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

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

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

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

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

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

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

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

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

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

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

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

Can barriers be positive?

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

---

**Barrier (n)**

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

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

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

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

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

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

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

Ideological
Consider topics that relate to social equality, such as people and events within the Civil Rights and Women’s Rights Movements. Who are some key figures nation-wide, or even in your own community who have pushed limits set forth by society?
2020 SPECIAL PRIZES

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

$100

GEESLIN HOOSIER PRESIDENT PRIZE
Awarded to a student or group with an outstanding project on America’s Hoosier president, Benjamin Harrison. **Sponsored in honor of retired president and CEO of the Benjamin Harrison Presidential Site, Phyllis Geeslin, by her friends and admirers**

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

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

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

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

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

WENDELL JACK PETERSON PRIZE FOR PUBLIC SCHOOL EDUCATION HISTORY
Awarded to a student or group with an outstanding project that explores the history and its people of Indiana’s public schools. **Sponsored in honor of retired Indiana Public School Administrator and Servant Wendell Jack Peterson by Becky Boyle**

- Crispus Attucks High School was built to segregate Indianapolis, but the students and teachers’ success broke through the limitations placed upon them to take their place on the world stage.
- Caleb Mills broke down the Indiana legislature’s protests by writing an annual address advocating for the public school system. After he won, Indiana’s public schools were founded.
- William Wirt revolutionized public school education through The Gary Plan in the 1920s by breaking the barrier of traditional education and encouraging students to work on projects throughout the school day.
$250

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

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

BILL CURRAN MEMORIAL PRIZE FOR IRISH HERITAGE
Awarded to a student or group with an outstanding project that features Indiana’s Irish American heritage. Sponsored by Patti Curran

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

CROWN HILL HERITAGE FOUNDATION PRIZE FOR NOTABLE HOOISERS
Awarded to a student or group with an outstanding project about a notable Hoosier buried in Crown Hill Cemetery. Sponsored by Crown Hill Heritage Foundation

- Edward Black joined the U.S. Army at 8, acting as a Union drummer boy during the Civil War. Black’s death inspired America to break with tradition and put age limits on who could join the military.
- Caroline Harrison, wife of President Benjamin Harrison, broke barriers of tradition by reinventing the role of the First Lady by using her position to further women’s rights.
- James Whitcomb Riley, creator of Little Orphan Annie, became a nationally renowned performance poet and writer, breaking onto the National stage by helping to craft the Midwest cultural identity.
- Etheridge Knight broke into the Black Arts Movement in 1968 with his unique works of poetry which explored the African-American cultural and historical experience.

EITELJORG MUSEUM PRIZE FOR NATIVE AMERICANS
Awarded to a student or group with an outstanding project on Indiana’s Native Americans. Sponsored by the Eiteljorg Museum of American Indians and Western Art

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

INDIANA LOCAL HISTORY PRIZE | JUNIOR AND SENIOR DIVISIONS
Awarded to a student or group with an outstanding project focused on local Indiana history. Sponsored by IHS Local History Services

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

INDIANA PIONEERS PRIZE FOR EARLY INDIANA (PRE-1840)
Awarded to a student or group with an outstanding project related to pre-1840, pioneer-era Indiana. Sponsored by The Society of Indiana Pioneers

- Levi and Catherine Coffin worked against the barriers of the Fugitive Slave Act by building their home to function as a stop on the Underground Railroad.
• Eli Farmer, a Methodist circuit rider on the frontier during the Second Great Awakening, assisted with breaking away from the tradition of church gatherings by hosting revival gatherings with other circuit riders.

INTERNATIONAL HISTORY IN INDIANA PRIZE
Awarded to a student or group with an outstanding project on an international history topic that has an Indiana connection. Sponsored anonymously
• Eva Kor, Mengele twin and Holocaust survivor, moved to Terre Haute in the 1960s. Eva refused to break under pressure, even after her museum was burned down and continued to spread her message of peace and forgiveness.
• During WWII, the Evansville Chrysler plant broke through their production limitations, refitting their lines to produce ammunition for the war effort rather than cars.

JOHN BARTLOW MARTIN AWARD
Awarded to a student or group with an outstanding project on journalism and/or journalists in Indiana. Sponsored by Ray E. Boomhower
• Ernie Pyle used his reporting during WWII to break from the war front so that those at home could learn about the daily lives of soldiers.
• Sandra Eisert helped break journalism into the digital age by using her role as the first ever White House picture editor and her experience with newspapers around the Midwest to become one of the founding journalists and designers for MSNBC.com.

MADAM C.J. WALKER PRIZE
Awarded to a student or group with an outstanding project about Madam C.J. Walker’s time in Indiana. Sponsored by Andrew Halter and Joshua Rogers in honor of Tanya Stuart Overdorf
• Madam C.J. Walker’s hair care products broke the barriers in African American women’s hair care, allowing for greater self-expression.
• Madam C.J. Walker broke barriers as the first black female entrepreneur.
• Madam C.J. Walker’s legacy elevated African American philanthropy, breaking the barriers of what forms philanthropy could take through donating time and resources as well as money.

PATTI CURRAN PRIZE FOR FASHION DESIGN IN INDIANA
Awarded to a student or group with an outstanding project that features an Indiana fashion designer or designers. Sponsored by Patti Curran
• Eleanor Lambert founded the New York Fashion Week and the International Best Dressed List, bringing fashion to an international stage and allowing fashion to break out of its local significance.
• Roy Halston Frowick broke onto the national scene by designing Jackie Kennedy’s pillbox hat. He adapted to the changing fashions, breaking through the stereotyped designs of certain fabrics and brought out more flowy, less form-fitting designs.
• The L.S. Ayres Department Store in downtown Indianapolis broke the mold of department stores by being one of the first to provide discount retail along with their high-end shopping experience.

ROY F. STRINGER MEMORIAL PRIZE FOR LABOR UNIONS IN INDIANA
Awarded to a student or group with an outstanding project that explores the history of Labor Unions in Indiana. Sponsored by Andrew Halter and Joshua Rogers
• Eugene V. Debs broke through the harsh working conditions companies put on their workers by leading the Pullman Strike and becoming a strong Socialist leader and labor advocate.
• After the Republic Steel Massacre on Memorial Day, steel mills across Northwest Indiana broke away from non-unionized work and banded together to protect their workers.

WOMEN’S HISTORY IN INDIANA PRIZE
Awarded to a student or group with an outstanding project on women’s history in Indiana. Sponsored by the Indiana Women’s History Association
• Dorothy Stratton, former Dean of Women for Purdue University, led the US Women’s Coast Guard during WWII, helping other women across the country break their own barriers.
• Rhoda Coffin led the way for prison reform by establishing the Indiana Reformatory Institution for Women and Girls in 1869. She broke the mold of traditional prisons, using her charity to help separate male and female inmates.
• Despite never earning her degree, Amelia Earhart taught at Purdue University, breaking the idea of what qualifications an individual needed in order to be a professor.

$500

AYRES PRIZE FOR COMMERCE IN INDIANA
Awarded to a student or group with an outstanding project related to the history of commerce in Indiana. Sponsored by Nancy Ayres

• The development of the National Road allowed the East Coast to be connected to the middle of the country beginning in 1834. With a dedicated interstate highway, goods could travel more easily between states. Indianapolis, as a large capitol city the road ran through, became pivotal for sending goods from the National Road to other places around the country.

• Eli Lilly founded the Eli Lilly and Company in 1876 in downtown Indianapolis. The company broke into the pharmaceutical business, expanding and creating patents for new drugs, while keeping their base in Indiana and feeding back into the state’s economy.

AYRES PRIZE FOR INDIANA ARCHITECTURE
Awarded to a student or group with an outstanding project related to the history of Indiana architecture. Sponsored by Nancy Ayres

• Avriel Shull broke barriers as a self-taught female architect, becoming famous for her home designs that are still seen throughout Central Indiana.

• Lockfield Gardens, the first public housing in Indianapolis, was built to act as a barrier for African Americans in the city. However, it emerged as a community-oriented space despite its original purpose.

AYRES PRIZE FOR INDIANA TRANSPORTATION
Awarded to a student or group with an outstanding project related to the history of transportation in Indiana. Sponsored by Nancy Ayres

• The Reuben Wells locomotive broke the record as the most powerful locomotive, designed to push train cars up the Madison Hill in Madison, Indiana.

• The Mammoth Internal Improvement Act passed in 1836, pouring money into transportation projects around the state. The Act broke public trust in the government after the projects almost caused the State to become bankrupt.

THE COLE PORTER PRIZE FOR INDIANA MUSICAL HERITAGE
Awarded to a student or group with an outstanding project on the life and legacy of Cole Porter. Sponsored by Steve and Mag Russell

• Cole Porter’s Kiss Me, Kate broke records on Broadway as the first-ever Tony Award winner for Best Musical.

• Despite poor response to several of his early works, Cole Porter broke through his failures and eventually went on to great success on Broadway and the West End.

DAUGHTERS OF THE AMERICAN REVOLUTION PRIZE FOR GEORGE ROGERS CLARK AND THE NORTHWESTERN CAMPAIGN
Awarded to a student or group with an outstanding project related to George Rogers Clark’s Northwestern Campaign during the American Revolution. Sponsored by the Caroline Scott Harrison Chapter of the Daughters of the American Revolution

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

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

• Birch Bayh, graduate of Indiana University, broke barriers in women’s rights by using his position as Senator to push for Title IX.

• George Talifaerro broke barriers leading the Indiana University football team to a Big Ten Championship in 1945, which led to him becoming the first African American man drafted to the National Football League in 1949.

• In 1987, students at Indiana University broke the barriers of racism against Asian students, by founding the Asian American Association.

INDIANA WOMEN’S SUFFRAGE CENTENNIAL PRIZE
Awarded to a student or group with an outstanding project on the women’s suffrage movement in Indiana and/or the involvement of Indiana women in state, local or national politics leading up to or since 1920. Sponsored by Indiana Humanities

• The barrier against women’s suffrage began to crack when the Indiana Rights Association formed in 1853.
• Helen Goughar, one of the first female lawyers in Tippecanoe County, broke barriers as one of the first women to argue for women’s suffrage in front of the Indiana Supreme Court.
• Julia Carson made history in 1977 by becoming one of the first African American women to serve in the Indiana Senate.

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

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

THE INDIANAPOLIS MOTOR SPEEDWAY MUSEUM PRIZE
Awarded to a student or group with an outstanding project that features Indiana auto racing history. Sponsored by the Indianapolis Motor Speedway Museum.

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

SALLIE ROWLAND PRIZE FOR FURNITURE DESIGN
Awarded to a student or group with an outstanding project related to the history of furniture design in Indiana. Sponsored by Sallie Rowland.

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

$1,000
NATIONAL HISTORY DAY IN INDIANA PRIZE
Awarded to a high school junior or senior student, recognizing the outstanding body of work accomplished across many years of individual or group project participation. Sponsored by the Indiana Historical Society.

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

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

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

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

_____ Choose a topic

_____ Do some preliminary research and narrow your topic, decide what sort of sources you can use

_____ Determine if you would like to work alone or in a group

_____ Create good research questions that will help you better analyze and understand your sources

_____ Develop your so what/thesis statement

_____ Analyze your sources, answer your research questions, take good notes
   HINT: Keep track of your sources using Noodle Tools or a similar tool. You’ll save yourself time and energy!

_____ Choose your project type (one that works for you and helps you tell your story)

_____ Write your content (background, main story, impact)

_____ Find accompanying media, plan out any design you might have

_____ Finish a rough version of your project

_____ Evaluate and revise your project, have others look at it

_____ Complete process paper and annotated bibliography

_____ Go to a regional contest if you would like to share your work with others around the state!
CHOOSING YOUR TOPIC

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

NARROWING YOUR TOPIC

Example:

Interest Area: WWII

NHD Theme: Rights and Responsibilities

Broad Topic: Japanese Internment

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

For you:

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

This year’s NHD theme:

A broad topic from that time period or event is:

How does this topic relate to the theme?

How is this event significant to history?

Three possible, narrower topics are:

1. __________________________
   a. Will I be able to find enough primary and secondary source material for this topic? _______
   b. Is the topic narrow enough to develop and research thoroughly? __________
   c. Is there a tie to local history? __________
2. a. Will I be able to find enough primary and secondary source material for this topic? ________
b. Is the topic narrow enough to develop and research thoroughly? ____________
c. Is there a tie to local history? ____________

3. a. Will I be able to find enough primary and secondary source material for this topic? ________
b. Is the topic narrow enough to develop and research thoroughly? ____________
c. Is there a tie to local history? ____________

My topic: ________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Why I selected this topic: _________________________________________________
______________________________________________________________________
______________________________________________________________________

“How” and “Why” questions I have about my topic:
1. ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
2. ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
3. ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
4. ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

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

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:

   Early 1900s

This year’s NHD theme:

   Breaking Barriers

A broad topic from that time period or event is:

   Women’s Suffrage

How does this topic relate to the theme?

   Women broke barriers in society to gain the right to vote.

How is this event significant to history?

   It led to numerous other advances for women. It helps get women where they are today.

Three possible, narrower topics are:

1.   Suffrage Movement

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

   b. Is the topic narrow enough to develop and research thoroughly? no

   c. Is there a tie to local history? maybe
2. Indiana Women’s Suffrage Association
   a. Will I be able to find enough primary and secondary source material for this topic?  yes
   b. Is the topic narrow enough to develop and research thoroughly?  yes
   c. Is there a tie to local history?  yes

3. May Wright Sewall
   a. Will I be able to find enough primary and secondary source material for this topic?  yes
   b. Is the topic narrow enough to develop and research thoroughly?  yes
   c. Is there a tie to local history?  yes

My topic: May Wright Sewall: Breaking Barriers in Indiana for Women's Rights

Why I selected this topic: I think she’s an interesting woman. Since she is from Indiana, I can learn more about women’s suffrage in my own state.

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

1. What role did she play in the suffrage movement in Indiana?

2. How did she fight for the right to vote?

3. What motivated her to break barriers?

4. Did she accomplish what she set out to do, and did this change the lives of Indiana women?

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.
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 ________________.

(Where?) My topic took place in ________________________________.

Example:

---

### Example: Breaking Barriers

#### Theme

- Interests (What)
  - Politicians, African Americans, Activists
  - Early 1900s, 1950s, 1960s
  - Indianapolis, Indiana

#### Narrowed Topic Ideas

- Development of Crispus Attucks High School
- Madam C.J. Walker
- Indianapolis Urban League

---

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

Why is Local History Important?

When we think of history, we often think of bloody wars and legendary movers and shakers – things we read about in our history textbooks. These parts of history are important and interesting, but often overshadow smaller histories that more directly impact us. While some students find these “grander” histories fascinating, those who don’t inherently love history are left wondering “Why does it matter? How does this affect me?” All history can affect us but looking at local history shows how we can have a personal, invested connection to history.

So how can you get your students interested in local history?

For many students, history can be challenging to comprehend and relate to. With local history, students can learn about their own community, families and why their lives are the way they are. But how do you get this through to them? Below are some suggestions and activities that can get your students thinking about local history. If that fails, don’t forget that doing local history can give them an edge in contests, and there are local history special prizes available at the State Contest!

Have Story Time

We all know history is more than just facts and dates. History is comprised of stories, and everyone has a story to tell. Encourage your students to ask a family member or friend about an interesting story from their past, perhaps a family legend or just a snippet about their hometown. Then, have your students share those stories with each other in class. When we realize that people we are close to are part of history, it strengthens our bond to the past.

Discuss Notable Hoosiers

Have your students peruse through notable Hoosiers and determine their favorite. You can find a page at www.indianahistory.org/notablehoosiers. Have them share their favorite and reasons why with the class. These do not have to be famous individuals; they are welcome to choose someone they may know personally!

Check out Destination Indiana

The Indiana Historical Society’s Destination Indiana is full of great Indiana stories. Thousands of images are organized into journeys. Each journey is based on an Indiana topic: a person, place, business, issue, etc. There is also a journey on each county in Indiana. Destination Indiana not only exposes your students to local history, but it can be a great starting point for research. Check it out at www.destination-indiana.com.
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

**SOURCES**

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

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

**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!

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

**A secondary source** is a piece of information that was created later by someone who did not experience first-hand or participate in the events you are researching. People who write or create these sources often use other secondary and primary sources in their own research.
SECONDARY SOURCES
Secondary sources provide a lot of information, including what types of primary sources are available. Below is a table to help you understand what types of secondary sources there are and what each type can provide you in your research.

<table>
<thead>
<tr>
<th></th>
<th>General Facts</th>
<th>Time Period Information</th>
<th>Historical Context</th>
<th>Sources other scholars have used</th>
<th>Opinions from Other Scholars</th>
<th>What scholars have already learned</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Scholarly Articles</td>
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<td>Interviews with Scholars</td>
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</table>

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.

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.
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.

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<td>A</td>
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<tr>
<td>B</td>
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<td></td>
<td>The text of the 19th Amendment</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>PRIMARY</td>
<td></td>
<td>A newspaper article, published in 1915, describing a women’s suffrage rally in 1915</td>
<td></td>
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<tr>
<td>D</td>
<td>PRIMARY</td>
<td></td>
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<td>E</td>
<td>PRIMARY</td>
<td></td>
<td>Your United States history textbook</td>
<td></td>
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<tr>
<td>F</td>
<td>PRIMARY</td>
<td></td>
<td>A book by a historian about the women’s suffrage movement, published in 2005</td>
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<td>PRIMARY</td>
<td></td>
<td>A photograph of women protesting for the right to vote from the early 1900s</td>
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<td>PRIMARY</td>
<td></td>
<td>A website describing the events of Susan B. Anthony’s life, written by a librarian in Madison, Wisconsin, in 2007</td>
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<td></td>
</tr>
<tr>
<td>J</td>
<td>PRIMARY</td>
<td></td>
<td>A newspaper article published in 1965, describing a women’s suffrage rally in 1915</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>PRIMARY</td>
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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:
- Newspaper article
- Letter
- Journal/Diary
- Cartoon/Comic
- Audio Recording
- Film Clip
- Photograph
- Artifact
- Map
- Poster/Advertisement
- Government document
- 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.
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:

- Newspaper article
- Letter
- Journal/Diary
- Cartoon/Comic
- Audio Recording
- Film Clip
- Photograph
- Artifact
- Map
- Poster/Advertisement
- Government document
- Other: ____________________________

Title of source: Quaker Maid Interior

Date of source: August 8, 1932

Author/creator of source: Martin Photo Shop Position/Title: Photojournalism business

Audience the source was created for: Most likely the public, maybe a news outlet

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

1. All of the workers are women
2. Their job is working with food
3. This was a time when many women weren’t in the workforce.

Why do you think this source was created?
To show women in the workforce at a time when it was not very common.

What issues do you think are most important to the author/creator? Why?
Showing a side of society that some people might not see otherwise.

What do you know now that the author/creator would have most liked to know?
That women became a much larger part of the workforce during and after WWII.

Write a question to the author/creator of this source that is left unanswered.
Did these women like their job? Why were they working here?

Image referenced: www.images.indianahistory.org/cdm/singleitem/collection/PO129/id/2829/rec/1
HOW TO EMAIL PROFESSIONALS

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

KEEP IN MIND:

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

SAMPLE:

Subject: National History Day Research Request

Dear Mr. Boomhower,

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

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

Best,

Hermione Granger
**TEMPLATE:**

Subject:

Dear ________,

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

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

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

Your Name

**FOLLOW-UP EMAILS:**

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

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

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

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

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

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

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

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

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

**Helpful Hints:**

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

These are just a few tips. For more step-by-step guidance on conducting an interview, make sure to check out National History Day’s guidelines on conducting interviews at [www.nhd.org/guidelines-conducting-interviews](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 ______________________

--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
FINDING PRIMARY SOURCES

ARCHIVES AND LIBRARIES IN INDIANA

INDIANAPOLIS
Crispus Attucks Museum, 1140 Dr. Martin Luther King Jr. Dr. http://www.crispusattucksmuseum.org/
Indiana Historical Bureau, 315 W. Ohio St. https://www.in.gov/history/
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/

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?
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/scpol

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/hometown-resources/find-who-you-need-by-county/

Some institutions have digital collections available online. These can contain various types of archival materials such as official documents, journals, maps and letters. Digital collections are also a fantastic source for images. If you are in need of higher quality images than what is available on the website, some libraries will offer you higher resolution images upon request. Be sure to check out other library websites to see what they offer online!

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

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

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

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

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

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

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

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

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

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

INSPIRE
https://inspire.in.gov/

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

University of Indianapolis Mayoral Archives
http://www.uindy.edu/mayoral/
NATIONAL SOURCES:
Ancestry Library (not a free website at home, but is available for free at most public libraries)
https://www.ancestrylibrary.com/
Civil War Database
www.nps.gov/civilwar
Cyndi’s List
www.cyndislist.com
FamilySearch
www.familysearch.org
Internet Archive
https://archive.org/
Library of Congress
https://www.loc.gov/
Library of Congress-Chronicling America
https://chroniclingamerica.loc.gov/
National Archives
https://www.archives.gov/
National Archives, State Archives listing
www.archives.gov/research/alic/reference/state-archives
Smithsonian Libraries, Digital Collections
https://library.si.edu/collections
United States Holocaust Memorial Museum, Digitized Collections
https://collections.ushmm.org/search/?f%5Bavailability%5D%5B%5D=digitized
Check other out-of-state libraries and museums to see if they have collections online.

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

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

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

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

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

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

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

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

<table>
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<td><strong>COLLECTION DATES:</strong></td>
</tr>
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<td><strong>RESTRICTIONS:</strong></td>
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<td><strong>COPYRIGHT:</strong></td>
</tr>
<tr>
<td><strong>REPRODUCTION RIGHTS:</strong></td>
</tr>
<tr>
<td><strong>ALTERNATE FORMATS:</strong></td>
</tr>
<tr>
<td><strong>RELATED HOLDINGS:</strong></td>
</tr>
<tr>
<td><strong>ACCESSION NUMBER:</strong></td>
</tr>
<tr>
<td><strong>NOTES:</strong></td>
</tr>
</tbody>
</table>

**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

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

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.
CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>CONTAINER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eugene Ezell, Birth Certificate Copy, 1942</td>
<td>Box 1, Folder 1</td>
</tr>
<tr>
<td>Eugene Ezell, Funeral Receipts, 1955</td>
<td>Box 1, Folder 2</td>
</tr>
<tr>
<td>Eugene Ezell Military Records-Enlistment Papers, 1919-1929 &amp; 1943, Training Certificates, 1919</td>
<td>Box 1, Folder 3</td>
</tr>
<tr>
<td>Eugene Ezell Military Records-Report for Duty Letter, March 1943, WWII Bonus Fund Application, 1950</td>
<td>Box 1, Folder 4</td>
</tr>
<tr>
<td>Eugene Ezell Military Records-Retirement/Medical Discharge Hearing Report, 1943, Honorable Discharge Letters, 1919</td>
<td>Box 1, Folder 5</td>
</tr>
<tr>
<td>Eugene Ezell, Job Related-Correspondence, 1936-1949, Documents, 1948, News Clippings, 1945</td>
<td>Box 1, Folder 6</td>
</tr>
<tr>
<td>Eugene Ezell, Identification Cards, 1942-1954</td>
<td>Box 1, Folder 7</td>
</tr>
<tr>
<td>Eugene Ezell, Payroll Records, 1944-1952</td>
<td>Box 1, Folder 8</td>
</tr>
<tr>
<td>Eugene Ezell, Office of Price Admin., Property Issued Record, 1944-1947</td>
<td>Box 1, Folder 9</td>
</tr>
<tr>
<td>Eugene Ezell, Job Descriptions, Applications, and Resume, 1944-1951</td>
<td>Box 1, Folder 10</td>
</tr>
<tr>
<td>Eugene Ezell, Notification of Personnel Action Reports, 1943-1953 and Payroll Change Slips, 1945-1953</td>
<td>Box 1, Folder 11</td>
</tr>
<tr>
<td>Eugene Ezell, Work Performance Rating Reports, 1945-1952</td>
<td>Box 1, Folder 12</td>
</tr>
<tr>
<td>Office of Rent Stabilization-Notice of Separation, Correspondence, and Retirement Application, 1953</td>
<td>Box 1, Folder 13</td>
</tr>
<tr>
<td>Eugene Ezell, Real Estate License Correspondence, 1954; Real Estate License Certificate, 1954; News Clippings, n.d.</td>
<td>Box 1, Folder 14</td>
</tr>
<tr>
<td>Eugene Ezell, Revoked Will, 1922</td>
<td>Box 1, Folder 15</td>
</tr>
</tbody>
</table>

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

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
- Pamphlet
- PamphletQ
- PamphletF
- Visual Collection
- Other:

Patron Name: 

Description of material requested:

Box 1, Folders 3, 4, 5

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.

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

CHICAGO MANUAL OF STYLE

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

CHICAGO MANUAL OF STYLE

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/](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/](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](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/](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 EasyBib or Citation Machine can be helpful. You could also use an index system, like this:

<table>
<thead>
<tr>
<th>BOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author's Last Name: ________________________________</td>
</tr>
<tr>
<td>Author's First Name: ________________________________</td>
</tr>
<tr>
<td>Title of Book: ________________________________</td>
</tr>
<tr>
<td>Publisher: ________________________________</td>
</tr>
<tr>
<td>City of Publication: __________ Year: __________</td>
</tr>
<tr>
<td>I read this book _____ online _____ in print</td>
</tr>
<tr>
<td>How did you use this source? ________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author's Full Name: ________________________________</td>
</tr>
<tr>
<td>Website Title: ________________________________</td>
</tr>
<tr>
<td>Publisher/Sponsor of Site: ________________________________</td>
</tr>
<tr>
<td>URL: ________________________________</td>
</tr>
<tr>
<td>Date Published: __________ Date you used it: __________</td>
</tr>
<tr>
<td>How did you use this source? ________________________________</td>
</tr>
</tbody>
</table>

| 40 |
CHOOSING GOOD IMAGES

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

• **Image quality** – Does the image have a high resolution? Is it clear and crisp or is it fuzzy? If you took the image yourself, does it look like you put in the effort to make it look presentable?

• **Tells your story** – Does the image contribute to the story you’re trying to tell? Is it related to your topic or did you choose it just because you like it? Would the image help someone to understand your topic just as much as a block text?

• **Supports your “So What”** – Does this image help support the argument you’re trying to make, or does it contradict your argument? Does it act as proof of your opinion or does it just look nice?

• **Comes from a credible source** – Did you find this source from Pinterest or a generic .com website or did it come from a digital archive or library site? Is it clear who the image belongs to (archive, library, organization, person)?

• **Eye-catching/interesting** – Does this image draw your attention? Is it visually appealing? Does it fit well with the overall look you’re going for with your project?

• **Unique** – Is it the first image someone might come upon if they were to research your topic, or would finding this image take more digging? Some images might be famously associated with your topic, but these should not be the majority of your images.

**Image Scoring Sheet**

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

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Where might you find these?

Primary

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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: Crispus Attucks High School Basketball Champions of 1955

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

- Indiana High School Athletic Association (IHSAA), Indiana basketball, Civil Rights, school segregation, Crispus Attucks High School, Indianapolis athletics

What types of sources might exist for your topic?

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td>Books</td>
</tr>
<tr>
<td>Yearbooks</td>
<td>Documentaries</td>
</tr>
<tr>
<td>Newspaper articles</td>
<td>Journal Articles</td>
</tr>
<tr>
<td>Archival documents</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
</tbody>
</table>
Where might you find these?

Primary

- Archives, libraries, Indiana Historical Society, Indiana State Library.
- Chronicling America, Crispus Attucks Museum, people who were living at the time

Secondary

- Public library, school library, online database for scholarly articles.
- IHSAA website, .org and .gov websites
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.

<table>
<thead>
<tr>
<th>Historical Context</th>
<th>Questions to Ask</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Before</td>
<td>• Sets the tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand what background information your audience will need to know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shows you what people, events or ideas impacted or influenced your topic</td>
<td></td>
</tr>
<tr>
<td>Right Before</td>
<td>• Key people who influenced your topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Actions of key people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Events that lead to your topic</td>
<td></td>
</tr>
<tr>
<td>Main Event</td>
<td>• Find out what happened</td>
<td></td>
</tr>
<tr>
<td>Right After</td>
<td>• Reaction to the event, including positive and negative from people who supported or opposed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• When change or shift occurred</td>
<td></td>
</tr>
<tr>
<td>Long After</td>
<td>• Effect of event in the long term – what the changes were</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Changes that affect today</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Influence of your topic on other events more recently</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Importance of the topic</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Historical Context</th>
<th>Questions to Ask</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sets the tone</td>
<td>• What was going on at the time?</td>
<td>• Industry and trade were booming, many new inventions, women’s suffrage movement, U.S. approaching WWI</td>
</tr>
<tr>
<td>• Understand what background information your audience will need to know</td>
<td>• How were African Americans treated?</td>
<td>• Slavery had been abolished, African Americans still did not have equality and were treated poorly</td>
</tr>
<tr>
<td>• Shows you what people, events or ideas impacted or influenced your topic</td>
<td>• How were women treated?</td>
<td>• Women were not treated equally and were fighting to get the right to vote</td>
</tr>
<tr>
<td>Right Before</td>
<td>• Who was Madam C.J. Walker?</td>
<td></td>
</tr>
<tr>
<td>• Key people who influenced your topic</td>
<td>• What was her life like prior to beginning her business?</td>
<td></td>
</tr>
<tr>
<td>• Actions of key people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Events that lead to your topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Event</td>
<td>• How did Walker develop her business?</td>
<td></td>
</tr>
<tr>
<td>• Find out what happened</td>
<td>• What happened during her career?</td>
<td></td>
</tr>
<tr>
<td>Right After</td>
<td>• How did people perceive her business and success?</td>
<td></td>
</tr>
<tr>
<td>• Reaction to the event, including positive and negative from people who supported or opposed</td>
<td>• What impact did it have on society in Indiana and the U.S.?</td>
<td></td>
</tr>
<tr>
<td>• When change or shift occurred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long After</td>
<td>• How and why was Madam C.J. Walker important?</td>
<td></td>
</tr>
<tr>
<td>• Effect of event in the long term – what the changes were</td>
<td>• Did this change the perception of African Americans, especially women?</td>
<td></td>
</tr>
<tr>
<td>• Changes that affect today</td>
<td>• Did her success have any effect on women in business?</td>
<td></td>
</tr>
<tr>
<td>• Influence of your topic on other events more recently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Importance of the topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
**EXAMPLE**

**Topic:** Indiana Women’s Suffrage

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.

<table>
<thead>
<tr>
<th>Main Ideas:</th>
<th>Notes (Write the source and page number for all your notes.):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suffrage started out of broader movement for women’s rights</strong></td>
<td><em>Book title, p. 100-150 - Margaret Fuller.</em></td>
</tr>
<tr>
<td><strong>Early women’s rights conventions</strong></td>
<td><em>Ernestine Rose, Quaker Church, abolition</em></td>
</tr>
<tr>
<td><strong>Seneca Falls convention</strong></td>
<td><em>Website, date accessed - happened in New York, strong Quaker involvement</em></td>
</tr>
<tr>
<td></td>
<td><em>Book title, p. 125-126 - started by five women including Lucretia Mott and Elizabeth Cady Stanton</em></td>
</tr>
</tbody>
</table>

**Summary:** The women’s suffrage movement began out of a broader movement for women’s rights. Early conventions began in the 1840s, predominantly in New York. The suffrage movement officially began at the Seneca Falls Convention in 1848.

**Sources:** List all sources used.
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.

<table>
<thead>
<tr>
<th>Main Ideas:</th>
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**Summary:**

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**Sources:**

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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?

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**Topic:**

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?

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**Summary:**

Summary of the main points discussed in the notes.

**Sources:**

List of sources used in the 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**?

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**Summary:**

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**Sources:**

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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.

Main events that occurred right before my topic:

What were the big social issues of that time?

What was the economy like?
In the country:
In the world:

Key people from my topic’s time period:

What was happening politically that was important?
In the country:
In the world:

What was technology like at the time?
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.

**My topic:** Madam C.J. Walker

- **Main events that occurred right before my topic:**
  - Emancipation Proclamation,
  - Louisiana Purchase

- **Key people from my topic’s time period:**
  - Andrew Carnegie,
  - Nellie Bly,
  - Susan B. Anthony,
  - Benjamin Harrison,
  - Teddy Roosevelt,
  - George W. Carver,
  - W.E.B. DuBois,
  - Booker T. Washington

- **What were the big social issues of that time?**
  - Women’s rights,
  - Treatment of African-Americans,
  - WWI

- **What was the economy like?**
  - In the country:
    - Chicago World’s Fair, women’s suffrage movement,
    - Black voter rights,
    - Federal Trade Commission
  - In the world:
    - Spanish American War, WWI

- **What was technology like at the time?**
  - Cars recently invented.

- **What was happening politically that was important?**
  - In the country:
    - Business expansion, industry overtaking agriculture
  - In the world:
    - Growth in world trade
WRITING YOUR TEXT WORKSHEET

THE MAIN EVENT/HEART OF THE STORY

With so much information to share, it will be important for you to be able to pull out the essential information. Using your notes, compile the key points of your topic below.

**TOPIC:**

What happened? How did it happen? When did it happen? Why did it happen? Who was involved or affected? Where did it happen?

**ILLUSTRATIONS/IMAGES**

List any useful images or illustrations you have found relating to your project. Attach them to this page.

1. 
2. 
3. 
4. 
5. 

**QUOTES**

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:
THE MAIN EVENT/HEART OF THE STORY

With so much information to share, it will be important for you to be able to pull out the essential information. Using your notes, compile the key points of your topic below.

TOPIC:

Gene Stratton-Porter

What happened? How did it happen? When did it happen? Why did it happen? Who was involved or affected? Where did it happen?

Gene Stratton-Porter broke barriers in the film industry when she became one of the first female film producers in Hollywood. Before moving to Hollywood in 1919, Porter was an author, naturalist and photographer. Dissatisfied with the movie adaptations of her novels, she decided to take control over production. In 1924, she founded her own production company, Gene Stratton-Porter Productions. Before her death that same year, her company produced two films based on her novels. Porter paved the way for women in film production. Now many successful women produce blockbuster films, something that was seen as impossible before Porter’s time.

ILLUSTRATIONS/IMAGES
List any useful images or illustrations you have found relating to your project. Attach them to this page.

1. Gene Stratton-Porter, Indiana Historical Society

2.

3.

4.

5.

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

Who said it: Gene Stratton-Porter
When: 1923

Who said it:
When:

Who said it:
When:

Who said it:
When:
ACTIVE VS. PASSIVE VOICE

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

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

Examples:
The dog chased the squirrel.
The general led the troops into battle.
The court declared the group’s actions illegal.

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

Examples:
The squirrel was chased by the dog.
The troops were led into battle by the general.
The group’s actions were declared illegal by the court.

Notice how much simpler the active voice sentences are than the passive?
Each active sentence above uses fewer words than its corresponding passive sentence. Using active voice not only delivers a clearer message but also cuts down on word count, leaving you space to write more of what’s important.

Try your hand at active vs. passive voice.
Each sentence below is written in passive voice. Rewrite each sentence in active voice and simplify where you can.

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

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

The horses were ridden by the rangers for four days straight.
ACTIVE VS. PASSIVE VOICE – KEY

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Elizabeth Cady Stanton asked Susan B. Anthony if she needed help.

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

Which tense should I use?

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

Stay consistent

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

When can I use present tense?

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

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

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

<table>
<thead>
<tr>
<th>Section of the project</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>The current state of the Madam Walker Theatre in downtown Indianapolis</td>
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<tr>
<td>Walker’s induction into the National Women’s Hall of Fame in 1993</td>
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<tr>
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**VERB TENSES – KEY**

**Which tense should I use?**

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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:

\[ \text{Thesis} = \text{Topic} + \text{Theme} + \text{Impact} \]

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 NHDI team member to look over your thesis for you.

THESIS DEVELOPMENT: AN EXAMPLE

We’ll use a previous NHD theme to give an example of how you may develop you 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.
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 involved? Who was affected?

_________________________________________________________________

**WHAT** – What happened? What was the main event?

_________________________________________________________________

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

_________________________________________________________________

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

_________________________________________________________________

**WHY** – Why did it happen?

_________________________________________________________________

**Connection to the Theme: Breaking Barriers**

What is the topic’s connection to breaking barriers?

_________________________________________________________________

Pull it all together in a thesis statement:

_________________________________________________________________
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: **Women’s Suffrage in Indiana**

**WHO** – Who was involved? Who was affected?

Women in Indiana and the United States, local Suffragettes: May Wright Sewell, Sarah T. Bolton, Grace Julian Clarke

**WHAT** – What happened? What was the main event?

After years of political campaigning, protests, and demonstrations, women finally gained the right to vote in 1920.

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

Indiana. Suffrage happened all over the US. Indiana suffrage movement was large in Indianapolis.

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

Ratification happened in 1920. Women's suffrage movement was around 1850-1920.

**WHY** – Why did it happen?

Women were not considered equal and denied the right to vote.

**Connection to the Theme: Breaking Barriers**

What is the topic’s connection to breaking barriers?

Women fought long and hard to get the right to vote which drastically changed politics and rights for women.

Pull it all together in a thesis statement:

Women in Indiana began to fight against the barrier preventing their vote in 1850, culminating in the ratification of the 19th amendment in 1920.
INTRODUCTION TO THE SOS METHOD

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

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

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

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

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

Your topic:

Answer the S:

Answer the O:

Answer the S:

Put it all together:
“SO WHAT?”

In-Class Activity

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

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

Summary

________________________________________________________________________

________________________________________________________________________

Opinion

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________________________________________________________________________

Significance

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Thesis/So What?

________________________________________________________________________

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________________________________________________________________________
**“SO WHAT?”**

**In-Class Activity – Example**

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**Summary**

Aerospace engineer Jane Porter invented the Space Cab in 2320

**Opinion**

Porter broke barriers in science and space by creating a way for easier space travel and exploration

**Significance**

Significant research has now been done on every planet and people can travel more easily to visit family on Mars and Earth.

**Thesis/So What?**

Aerospace engineer Jane Porter broke barriers in space and science in 2320 with her invention of the Space Cab. Thanks to Porter, space cabs have allowed for extensive research on the planets of our solar system and easy of travel through space.
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.
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.

<table>
<thead>
<tr>
<th>Perspective 1</th>
<th>Perspective 2</th>
<th>Perspective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual or Group</td>
<td>Individual or Group</td>
<td>Individual or Group</td>
</tr>
<tr>
<td>Key Ideas:</td>
<td>Key Ideas:</td>
<td>Key Ideas:</td>
</tr>
<tr>
<td>Reasons:</td>
<td>Reasons:</td>
<td>Reasons:</td>
</tr>
</tbody>
</table>
Name: ___________________________ Date: ___________________________

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

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

**Topic:** Crispus Attucks High School

<table>
<thead>
<tr>
<th>Perspective 1</th>
<th>Perspective 2</th>
<th>Perspective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual or Group</td>
<td>Individual or Group</td>
<td>Individual or Group</td>
</tr>
<tr>
<td><strong>African American students</strong></td>
<td><strong>KKK</strong></td>
<td><strong>Indianapolis community</strong></td>
</tr>
<tr>
<td><strong>Key Ideas:</strong></td>
<td><strong>Key Ideas:</strong></td>
<td><strong>Key Ideas:</strong></td>
</tr>
<tr>
<td>• Many wanted schools to stay integrated.</td>
<td>• Backed and supported a new all black school</td>
<td>• Some white residents wanted a new school specifically for African Americans</td>
</tr>
<tr>
<td>• Took pride in their school after Crispus Attucks High School was formed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reasons:</strong></td>
<td><strong>Reasons:</strong></td>
<td><strong>Reasons:</strong></td>
</tr>
<tr>
<td>• Desire for equality</td>
<td>• Racism—wanted to promote segregation in schools</td>
<td>• Racism, didn’t want their children in integrated schools.</td>
</tr>
<tr>
<td>• School had an extensive curriculum, highly qualified teachers, and talented athletes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TESTING YOUR THESIS

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

MY ARGUMENT

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

EVIDENCE SUPPORTING MY ARGUMENT

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

OPPOSING ARGUMENT

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

EVIDENCE SUPPORTING THE OPPOSING ARGUMENT

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

WHICH ARGUMENT IS STRONGEST? WHY?

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

SHOULD I MODIFY MY ARGUMENT? HOW?

Yes. My argument has some truth to it, but I can’t assert that the tournament win was the most important moment in Civil Rights History in Indiana. I need to find a way to assert how it was important but not the most important moment.
The thesis statement gives your informed opinion. Since it is an opinion, someone could argue against your thesis. It is possible for there to be holes in your argument. Consider what an opposing opinion to your argument might be and how you can use that to strengthen your thesis.

### My Argument

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### Opposing Argument

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### Evidence Supporting my Argument

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### Evidence Supporting the Opposing Argument

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Which argument is strongest? Why?

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- 
- 

Should I modify my argument? How?

- 
- 
- 
- 
- 

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

<table>
<thead>
<tr>
<th>My Argument</th>
<th>Opposing Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Crispus Attucks winning the tournament was important, but not the most pivotal moment in Civil Rights history in Indiana.</td>
</tr>
<tr>
<td>Evidence Supporting my Argument</td>
<td>Evidence Supporting the Opposing Argument</td>
</tr>
<tr>
<td>• The city momentarily unified to celebrate the school’s win</td>
<td>• Crispus Attucks remained a segregated school until 1970</td>
</tr>
<tr>
<td>• Crispus Attucks went on the win more championships, causing even rival teams to take notice. They became a well known and important team.</td>
<td>• After black and white students came together to celebrate during the parades, in the end, they still went back to their segregated schools</td>
</tr>
<tr>
<td>• Both blacks and whites attended celebratory parades</td>
<td>• The Indiana Civil Rights Commission, first formed in 1961, was pivotal as well, helping to ensure and enforce equal employment opportunities over the years.</td>
</tr>
</tbody>
</table>

Which argument is strongest? Why?

The opposing argument is probably 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 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.
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 NHDI 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 NHDI team member, contact Bethany at nhdi@indianahistory.org.

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

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

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

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

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.
# Exhibit Planning Guide

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

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

<table>
<thead>
<tr>
<th>Project Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief introductory information:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short-term impact of your main event:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-term impact of your main event/why it is important to history:</td>
</tr>
</tbody>
</table>

Name: ________________________________ Date: ____________________ Topic: ________________________________
WEBSITE

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.

RULES

Your homepage must include:

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

The website may not exceed 100 MB of file space.

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

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

You cannot link to external sites.

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

Be sure to carefully review all of the rules in the NHD rulebook!
## WEBSITE PLANNING GUIDE

<table>
<thead>
<tr>
<th>Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Get organized for research and select topic</td>
<td></td>
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<td>Background reading for historical context</td>
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</tr>
<tr>
<td>Narrow topic; gather, record and organize context</td>
<td></td>
</tr>
<tr>
<td>Analyze and interpret sources</td>
<td></td>
</tr>
<tr>
<td>Develop thesis</td>
<td></td>
</tr>
<tr>
<td>Identify media and quotes to use</td>
<td></td>
</tr>
<tr>
<td>Plan and map out website organization</td>
<td></td>
</tr>
<tr>
<td>Create website</td>
<td></td>
</tr>
<tr>
<td>Evaluate and revise</td>
<td></td>
</tr>
<tr>
<td>Proofread</td>
<td></td>
</tr>
<tr>
<td>Complete process paper and annotated bibliography</td>
<td></td>
</tr>
</tbody>
</table>
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

**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

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

<table>
<thead>
<tr>
<th>Notes</th>
<th>Visual</th>
<th>Audio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert title name</td>
<td></td>
<td>On April 6, 1862, the Battle of Shiloh acted as a turning point in the life of General Lew Wallace.</td>
</tr>
<tr>
<td>Long shot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert image of battle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th>Visual</th>
<th>Audio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert image at Fort Henry</td>
<td></td>
<td>After the losses at Fort Henry and Fort Donelson….</td>
</tr>
<tr>
<td>Insert image at Fort Donelson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th>Visual</th>
<th>Audio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long shot</td>
<td></td>
<td>. . . 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.</td>
</tr>
<tr>
<td>Pan out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td>Visual</td>
<td>Audio</td>
</tr>
<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
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

<table>
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<td>Analyze and interpret sources</td>
<td></td>
</tr>
<tr>
<td>Develop thesis</td>
<td></td>
</tr>
<tr>
<td>Write a script based on research</td>
<td></td>
</tr>
<tr>
<td>Stage performance with attention to historical details; create costumes, props and set pieces</td>
<td></td>
</tr>
<tr>
<td>Block performance to go with setting and script</td>
<td></td>
</tr>
<tr>
<td>Final draft of script</td>
<td></td>
</tr>
<tr>
<td>Do an in-class performance</td>
<td></td>
</tr>
<tr>
<td>Complete process paper and annotated bibliography</td>
<td></td>
</tr>
<tr>
<td>Drafting Your Script</td>
<td>SCENE # ____</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Intro</strong> (1 minute)</td>
<td>Brainstorm potential scene scenarios for your presentation.</td>
</tr>
<tr>
<td>• Set the scene</td>
<td>Character(s) present:</td>
</tr>
<tr>
<td>• Who are you?</td>
<td>Setting:</td>
</tr>
<tr>
<td>• When is this taking place?</td>
<td>Timeframe:</td>
</tr>
<tr>
<td>• Where are you?</td>
<td>Describe the scenario:</td>
</tr>
<tr>
<td>• Introduce your thesis</td>
<td></td>
</tr>
<tr>
<td><strong>Historical Context/ Background</strong> (2 minutes)</td>
<td></td>
</tr>
<tr>
<td>• What happened before your topic to influence it?</td>
<td></td>
</tr>
<tr>
<td>• Were there other movements, people or ideas that influenced it?</td>
<td></td>
</tr>
<tr>
<td>• What events led up to the topic?</td>
<td></td>
</tr>
<tr>
<td><strong>Main Event</strong> (3 minutes)</td>
<td></td>
</tr>
<tr>
<td>Key event(s) and issues related to your topic</td>
<td></td>
</tr>
<tr>
<td><strong>Short and long-term impact</strong> (3 minutes)</td>
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<tr>
<td>• What were the immediate outcomes of your main event?</td>
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<tr>
<td>• What has been the long-term significance?</td>
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<tr>
<td><strong>Conclusion/ Wrap up</strong> (1 minute)</td>
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<tr>
<td>• Reinforce your thesis.</td>
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</tr>
<tr>
<td>• Conclude your character’s actions.</td>
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</tbody>
</table>
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?

____________________________________________________________________________________

____________________________________________________________________________________
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?

__________________________________________________________

__________________________________________________________
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

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

   _______________________________________________________________________________________

   3. _______________________________________________________________________________________

   _______________________________________________________________________________________

   4. _______________________________________________________________________________________

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   5. _______________________________________________________________________________________

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   6. _______________________________________________________________________________________

   _______________________________________________________________________________________

   7. _______________________________________________________________________________________

   _______________________________________________________________________________________

   8. _______________________________________________________________________________________

   _______________________________________________________________________________________

   9. _______________________________________________________________________________________

   _______________________________________________________________________________________

   10. _____________________________________________________________________________________
B. 

1. 

2. 

C. 

1. 

2. 

IV. Body paragraph three – begin with topic sentence

A. 

1. 

2. 

**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.
Fill in the necessary parts of your process paper below.

**Topic:**

How and why did you choose your topic?

________________________________________________________________________

________________________________________________________________________

How did you conduct your research?

________________________________________________________________________

________________________________________________________________________

How and why did you select your project category?

________________________________________________________________________

________________________________________________________________________

How did you create your project?

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________
Topic: Indiana Women's Suffrage Association

How and why did you choose your topic?
I am very interested in the history of women’s rights. I chose to research the women’s suffrage movement to learn more about that era of women’s history. I wanted to focus on Indiana, so I chose the Indiana Women's Suffrage Association.

How did you conduct your research?
I started with basic internet searches and checked out some books the suffrage movement at my school library. I visited the Indiana Historical Society to research their collections related to the suffrage movement in Indiana.

How and why did you select your project category?
I chose to do a performance because I love performing and thought portraying a Hoosier suffragist at the time would be a great way to tell my story.

How did you create your project?
I chose to do a performance because I love performing and thought portraying a Hoosier suffragist at the time would be a great way to tell my story.

How does your topic fit into this year’s theme?
My topic fits this year’s theme because the Indiana Women’s Suffrage Association contributed greatly to the suffrage movement, which broke barriers by getting women the right to vote.
BIBLIOGRAPHIES AND IN-TEXT CITATIONS

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

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

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

To properly cite your sources, check out:
http://www.loc.gov/teachers/usingprimarysources/mla.html
http://www.loc.gov/teachers/usingprimarysources/chicago.html

CREDIT VS. CITATION

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

For example:
“Ernie Pyle’s Funeral,” 1944, Indiana Historical Society

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

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

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

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.

Topic:

Primary Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>How It Was Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
# Secondary Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>How It Was Used</th>
</tr>
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<tbody>
<tr>
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</table>
PREPARING FOR YOUR CONTEST

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

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

BEFORE THE CONTEST

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

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

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

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

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

ON CONTEST DAY

The day of your 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.
DON’T LEAVE ANYTHING BEHIND

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

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

WHEN YOU ARRIVE

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

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

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

JUDGING TIME

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

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

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

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

When the judges ask you a question, don’t just answer “yes” or “no.” Elaborate!

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

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

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

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

AFTER JUDGING
After the judges interview you, they will review your paperwork thoroughly and discuss your project amongst themselves in a designated room. There, they carefully go over all of their comments in order to determine how to score your project.
They will tally up all the scores to figure out placing for the projects in their groups. Sometimes this can take a while!

CONTESTS AROUND THE STATE

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

- Northeast – Feb. 15, 2020 – Fort Wayne
- Northwest – Feb. 22, 2020 – Mishawaka
- South – Feb. 29, 2020 – Franklin
- Central – March 7, 2020 – Carmel
- Southwest – March 13, 2020 – Evansville
- Southeast – March 14, 2020 – Hanover
- IPS, Junior Division – March 18 – Indianapolis
- IPS, Senior Division – March 19 – Indianapolis

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

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

State contest support from

[Image of DNR and Indiana Division of Historic Preservation and Archaeology]

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HELPING STUDENTS GO FROM GOOD TO GREAT

Project Specific Tips:

When the NHDI Team reviews projects, we are looking for some of these things. No matter what type of project your students are working on, encourage them to write their content before they start plugging things into their project.

**DOCUMENTARIES**
- Speak clearly and slowly. Be selective with the content in your script so that you don’t have to rush through to stay at the 10-minute mark.
- Be conscientious of volume balance. If you have music, make sure it does not drown out your script or distract from any text in your documentary. For example, music with lyrics can make it difficult to read or pay attention to other dialogue.
- If you have quoted text on the screen, read the quote aloud in your script.
- Record small sections of your script at a time so that it is easier for you to edit.

**WEBSITES**
- Use a variety of media. Don’t just stick with text and images, as this defeats the purpose of doing a website. Add videos, sound, and interactives where possible. Otherwise it’s just an exhibit on a screen.
- Stay away from large blocks of text. These are overwhelming for anyone trying to read them. Break up your blocks of text with images and quotes.
- Use quotes and images that help you tell your story in place of writing. This cuts back on your word count, allowing you to put in more of your own analysis.
- Think about how color can be used, such as making all titles one color, quotes in another, and analysis in a third.

**PERFORMANCES**
- If you do an individual performance, do not stand in one place for the entire performance. Add movement to make it more interesting and dynamic. Simply having a stool can give you several dynamic levels.
- Make sure your script is more than just a speech. There should be a story behind your performance, not just a reiteration of information.
- Use a clothes rack to create smoother costume transitions on or off stage.
- Costumes and props do not need to be elaborate, but they do need to be effective. Visuals should be easy to see and relate to your topic. Simple adjustments like putting up or taking down hair when transitioning characters can make a big difference.

**EXHIBITS**
- Use a font and text size that is easy to read.
- Stay away from large blocks of text. These are overwhelming for anyone trying to read them. Break up your blocks of text with images and quotes.
- Use quotes and images that help you tell your story in place of writing. This cuts back on your word count, allowing you to put in more of your own analysis.
- Think about how color can be used, such as making all titles one color, quotes in another, and analysis in a third.

**PAPERS**
- Be sure to include all in-text citations in your bibliography. Make sure your citations are consistent.
- Write in the active voice and keep your verb tense consistent. Be concise, not flowery.
- If you choose to do a creative writing paper, do not allow your argument to get lost in the story.
- Use an appendix to provide a visual of something that would take a lot of words to explain. If you can explain something with an image instead of a long paragraph of text, use an image. Include a couple of sentences explaining the image in your appendix and reference it in your paper.
ENCOURAGE STUDENTS

EMBRACE STRENGTHS AND WEAKNESSES
Understand that the stakes are much higher when the project type is more popular. We have so many exhibit entries at each contest, that doing an exhibit can decrease the students’ chances of placing. Encourage students to do a project type that suits not only their project, but their personal strengths. They shouldn’t choose a category because they think it will be easy. Guidelines for choosing a topic are useful, and as the educator, you get to decide. However, giving students some freedom in topic choice is beneficial. Many students who have no interest in history excel at NHDI because they were able to choose a topic they were passionate about. Interest can increase effort. Keep in mind the special prizes awarded at the state contest and encourage reluctant students to select local history topics. Special prizes come with the extra incentive of money and can often be just as rewarding as placing at a contest.

OPPORTUNITIES FOR GROWTH
Even if a student placed at a contest, feedback can sometimes be discouraging or unhelpful. In their feedback, judges should not only write about what needs improvement but also what worked well. Stress to your students that those positive comments are still very important, and to keep them in mind for future contests. Even if a student does not place, they have gained a significant experience by participating in a contest. Students with previous experience competing will have a better idea of the expectations and an advantage in the following years.

IT’S NOT FAILURE
Students who do not place at a contest can often feel like they are the only ones who missed out, but the competition is high for every entry. Technically speaking, most competitors will not win, which is also a valuable experience. Judges have very difficult decisions to make. Sometimes it comes down to a minor difference that determines which project moves on and which one does not. Larger contests, like the state contest, can make this especially difficult. The impact of the students’ projects does not disappear at the end of the season. Students in the past who have not placed at contests have still ended up utilizing their research elsewhere, including: presenting to local women’s groups, displaying at local museums, winning prizes from local community members, and being highlighted in local news.
INDIANA HISTORICAL SOCIETY

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