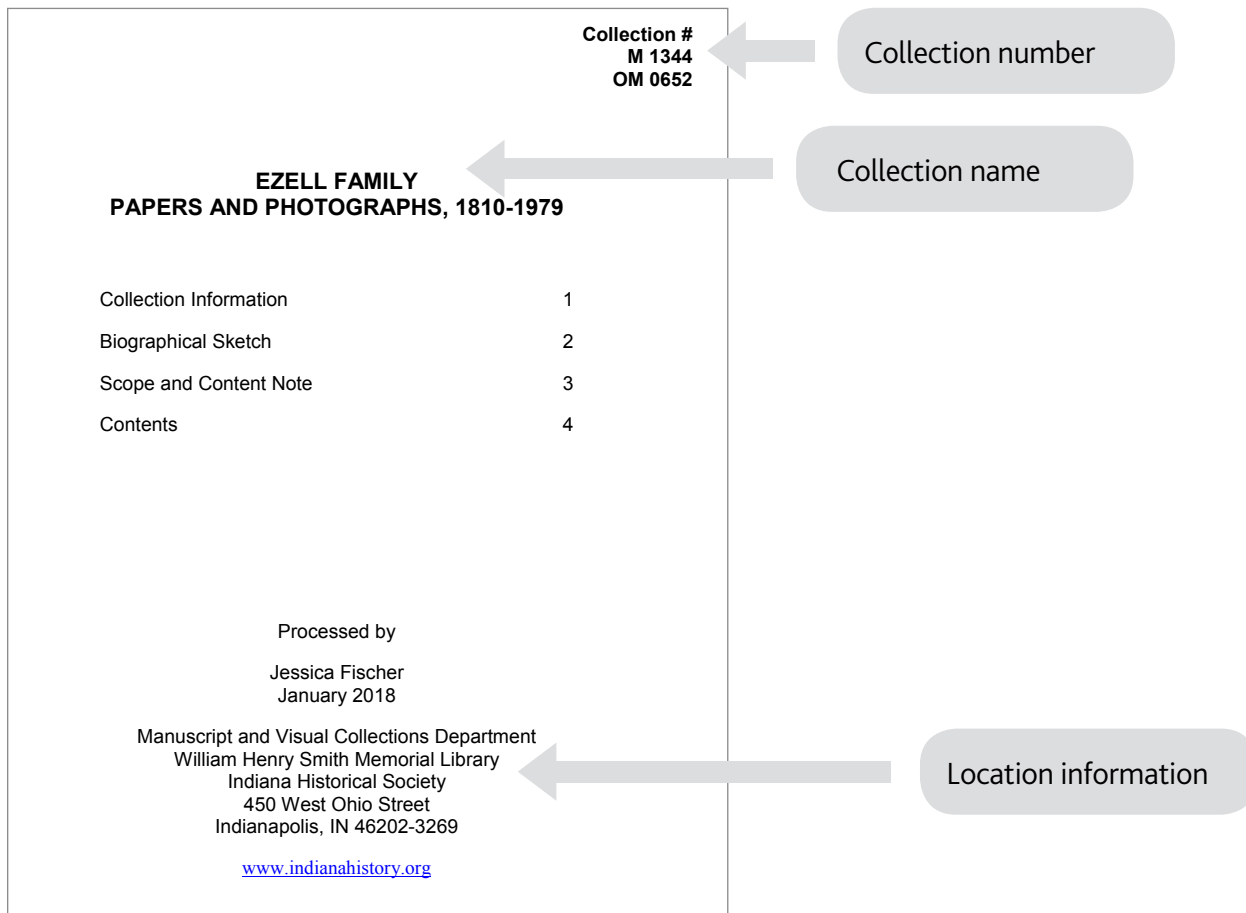
## CITING ARCHIVAL MATERIAL

Some of your sources could come from an archival collection. Citing these sources is kind of tricky. Check out some examples below.

The citation for an item you looked at an archival institution contains:

- Type and date of material
- Collection name
- Collection number
- Archival location name
- Box and folder number

Using the collection guide for the Ezell Family Papers, you can find the information you need to properly cite.



**Collection #**  
M 1344  
OM 0652

**EZELL FAMILY  
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Processed by  
Jessica Fischer  
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Manuscript and Visual Collections Department  
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[www.indianahistory.org](http://www.indianahistory.org)

Collection number

Collection name

Location information

You looked at folders 3, 4, and 5 in Box 1. Let's assume you found the document you are citing in folder 3. For this purpose, we'll say it was a training certificate from 1919. Now you have the information, below you'll see how that information is listed in your citation.



## MLA STYLE

Training Certificate. 1919. Ezell Family Papers and Photographs, 1810-1979, William H. Smith Memorial Library, Indiana Historical Society, Indianapolis.

## CHICAGO MANUAL OF STYLE

Training Certificate, 1919, Box 1, Folder 3, Ezell Family Papers and Photographs, 1810-1979, William H. Smith Memorial Library, Indiana Historical Society.

## CITING ONLINE ARCHIVAL MATERIAL

The citation for an item you looked at on an online archive contains:

- Type and date of material
- Collection name
- Collection number, if there is one
- Box and folder number
- Archival location name
- Where and when you accessed the content

Take this letter from the University of Indianapolis Mayor Archives as an example of online archival material. Former Indianapolis Mayor Bill Hudnut, who was a Congressman at the time, wrote to his fellow citizens regarding busing laws. Now you have the information, below you'll see how that information is listed in your citation.

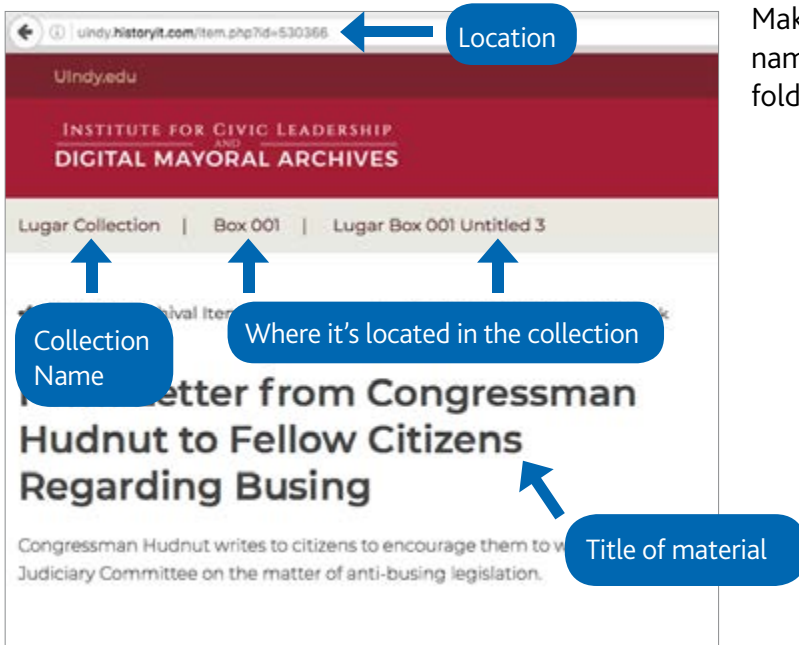
## MLA STYLE

Form Letter from Congressman Hudnut to Fellow Citizens Regarding Busing. 1973. Lugar Collection, University of Indianapolis Digital Mayoral Archives, University of Indianapolis, Indianapolis. <http://uindy.historyit.com/item.php?id=530366>.

## CHICAGO MANUAL OF STYLE

Form Letter from Congressman Hudnut to Fellow Citizens Regarding Busing, 1973, Box 1, Folder 1, Lugar Collection, University of Indianapolis Digital Mayoral Archives, accessed 15 August, 2018, <http://uindy.historyit.com/item.php?id=530366>.

Make sure you keep track of the location, collection name, number, title of the document, and a box and folder number as you research.



## FINDING INDIANA HISTORICAL SOCIETY COLLECTIONS ONLINE

The Indiana Historical Society website is a great place to find research materials on many topics, including African-Americans, women, notable Hoosiers and more. Below are some helpful links for background and more in-depth research:

- **Research Materials**

If you're looking for an Indiana topic, go to the Research Materials page at <https://www.indianahistory.org/research/research-materials/> and let that inspire you.

- **Archives**

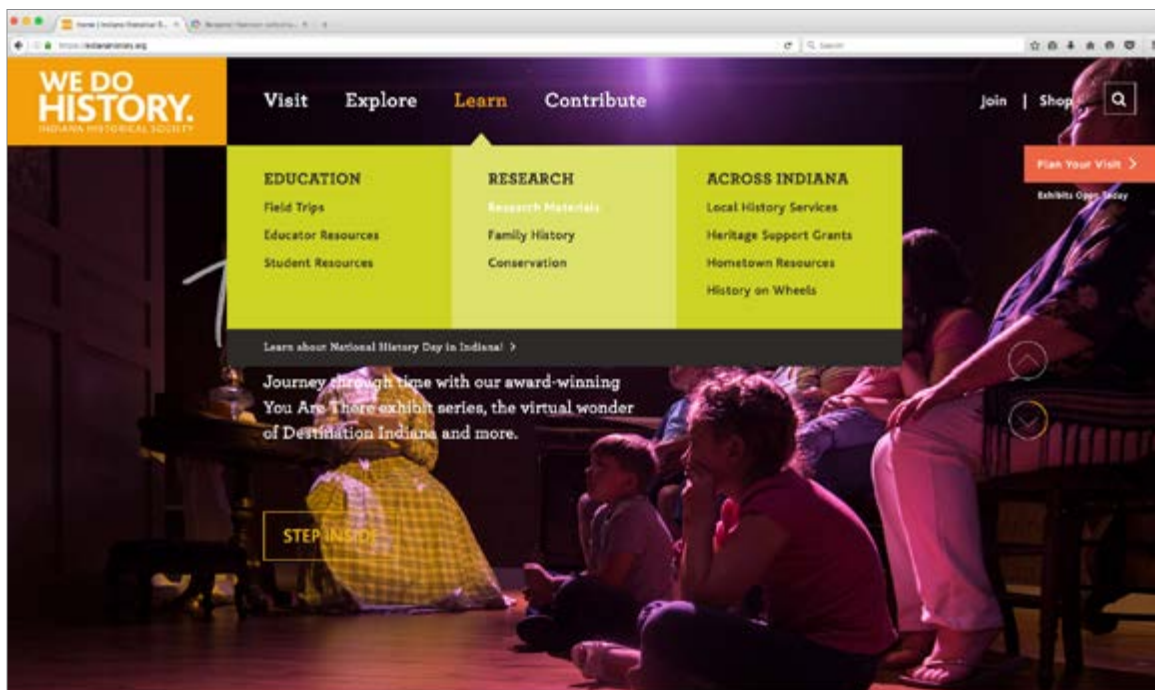
Know what you're interested in but want to get a feel for what's out there? IHS has compiled lists of materials we have on various subjects. This isn't an exhaustive list of all topics, but it is a great starting point. Find this at <https://www.indianahistory.org/explore/our-collections/archives/>.

- **Digital Collections and the Library Catalog**

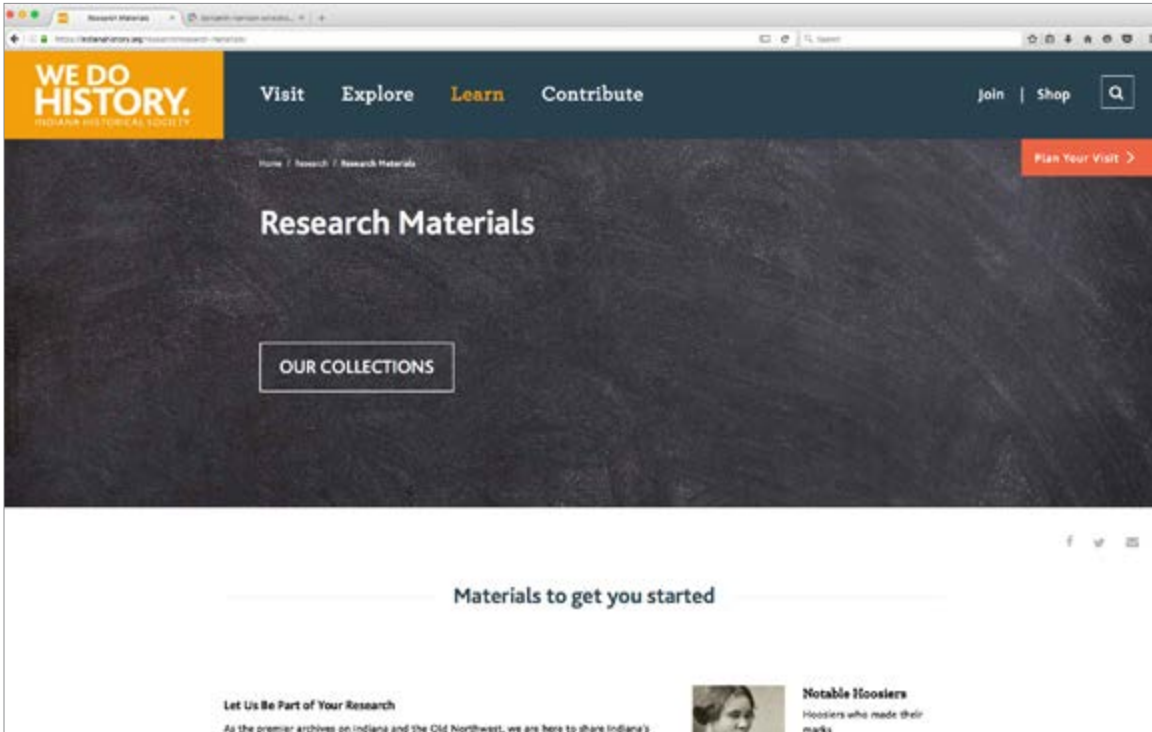
Once you've thought about what you want to research, it's time to get down to the heart of your research.

- The IHS digital collections contain images, letters, documents and more that you can use in your project. Go to <http://images.indianahistory.org>.
- The Library Catalog is a place to find what materials we have for you to come in and look at – primary and secondary resources are available. Go to <http://www.indianahistorylibrary.worldcat.org/> and put in your search terms. If you're looking for a specific kind of resource, narrow your search on the left hand side.

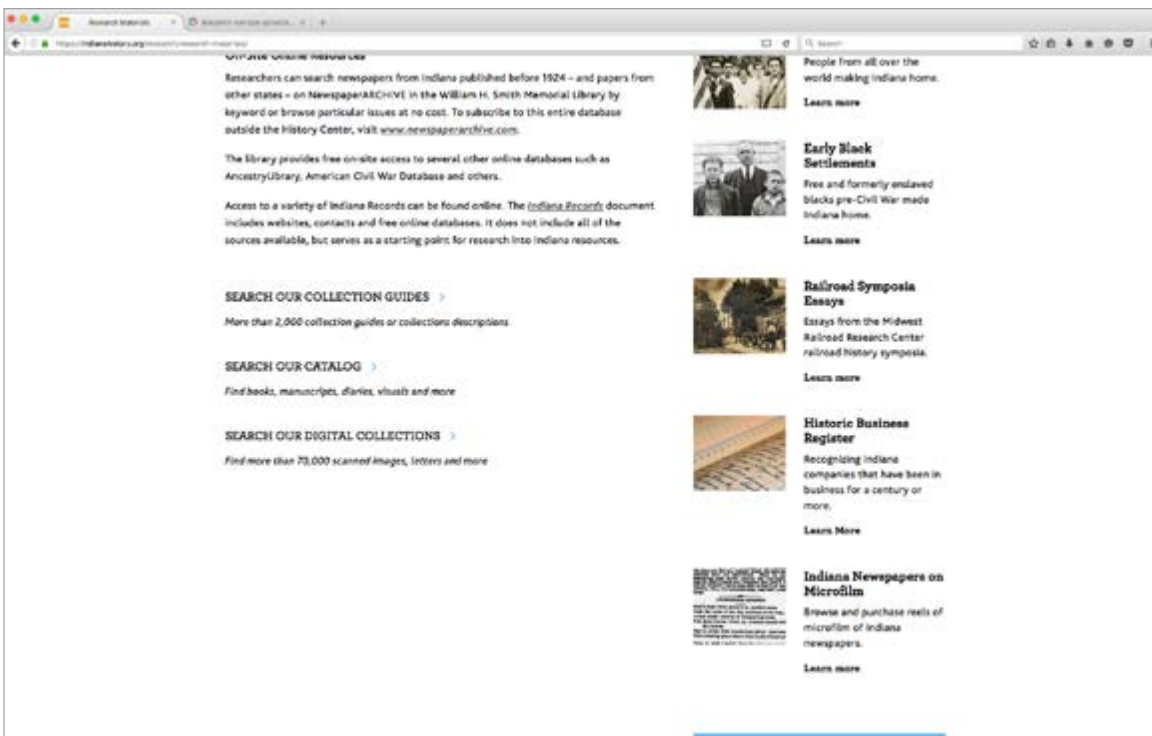
Happy researching!



Under the "Learn" tab, click on "Research Materials."



This is the Research Materials page.



Scroll down to find options for Collections Guides, Catalog and Digital Collections.





## 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? \_\_\_\_\_

\_\_\_\_\_



# 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

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Secondary Sources

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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

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



# 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.

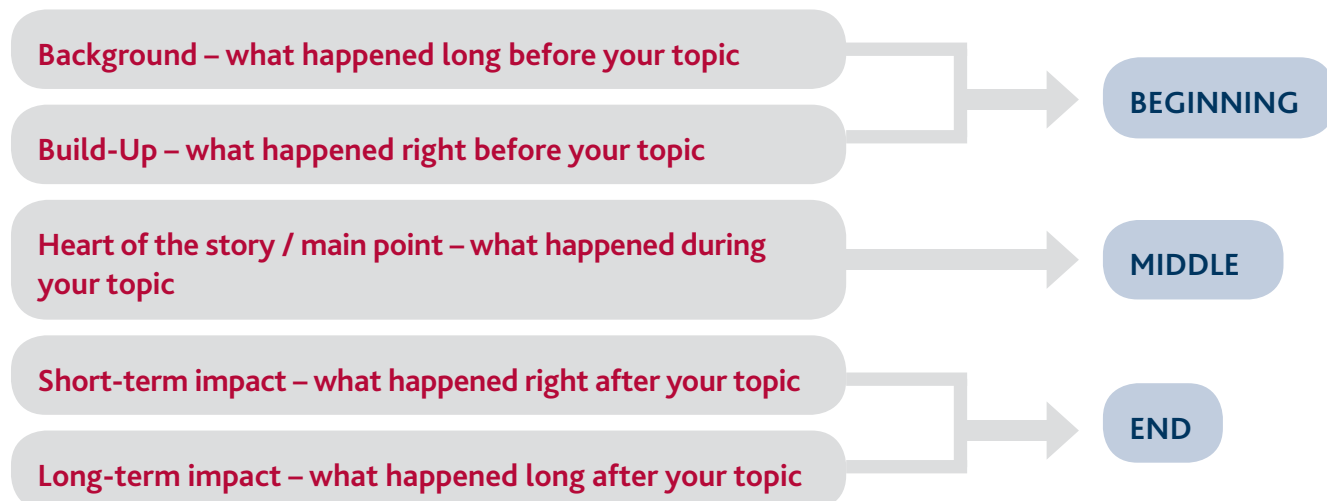
Using the life of Madam C.J. Walker and the sample research questions in the middle section, narrow your topic in the right hand column. You can use this method to narrow your own topic.

Historical Context	Sample Questions	Narrowing Your Topic Example
<b>Long Before</b> <ul style="list-style-type: none"> <li>Sets the tone</li> <li>Understand what background information your audience will need to know</li> <li>Shows you what people, events or ideas impacted or influenced your topic</li> </ul>	<ul style="list-style-type: none"> <li>What was going on at the time?</li> <li>How were African-Americans treated?</li> <li>How were women treated?</li> </ul>	African-Americans after slavery
<b>Right Before</b> <ul style="list-style-type: none"> <li>Key people who influenced your topic</li> <li>Actions of key people</li> <li>Events that lead to your topic</li> </ul>	<ul style="list-style-type: none"> <li>Who was Madam C.J. Walker?</li> <li>What was her life like prior to beginning her business?</li> </ul>	
<b>Main Event</b> <ul style="list-style-type: none"> <li>Find out what happened</li> </ul>	<ul style="list-style-type: none"> <li>How did Walker develop her business?</li> <li>What happened during her career?</li> </ul>	
<b>Right After</b> <ul style="list-style-type: none"> <li>Reaction to the event, including positive and negative from people who supported or opposed</li> <li>When change or shift occurred</li> </ul>	<ul style="list-style-type: none"> <li>How did people perceive her business and success?</li> <li>What impact did it have on society in Indiana and the U.S.?</li> </ul>	
<b>Long After</b> <ul style="list-style-type: none"> <li>Effect of event in the long term – what the changes were</li> <li>Changes that affect today</li> <li>Influence of your topic on other events more recently</li> <li>Importance of the topic</li> </ul>	<ul style="list-style-type: none"> <li>How and why was Madam C.J. Walker important?</li> <li>Did this change the perception of African-Americans, especially women?</li> <li>Did her success have any effect on women in business?</li> </ul>	



## 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 the **background** portion of your project. What happened long before your topic? What background information does your audience need to know? What people, events or ideas influenced your main event? What was going on in the world? This is your historical context. Set the scene for your audience.

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

**Summary:** \_\_\_\_\_

**Sources:** \_\_\_\_\_

Take notes for the **build-up** to your topic, or the events right before your main event. These events are what sparked the main event. What ideas or events led up to the main event? What inspired those who were involved? This section should be more specific than your background.

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

---

---

---

---

**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.):

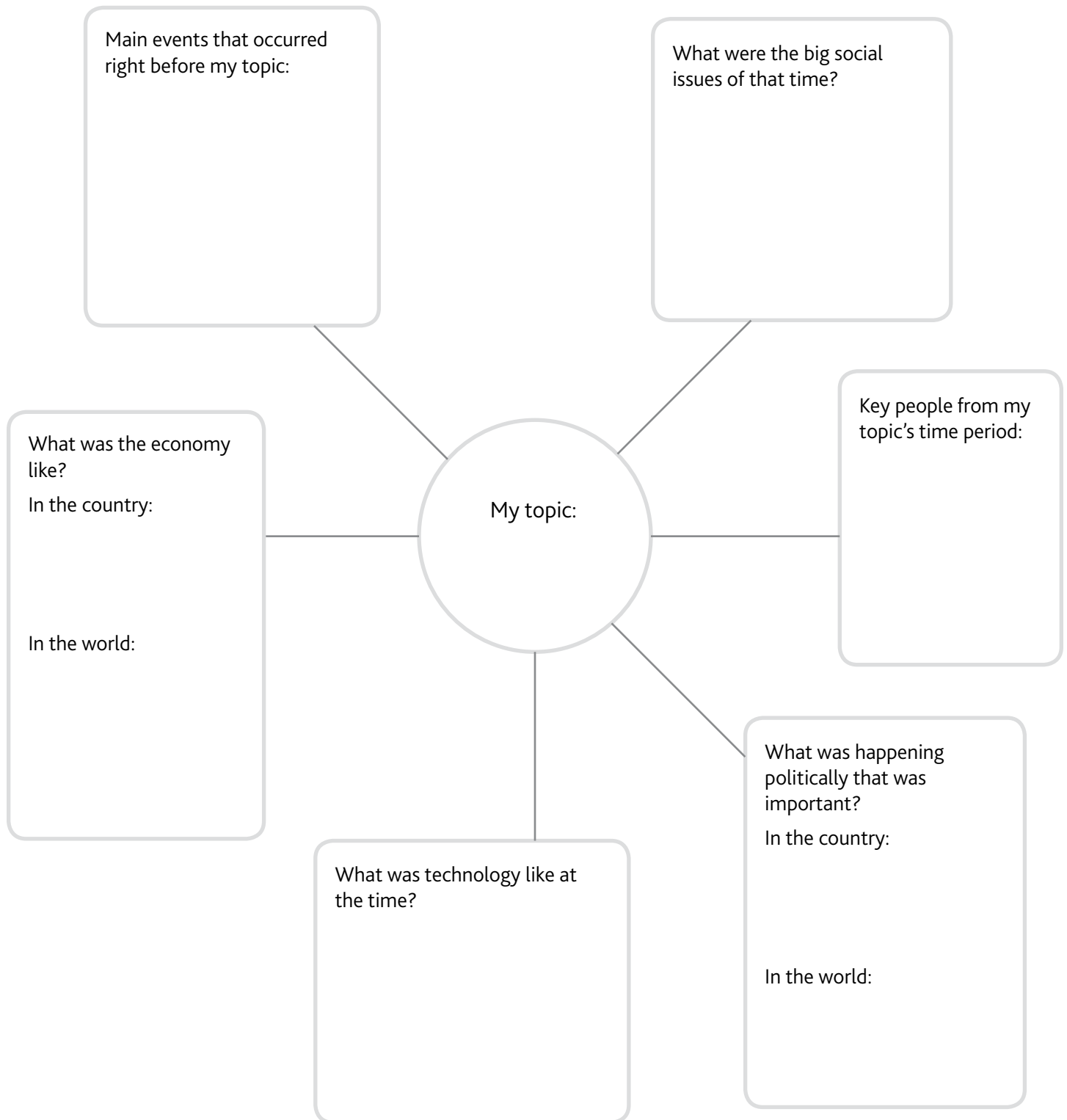
---

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:



# 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 last year's 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: Triumph and Tragedy in History**

What is the topic's connection to triumph?

\_\_\_\_\_  
\_\_\_\_\_

What is the topic's connection to tragedy?

\_\_\_\_\_  
\_\_\_\_\_

Pull it all together in a thesis statement:

\_\_\_\_\_  
\_\_\_\_\_



## 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.

<b>Perspective 1</b> Individual or Group _____	<b>Perspective 2</b> Individual or Group _____	<b>Perspective 3</b> Individual or Group _____
<b>Key Ideas:</b>	<b>Key Ideas:</b>	<b>Key Ideas:</b>
<b>Reasons:</b>	<b>Reasons:</b>	<b>Reasons:</b>



## 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.



# TEST YOUR THESIS WORKSHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In the spaces provided fill in your argument and support. Then, think about an opposing argument and what support for that would look like. Then, decide if your argument is still strong or if you need to rethink your thesis.

My Argument	Opposing Argument

Which argument is strongest? Why?

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Should I modify my argument? How?

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# 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](mailto: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><b>LEFT PANEL:</b> Background information and build-up to the main event.</p>	<p><b>MIDDLE PANEL:</b> Thesis statement and main information about your topic. This is where the eyes go first.</p>	<p><b>RIGHT PANEL:</b> 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.

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

Project Title:	
Thesis statement:	
Brief introductory information:	

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

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.

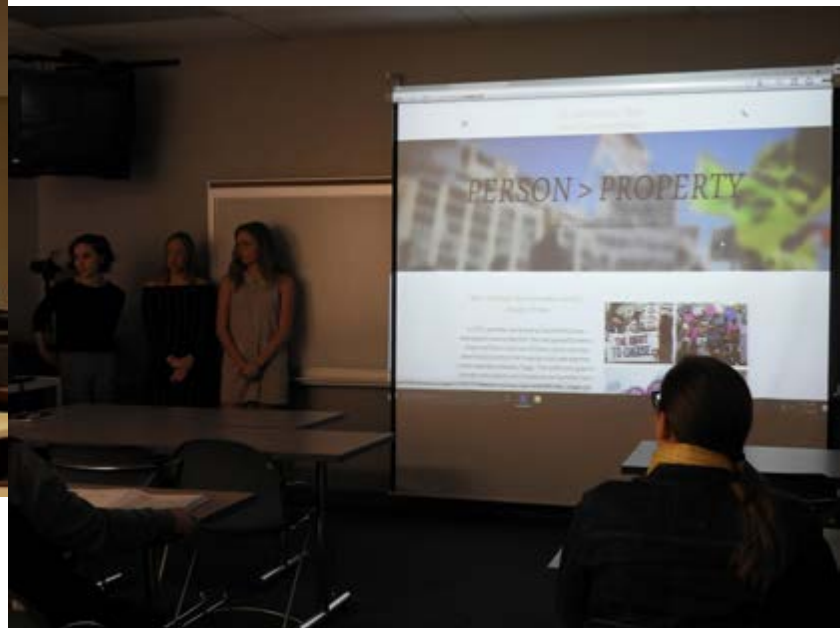
Use your research to create the main body of your website.

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

You must use the NHD Weebly account. This is free to competitors.

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

**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 presentation?

---

---

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

---

---



In the first column, list each source with the correct citation format. In the second column, write three sentences about how you used each source.

## 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.

## ON CONTEST DAY

The day of your NHDi 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 NHDi photo opp to remember the day.



**Above Left:** Parents help transport exhibits on contest day.

**Above Right:** Student rehearses for her performance.

**Right Top:** Students pose in the NHDi photo opp.

**Right Bottom:** After a long day come the awards.



## 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. 16, 2019 – Fort Wayne
- Northwest – Feb. 23, 2019 – Notre Dame
- Central – March 2, 2019 – Carmel
- Southwest – March 5, 2019 – Evansville

- South – March 9, 2019 – Franklin
- IPS – March 13, 2019 – IHS/Indianapolis
- Southeast – March 16, 2019 – Hanover

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 13, 2019 at the University of Indianapolis!

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, D.C.!

After your contest, relax a while. Then, start on the next NHDI project.





## ABOUT IHS

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.



International Coalition of  
**SITES of CONSCIENCE**



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