UTAH HISTORY DAY

2019

PROJECT GUIDE

UTAH
NATIONAL HISTORY DAY

Utah Division of
State History
A DIVISION OF THE UTAH
DEPARTMENT OF HERITAGE & ARTS

CONTENTS

GETTING STARTED

FAQs

✓ **Is the program limited to Utah history?** No. UHD serves students in any year of the social studies curriculum, including Utah Studies, US I and US II, World Geography, and World History.

✓ **Who can participate?** Utah History Day is open to children in **grades 4-12** who attend public, private, parochial, charter, online, or home schools.

✓ **Can a student participate if their school/teacher does not?** Yes. Students may complete a project and enter their local regional competition on their own. No teacher is necessary to compete as an independent student.

✓ **What does it cost?** It's FREE! There is no registration fee for regional or state competitions in Utah.

✓ **Where can I find NHD and UHD on the web?**

   o National History Day: https://www.nhd.org

   o Utah History Day: https://history.utah.gov/utah-history-day/

✓ **How can I connect with Utah History Day?**

   o Facebook: UtahHistoryDay

   o Instagram: Utah_History_Day

SHARE THIS!

I Love History Day

https://www.youtube.com/watch?time_continue=2&v=uYPCpQRqHVc

MEETING THE STANDARDS

Utah Social Studies Core Standards

- o Student engagement with primary sources

Common Core

- o 25 Common Core objectives in ELA

NHD Works Study

- o Reading
- o Writing
- o Cross-disciplinary

21st Century Skills

- o Critical thinking
- o Creativity
- o Communication
- o Information literacy
- o Media literacy
- o Technology literacy
- o Flexibility
- o Initiative
- o Productivity
- o Collaboration
- o Leadership
- o Social skills

ANNUAL PLANNING CALENDAR

Summer-Fall-Winter	Student Research & Construction
January 1	Contest Registration Opens
	Registration Closing Dates Per Contest
	TIP: You must know which students are going to compete by the **registration deadline** for your local contest. This is usually about 4 weeks before the contest date.
February-March	**District Contests**
	Canyons → Salt Lake Regional
	Davis → Weber Regional
	Ogden → Weber Regional
February-March	**Regional Contests**
	Cache (Logan) – March 3
	Castle Country (Price)
	Salt Lake (Taylorsville) – March 11*
	San Juan (Blanding)
	South-Central (Beaver)
	Utah Valley (Orem) – March 17*
	Washington (St. George)
	Weber (Ogden) – March 17*
	*tentative
April 17-18	State Contest (SLC)
June 14-18	National Contest (Washington, DC)

Find contest dates and registration deadlines for your local contest:

https://register.nhd.org/Contests

AGE DIVISIONS

Division	Grades	Advancing
Youth	4th-5th	Advances to regional level.
Junior	6th-8th	Advances to state, nationals.
Senior	9th-12th	Advances to state, nationals.

PROJECT CATEGORIES

Category	Individual	Group (2-5 students)
Documentary	Yes	Yes
Exhibit	Yes	Yes
Performance	Yes	Yes
Website	Yes	Yes
Paper	Yes	No
Groups should be established at the beginning of the project. Students may exit a group during the year, but new students may not be added to a group once research has begun.		

HISTORY DAY ROADMAP

Step 1: Choose Your Topic
- Choose something that interests you!
- You must relate your topic to the Annual Theme.

Step 2: Research - Historians are like detectives who discover the past
- Start by finding at least 5 secondary sources. Read up on your topic using good secondary sources before you start searching for primary sources. Use credible sources that are created by experts. Evaluate *every* website you use.
- Find at least 10 primary sources on your topic. For some topics you can find hundreds of primary sources, so find as many as you can.
- Use a variety of sources. Historians don't just rely on the internet. They use actual books and articles, interviews, historic newspapers and magazines, letters, diaries, photos, maps, paintings, video clips, advertising, propaganda, government documents, etc.
- Conduct balanced research. Investigate various points of view, understand all sides of an issue, explore conflicts and debates.
- Dig deeper! Interview someone who was there. Find more sources.
- Track your sources as you go.

Step 3: Analyze and Synthesize
- Analyze your sources and think about what the sources show.
- Consider the ways your topic relates to the theme.
- Summarize the historical context and background. What events led up to your topic? How does your topic relate to the political, social, cultural circumstances of the time?
- Identify significance. What changed? What were the short-term and long-term consequences? Why does this matter?
- Draw conclusions based upon the historical evidence you have found.

Step 4: Create Your Project
- Start with a strong thesis statement.
- Explain what happened. Who, what, where, when, why, how?
- Discuss background, context, change over time, annual theme, and significance.
- Re-check the NHD Rule Book.
- Write your Process Paper & create a Title Page.
- Make your Annotated Bibliography

PROJECT DEADLINES

DATE	ITEM DUE

Week 1   **Project Rubric/Contract**

Week 2   **Topic/Theme Worksheet**

Week 3   **5 Secondary Sources.** At least 3 must be books. Choose sources written by historians or other experts. Include citation information for each source.

Week 5   **10 Primary Sources.** Include historic documents, photos/images, maps, newspaper/magazine articles, etc. Include citation information for each source.

Week 6   **10 Quotes.** Quotes can be drawn from both primary and secondary sources. Always keep author and citation data attached to each quote.

Week 7   **Main Event** – Summarize the main event: who, what, where, when, why, and how. 1-2 paragraphs.

Week 8   **Historical Context & Significance in History** - One paragraph each, typed.

Week 9   **Thesis Statement Helper**

Week 10   **Annotated Bibliography, First Draft -** typed, properly formatted, with annotations. **Minimum** sources required: 10 primary and 5 secondary sources. **Be sure to continue your research and build on your bibliography after this initial check.**

Week 11   **Rough Draft Due, including Title, Thesis Statement, and Main Event Summary**

- **Exhibits:** Layout of your project design and components (on paper)

- **Research Paper:** Outline, plus draft of opening paragraph

- **Documentary:** Outline of script, plus draft of opening sequence

- **Performance:** Draft of opening and closing sequences and script

- **Website:** Outline, plus thesis and conclusion statements, and rough layout of home page. **All websites must be created on the NHD website portal.**

Week 12   **Process Paper First Draft & Updated Bibliography**

Week 15   **FINAL PROJECT DUE**
                      Classroom Oral Presentations & School Showcase

NHD JUDGING CRITERIA

Here are the criteria a judge will use to evaluate your NHD project. After you create your project, go through this list and ask yourself if you've met the criteria or incorporated the information into your project.

HISTORICAL QUALITY: 60%

 My project is historically accurate: All information in my project is true to the best of my knowledge.

 I show analysis and interpretation: My project doesn't just recount facts or tell a story. I interpret and analyze my topic. My project has a strong central thesis or argument that I prove. I can point to where I state my thesis in my project.

 I place my topic in its historical context: My topic didn't take place in isolation. I make sure to place my topic into historical context—the intellectual, physical, social, and cultural setting for my topic.

 My project shows wide, balanced research. I use available primary sources: These ideas all relate to the research behind your NHD project. Judges will look carefully at your bibliography to learn more about your research process. They want to see that you investigated multiple perspectives about your topic and that you looked at all sides of an issue. They are looking for research using both primary and secondary sources and want to see that you used a variety of source types.

RELATION TO THEME: 20%

 I clearly relate my topic to the theme: My theme connection is clear in my project itself.

 I demonstrate the significance of my topic in history and draw conclusions: My project does more than just describe my topic. I explain why my topic is important in history or demonstrate its significance.

CLARITY OF PRESENTATION: 20%

 My project and written materials are original, clear, appropriate, and organized: I have an organized and well-written project. I was careful to avoid plagiarism and I have double-checked spelling and grammar in my project process paper, and bibliography.

 My project has visual impact, uses multimedia effectively, and actively involves the viewer: I thought about the overall design and organization of my project. I chose multimedia and interactive elements to help viewers understand my topic and prove my argument, if appropriate for my category.

CHOOSE YOUR TOPIC

National History Day 2020

Breaking Barriers In History

Topic Selection Tips

- Utah, U.S., European, World History
- Social, cultural, political, technology, science, arts, ideas, and culture – everything has a history
- Your topic can come from a list, or not
- Right-size your topic
- The best topic is the one that interests you!

UTAH HISTORY TOPIC IDEAS

Explorers, Travel, and Trade in Early Utah
- Rivera Expedition
- Dominguez-Escalante Expedition
- Shoshone, Pauite, Ute, Gosiute, Navajo Trade Networks – The Old Spanish Trail
- Trappers and the Fur Trade
- James Beckwourth, African-American Fur Trader
- Jim Bridger
- Peter Skene Ogden
- Etienne Provost
- Jedediah Smith
- John Weber
- The Donner-Reed Party
- John C. Fremont
- Miles Goodyear
- Stansbury Expedition (UHQ)
- Gunnison Expedition
- Simpson Expedition
- Pony Express
- John Wesley Powell
- Hole-in-the-Rock Trek
- John Macomb

Native American Communities
- Washakie
- Ouray
- Tabby-To-Kwana
- Utes and Settlers in Utah Valley
- Walkara and the Walker War
- Black Hawk War and Circleville Massacre
- Reservation Life
- Indian Boarding Schools in Utah
- Urban Indian Communities

Mormon Communities
- Immigrant communities
- Mormon colonization of Deseret
- Native American-Mormon Relations in Early Utah
- Mormon United Orders/communitarianism
- Zions Cooperative Mercantile Institution
- Mormon-Gentile Relations in 19th Century Utah

- Mormon-Federal Encounters & Exchange - The Utah War, Polygamy, Statehood
- The Reed-Smoot Hearings – an encounter over Mormon polygamy
- Colonel Thomas Kane

Railroad Communities and Cultures
- Chinese workers and communities
- Corinne – A Railroad Town in Mormon Utah
- Legacy of the Golden Spike
- Robert Brewster Stanton's Railroad

Mining Communities
- Carbon County – Cultural Crossroads
- Bingham Canyon Mining Communities
- Thomas Kearns
- Work, Trade, Industrialization

Labor Unions in Utah
- United Mine Workers, Western Federation of Miners, National Miner's Union, United Steelworkers of America
- Joe Hill and the IWW
- Utah Copper/Bingham Canyon Strike of 1912
- Winter Quarters Mine Disaster

Jewish Communities
- Samuel & Frederick Auerbach, Utah retailers
- Simon Bamberger, Utah Governor
- Benjamin Brown
- Clarion, a Jewish colony

Greek Communities
- Leonidas Skliris, padrone
- Georgia Magerou, midwife

More Utah Communities
- African-American communities
- Italian communities
- Scandinavian communities
- Japanese communities
- Pacific Islanders, Iosepa Settlement
- Latino people & culture

- War brides in Utah
- 20th Century Refugee Communities

Intellectuals & the Arts
- The Salt Lake Theater
- Bernard DeVoto
- Wallace Stegner

Depression and Wartime in Utah
- Wartime industry & mobilization
- German internees at Fort Douglas
- Topaz Japanese Internment Camp
- Marriner S. Eccles, architect of the New Deal
- Col. Gail Halvorsen, the Candy Bomber
- The Civilian Conservation Corps
- Postwar reintegration

Science and Technology in Utah History
- Women inventors in Utah Territory (UHQ)
- John Wesley Powell's Geographic Surveys
- Paleontology and Utah's Dinosaur Rush (UHQ)
- Dr. John Widtsoe – Father of Dry Farming
- Invention of the Television, Philo T. Farnsworth
- Thiokol and the Exploration of Space
- The Artificial Heart
- The Dirty Harry Nuclear Test, Nevada Test Site
- The Downwinders
- Utah's Missile Launch Sites (UHQ)
- Exploring Speed on the Salt Flats
- Digital Pathbreakers: WordPerfect and Novell

Civil Rights in Utah
- Woman Suffrage and the Mormons
- Kanab's All-Woman Town Council of 1912 (UHQ)
- ERA: The Equal Rights Amendment and Women's Rights in Utah

- Stephen Holbrook and Utah's NAACP (UHRC)
- Mormonism and African-Americans
- Race Riots and BYU Athletics (UHQ)
- Adoption of the Martin Luther King, Jr. Holiday in Utah
- SOCIO: Spanish Speaking Organization for Community, Integrity, and Opportunity & Armando Solorzano

Tourism
- Berg Halstrom and River Rafting in Utah
- Ski Utah!
- International Peace Garden
- Goblin Valley
- The Lincoln Highway
- Utah's Highway 89
- Utah's National Parks
- Dr. Arthur Leroy Inglesby (UHRC)
- Everett Ruess – Canyon Country Explorer
- David D. Rust (1874–1963) – Canyon Country Guide

Environmental History
- Echo Park Dam Controversy
- Glen Canyon Dam/Colorado River Storage Act (1956)
- CUP: The Central Utah Project
- Ranchers, Rangelands, and Grazing
- Grand Staircase and the Federal Antiquities Act
- Environmentalists and engineers in Cache Valley, 1965-1990s (UHQ)
- Sagebrush Rebellion/Wise Use Movement
- The Native American Graves Protection and Repatriation Act (NAGPRA) in Utah
- Wilderness in Utah: SUWA, roadless debates
- Edward Abbey: activist/author, *Desert Solitaire*
- Mormons and the MX Missile

TOPIC PROPOSAL FORM

Type of Entry	Individual (1 student)	Group (2-5 students)
❑ Documentary	❑	❑
❑ Exhibit	❑	❑
❑ Performance	❑	❑
❑ Website	❑	❑
❑ Paper	❑	N/A

Student/s:
Who / what do you want to study?
Why are you interested in studying this person / event / idea?
How does your topic relate to the NHD theme for this year?
Describe why this person / event is significant. Give three clear reasons why this was important to history at a local, state, national, or international level: 1. 2. 3.
Why is this important enough for you to research and present? Convince me.

DO YOUR RESEARCH

INTERNET LITERACY

Website Evaluation Guide
EasyBib · Write Smart · Cite it at easybib.com

Criteria for Evaluating Websites

Main Criteria	Descriptions/Details	Possible Answers
Author	Who is providing the information? What do you know about them and their credentials; are they an expert? Can you find out more and contact them? Search for the author in a search engine. Has the author written several publications on the topic?	Scholars and academics; User generated; journalist; varies greatly; none given; NA
Publisher/ Affiliation	Is the publisher credible? Do they take responsibility for the content? Is there a sponsor or affiliation? What other sources link to that website?	Publisher is credible and takes responsibility; credible but doesn't take responsibility; questionable publisher and does not take responsibility; takes responsibility but is not credible.
Bias/Balance /Purpose	Is the language free of emotion? Does the organization or author indicate there will be bias? Is the purpose of the website to inform or spread an agenda? Are there ads? Are they trying to make money? Why did they write the article?	Sometimes, sometimes – rightist, sometimes – leftist; corporate sponsorship; is balanced; generates content to sell ad space; NA
Citations & Links	Are there links to related sites and are they well organized? Citations/Bibliography provided?	Citations; citations and links; links; no.
Accuracy	Is the data verifiable and accurate?	Yes; unknown; varies; no
Complete	Is the source comprehensive?	Yes; unknown; varies; no
Currency	When was the source last updated? Does the source have a date?	Yes – up to date; yes – varies; not recent; date unknown
Design & Quality	Is the overall web design easy to use? Is it presented in a professional manner? Does it seem like current design?	Good design; unprofessional design; old site; average
Reproduced	Was it reproduced? If so, where? Type a sentence in Google to verify If it was reproduced, was it done so with permission? Was Copyright information or a disclaimer included?	Yes with permission; yes without permission; sometimes with permission; no
Credible	Based on previous criteria, is the source credible?	Yes; maybe; no

AUTOMATICALLY CITE YOUR SOURCES FOR FREE AT WWW.EASYBIB.COM

PRIMARY SOURCES – SECONDARY SOURCES
What's the Difference?

Primary Sources

- Primary sources are materials with a direct link to the actual historical event.

- Primary sources are *not* limited to direct participants or eyewitnesses to an event.

- Materials that were created, written, or published during the time period you are studying are all primary sources on that topic.

- Ask: *when* was this source created?

- Interviews with participants in or eyewitnesses to an event are primary sources, even if the interviews take place long after the fact.

Secondary Sources

- Secondary sources are typically published books or articles written by an author who interprets the past using primary sources and the work of other experts. The writer is not an eyewitness or participant in the historical event.

- Most books, scholarly articles, websites, and encyclopedias are secondary sources.

- Secondary sources are useful because they can provide an overview, background, chronology, details, and historical context on a topic.

- Secondary sources can also show how different historians have drawn differing conclusions about an event.

- Credible secondary sources are written by experts on the topic.

Tip: Look at the footnotes and bibliographies of secondary sources to discover where you can find primary sources.

PRIMARY & SECONDARY SOURCES
Which Is It?

Source	Primary	Secondary	Either	Why?
Letters				
Diaries				
Photographs				
Paintings				
Woodcuts, Drawings				
Newspaper article published in 1945				
Magazine article published in 2010				
Your History Textbook				
Book written by a historian				
Book of historical fiction				
Legal Records				
Laws				
Poems, Songs				
Biography				
Autobiography				
Interview with university professor of this topic				
Interview with WWII veteran about his/her experiences				
Interview with Senator Mike Lee about WWII				
History Channel "Dogfights"				
Encyclopedia				
Website				
War poster from England during the 1940s				
Article written by a political action group				

Why it matters:

HISTORY DAY RESEARCH STARTER

Sleuthing the Past

Good historians are like detectives – they investigate, search for evidence, and dig into records to find more sources. Then they piece together what happened based upon the evidence they find. For your History Day project, you'll do essentially the same thing. Start by learning all you can from experts on your topic, then search for and analyze primary sources.

1 Start with credible secondary sources

A credible secondary source is written by an expert on the topic (preferably a historian). Secondary sources include articles from professional journals, articles from the internet, and books from the library. Wikipedia is not a credible secondary source, but its articles can help you find better sources to use.

Tips for finding good secondary sources:

- Search for books at your local library or at Utah's Online Library (formerly PIONEER, http://onlinelibrary.uen.org). If your library does not have the book you want, you can usually request it from a partner library by placing a hold on the book.

- Search for articles through your local library or the Utah Online Library. Good article databases include EBSCO, JSTOR, and WorldCat.

- There are specialized historical journals on almost every topic (Western history, American history, Utah history, history of science, women's history, and so on) that contain excellent secondary source articles.

- Look at the bottom of an online article for its citations, then go find those articles or books.

- Look for secondary sources that show different sides of the story.

- Ask – Who wrote this? Are they an expert? If not, don't use it.

2 Read your secondary sources and take notes

These sources should give you a good understanding of the events you are covering, including important dates, names, and facts. They should also explore the background events leading up to your topic, the **historical context** (the social, cultural, and political circumstances in that time and place), and the consequences or outcomes.

Take notes using a notebook, a Google Doc, or Noodle Tools. Write down sentences you might want to quote exactly as they are written. Use quotation marks to show they are quotes.

Record the citation information for each source using a History Day Source Tracker or Noodle Tools, and keep this information attached to your notes.

3 Search for primary sources – voices from the past

Primary sources are materials that were *created at that time* in history. They include eyewitness accounts, newspaper and magazine articles, letters, diaries, books, government records, court cases, laws, photographs, paintings, drawings, maps, images, artifacts, clothing, tools, and objects. Interviews with people who were involved in the historical event are primary sources – these are called oral histories.

Primary sources are usually kept in archives, special collections, and libraries. If there are materials relevant to your topic at an archive near you, make an appointment to go and look at them.

Thousands of primary sources have been digitized and are available to researchers online. For links to high-quality online repositories, go to https://heritage.utah.gov/history/uhd-research-resources.

> SLEUTHING TIP - To find out where the primary sources for *your* topic are held, look in the footnotes/endnotes or bibliography of good secondary sources.

4 Analyze your sources

Examine each source and ask questions such as…

- Who created this? When did they create it? Who was able to read or see it?

- Why was it created? What was its purpose?

- What does the image show? What does the document say?

- What is the point of view? (Example: is it proslavery or antislavery?)

- Is there something missing? What questions do you have after examining this artifact? How can you answer your questions?

Take notes and record the citation information for each source as you go.

5 Balance your research

- Find and use sources that show differing points of view.
- Use a variety of types of sources, not just one or two.
- Use books as well as websites.

6 Keep digging!

Research often builds its own momentum. When you find a lead, chase it down. Do your sources make you wonder about something? See if you can uncover an answer by doing more research.

ARCHIVES IN UTAH

These archives welcome student researchers and support both online and in-person researchers. Here are just a few of the topics in their collections.

Brigham Young University: L. Tom Perry Special Collections
- Exploration of the Western United States
- Mormon history
- Military history (WWII)
- Utah history
- Photography of the Western United States

Dixie State University: Library and Special Collections
- Civilian Conservation Corps (CCC)
- Hurricane Canal Company
- Irma Thomas Downwinder Collection
- Juanita Brooks
- WWII Correspondence

Southern Utah University Library: Special Collections and Digital Archives
- Southern Utah History/Local History
- Paiute Indian Tribe of Utah
- Historic Trails - Old Spanish Trail, Pony Express
- William Sheakespeare
- Utah National Parks

University of Utah, Marriott Library Special Collections
- Science
- Oral Histories
- Women's Studies
- Utah History
- Literature

Utah State Historical Society Library & Collections
- Utah transportation history
- Utah labor history
- River exploration
- Utah women's history
- Early statehood

Utah State Archives

- Joe Hill
- Military History
- Governors of Utah
- Colorado River
- Territorial Utah Government

Utah State University: Merrill-Cazier Library
- Topaz Internment Camp
- Intermountain Indian School
- Utah Folklore
- Tourism in Utah
- Environmental Activism in Utah

Utah Valley University: George Sutherland Archives
- Vietnam War (oral histories)
- Peace activism in Utah
- UVU and Utah Valley area history
- Deaf Athletics and Organizations for the deaf in Utah

Weber State University Archives
- Local theater, 1918 - 2013
- John G Lind, 1819 - 1944 (geologist)
- Northern Utah Satellite Program (NUSAT), 1980s
- Weber State Univeristy, 1889 - 1970
- Debate (Leland H. Monson), 1921 - 1980

Weber State University Special Collections
- Italian and German Prisoners of War at Camp Ogden
- Defense Depot Ogden
- Nursing Education in Northern Utah
- Immigrant populations in Ogden
- Utah Construction Company: Builders of the American West

Westminster College
- Westminster College student newspapers, post WWII
- History of nursing education in Salt Lake City – St. Mark's Hospital and Westminster College
- Hannah Clair Haines papers – Utah's first woman CPA, a businesswoman

CREDIBLE WEBSITES FOR ONLINE RESEARCH

PRIMARY SOURCES

- Library of Congress (LOC)
  - American Folklife Center
  - American Memory
  - Chronicling America – Historic American Newspapers from 1836-1922
  - Veterans History Project

- National Archives & Records Administration (NARA)
  - Our Documents - 100 milestone documents in American History
  - DocsTeach - Get Ready for National History Day
  - Research Tools for National History Day
  - Digital Vaults

- Archive.org
- Archives of the Catholic Church in Utah
- California Digital Newspaper Collection
- City or County Archives
- Discovering American Women's History Online
- Downwinders of Utah Archive
- Farmworker Movement Documentation Project
- Google News Archive
- LDS Church History Library
- Mountain West Digital Library
- Newspapers.com
- Salt Lake Family History Library
- Utah American Indian Digital Archives
- Utah Digital Newpapers
- Utah Ski Archives

SECONDARY SOURCES

- America: History & Life
- Digital Public Library of America (DPLA)
- HistoryToGo.utah.gov - Online encyclopedia on Utah history
- ILoveHistory.utah.gov - Utah history for elementary grades
- Journal of American History
- Journal of Mormon History
- Utah Historical Quarterly
- Utah's Online Library – EBSCO, Gale Databases, and Noodle Tools
- Western Historical Quarterly
- Your Local Library

SECONDARY SOURCE TRACKER
Start with Five

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Author:	Date:
Title of Article/Book:	
Title of Magazine/Journal/Website:	
URL:	
Notes:	

Dig Deeper! For most topics you will need <u>more than five</u> secondary sources, so don't stop here! Use these first five sources to gain a good understanding of your topic and its historical context. Then continue building your bibliography with more research and more sources.

WORTH A THOUSAND WORDS
Historic Image Tracker

Photographs, paintings, drawings, maps, advertisements, posters, illustrations, or other images that were created at the time of your topic are **primary sources.**

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

Title of image:
Date image was created:
Person who created the image:
Source of the image (book/website/collection):
URL:
Description:

You will probably need more than three historic images. Find more and record them the same way.

IN THEIR OWN WORDS
Historic Quote Tracker

Quotes from people who experienced an event are **primary sources.**
Write down the quote exactly as it is written. Use quotation marks.

Person Quoted: Martin Luther King, Jr.	**Date of Quote:** 1964
Source of the Quote: National Archives website	**Date of Source:** 9/20/2017
URL: https://www.archives.gov/files/press/exhibits/dream-speech.pdf	
Quote: "I have a dream that one day this nation will rise up, live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'"	

Person Quoted:	Date of Quote:
Source of the Quote:	Date of Source:
URL:	
Quote:	

Person Quoted:	Date of Quote:
Source of the Quote:	Date of Source:
URL:	
Quote:	

Person Quoted:	Date of Quote:
Source of the Quote:	Date of Source:
URL:	
Quote:	

You will probably need more than three historic quotes. Find more and record them the same way.

AND NOW A WORD FROM THE EXPERTS
Secondary Quote Tracker

Quotes from experts on a topic are **secondary sources.**
Write down the quote exactly as it is written. Use quotation marks.

Person Quoted: Doris Kearns Goodwin, a historian who specializes in U.S. presidents	
Date of Quote: 3/1/2016	**Date of Source:** 5/4/2016
Source of the Quote: PR Newswire, 2016 Lincoln Leadership Prize Awarded to Doris Kearns Goodwin	
URL: https://www.prnewswire.com/news-releases/2016-lincoln-leadership-prize-awarded-to-doris-kearns-goodwin-for-commitment-to-honoring-president-abraham-lincolns-legacy-300262291.html	
Quote: "I came to know, understand and admire Lincoln for his political genius and leadership along with his humanity, generosity of spirit, social conscience and sense of humor."	

Person Quoted:	Date of Quote:
Source of the Quote:	Date of Source:
URL:	
Quote:	

Person Quoted:	Date of Quote:
Source of the Quote:	Date of Source:
URL:	
Quote:	

Person Quoted:	Date of Quote:
Source of the Quote:	Date of Source:
URL:	
Quote:	

You might need more than three expert quotes. Find more and record them the same way.
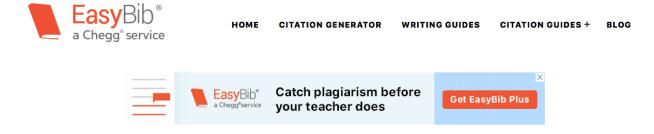
GENERAL RESEARCH TRACKER
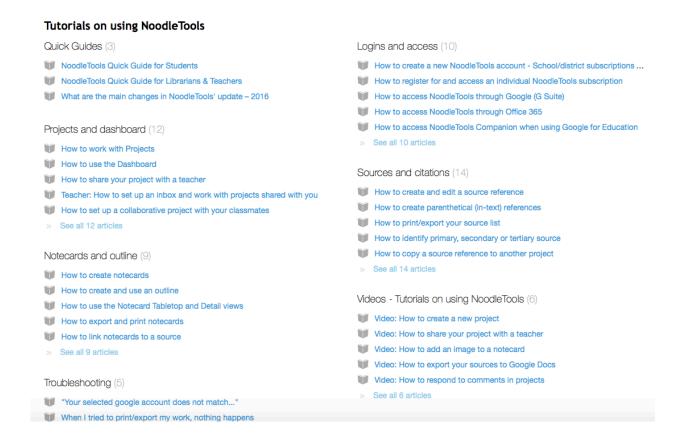
Complete one page for each source you find.

Circle One:	Primary	Secondary				
Type:	Article	Book	Website	Image	Video	Audio
	Map	Gov Doc	Other:			
Author:				**Date:**		
Title:						
Publisher:				**City:**		
URL:				**Date you accessed:**		
For articles: Title of newspaper, magazine, journal, book, or website where you found it.						
For primary sources you found in an archive: **Title of the collection:** **Name of the archive:**						
Notes:						

ELECTRONIC BIBLIOGRAPHY TOOLS

EasyBib: http://www.easybib.com

NoodleTools: https://noodletools.com/

View our NoodleTools Tutorial: https://www.youtube.com/watch?v=6pNjVXUvlCw

THE ANNOTATED BIBLIOGRAPHY

- The Annotated Bibliography is how you show your work – what sources you used and where you found them. It gives the information necessary for others to look up your sources and verify your research.

- Citation Style: Choose from **MLA** (Modern Language Association) or **Kate L. Turabian**. Use it consistently on all citations.

- Title: Annotated Bibliography

- Two Sections: List Primary Sources first, then Secondary Sources.

- Subdivide: Group types of sources within each section: Articles, Books, Interviews, Photos, Websites, other categories as needed.

- Alphabetize: List the sources alphabetically within each subsection.

- Annotations

    o Each source should have an annotation.

    o Annotations must explain how you used the source, how it helped you understand your topic.

    o If a source could be considered both primary and secondary, list it one time only and use the annotation to explain why you have classified it.

    o Bundle photos or other materials from the same collection in a single citation.

    o The Annotated Bibliography is not included in the word count.

- Track Your Sources As You Go: Use a system to keep track of citation information as you do your research.

Sample Annotated Bibliography (MLA Style)

- Imitate the way commas, periods, quote marks, colons, italics, brackets, etc. are used.
- Format with a 0.5" hanging indent. Blank line between each citation.
- Sort the citations alphabetically by author within each category.
- Your bibliography should be sorted into two sections: Primary Sources and Secondary Sources. You may choose to subdivide these sections into categories based on the type of source, as shown in the example here.

PRIMARY SOURCES

Image

Author Unknown. *Browning Bros., Ogden, Utah p.1.* 1887. Utah State Historical Society Classified Photo Collection. https://collections.lib.utah.edu/details?id=439665&q=browning&fd=title.

This image depicts men holding weapons in front of a store with a sign reading "J.M. Browing & Bros." While I am not sure if John Browning is actually present in the photo, the scene provides context about gunsmithing in Ogden and represents the success Browning found in manufacturing weapons in addition to retailing other goods. I used this photo in my exhibit.

Interview

Bliss, Ed. Personal interview. 3 July 2019.

During my interview with Ed Bliss, I discovered more about Browning's background. Ed Bliss is a famous American journalist and news editor, working for CBS (1943-1968) in many jobs. He was both an editor and producer for Walter Cronkite and Edward Murrow. He discussed Browning's impact on the U.S. and how we all owe gratitude to the famous inventor. He described why he believes that "history of the world would be quite different" without Browning's contributions.

Letter

Browning, John. Letter to Colts Patent Firearm Manufacturing Company. 18 February 1913. John M. Browning Firearms Museum Collections.

This letter describes an agreement between Browning and another company for royalties for a certain firearm model. I learned more about the relationship between Browning and the Ordnance Department of the U.S. Army and the letter provided insight about war manufacturing that helped to guide my research.

Newspaper & Magazine Articles

James, Peter. "Fascinating Story Told of John M. Browning: Ogden Gun Wizard Inventor of Many Weapons." *The Ogden Standard Examiner,* 17 Sept. 1922, p. 10.

This article is lengthy, discussing insights in to John Browning's life in Ogden. The best information described the results of the testing of the BAR. The Washington D.C. testing location had high-ranking military leaders from many countries; all 300 people present agreeing that it was "the best machine gun in the world."

Sadler, Jacob. "Browning a Maker of Guns Since Boyhood." *The Sun*, 10 Feb. 1918, https://www.thesundc.com/browing-a-maker-of-guns-since-boyhood. Accessed 11 May 2019.

This newspaper article from the The Sun helped me understand Browning's early knowledge of gun making and Browning's presence in Europe; guns in Europe are called "Brownings." I found it valuable to learn more about Browning's influence internationally.

SECONDARY SOURCES

Book

Chinn, George M. *The Machine Gun, History, Evolution, and Development of Manual, Automatic, and Airborne Repeating Weapons.* Boston, Paladin Press, 1951.

This is almost 700 pages of information about machine guns; one chapter is dedicated to John Browning. The source has a 1917 letter of appreciation from Newton Baker, Secretary of War, describing Browning's contribution to the U.S. military, particularly the financial generosity during critical war times.

Video

Groberg, Lee. "American Gun Maker: The John M. Browning Story." *Youtube,* uploaded by Scott Willis. 21 February 2014. https://www.youtube.com/watch?v=9vXhtPdTGWY

This documentary encompasses John Browning's background and contributions to gun technology. I was able to use the video's discussion about Ogden's position on the Overland Trail, and later on a major railway, to look into trade in the West. I also learned about how Browning's invention differed from other types of firearms.

Website

Roberts, Richard. *Browning Arms Company*. Utah History Encyclopedia, https://www.uen.org/utah_history_encyclopedia/b/BROWNING_ARMS_COMPANY.sh tml. Accessed 9 July 2019.

This website provided information about the John M. Browning's patents and types of weapons, focusing on Browning's business impact. The website listed the sales volume of Browning's company, which helped to support my thesis statement.
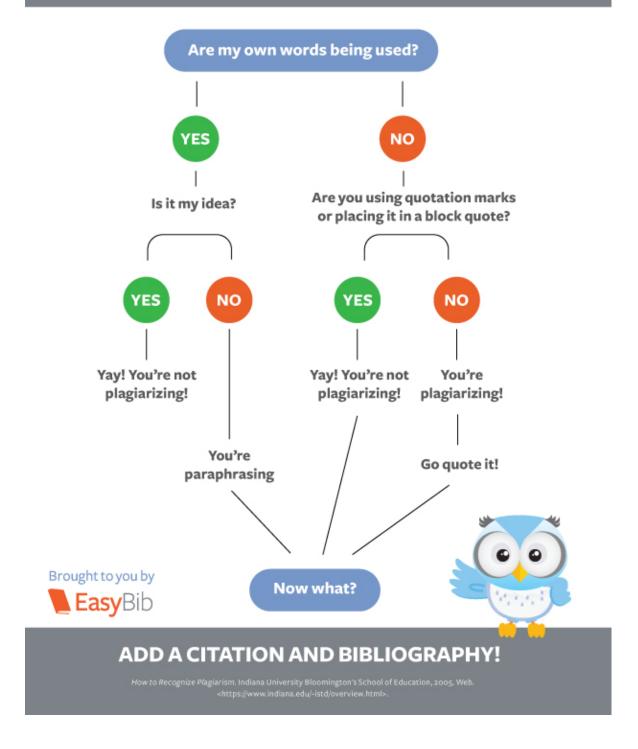
How to Format Bibliography Citations in MLA Style

Book
Last Name, First Name of Author. *Title of Book in Italics.* City of publication, Publisher, Year of
    Publication.

Image
Last Name, First Name of Creator. *Title in Italics.* Year image was created. *Repository.* URL.

Interview
Last Name, First Name of Person Interviewed. Personal interview. Day Month Year of
    interview.

Letter
Last Name, First Name of Writer. Letter to _____. Day Month Year. Name of collection.

Newspaper & Magazine Article – Print
Last Name, First Name of Author. "Article Title in Quotes." *Newspaper/Magazine Name in
    Italics*, Day Month Year of publication, page/s.

Newspaper & Magazine Article – Web
Last Name, First Name of Author. "Article Title in Quotes." *Newspaper/Magazine Name in
    Italics,* Day Month Year of publication, URL. Accessed Day Month Year.

Video
Last Name, First Name of Author (if available). "Video Title in Quotes." *Website,* uploaded by
    _____, Day Month Year of publication, URL.

Website
Last Name, First Name of Author (if available). *Name of site.* Publisher of site, date of
    creation (if available), URL. Accessed Day Month Year.

Your source not shown here?
Don't guess…   Look it up!

PLAGIARISM

A GENERAL GUIDE TO UNDERSTANDING WRITTEN PLAGIARISM

Are my own words being used?

YES → Is it my idea?

- **YES** → Yay! You're not plagiarizing!
- **NO** → You're paraphrasing

NO → Are you using quotation marks or placing it in a block quote?

- **YES** → Yay! You're not plagiarizing!
- **NO** → You're plagiarizing! → Go quote it!

Now what?

Brought to you by
EasyBib

ADD A CITATION AND BIBLIOGRAPHY!

How to Recognize Plagiarism. Indiana University Bloomington's School of Education, 2005. Web.
<https://www.indiana.edu/~istd/overview.html>.

THINKING LIKE A HISTORIAN

Analysis & Synthesis

QUESTIONS TO ASK ABOUT YOUR TOPIC

Essential Questions:
- Who?
- What?
- When?
- Where?
- How?
- Why?

Cause and Effect: What were the causes of past events? What were the effects?
- Who or what made change happen?
- Who supported change?
- Who did not?
- Which effects were intended?
- Which effects were accidental?
- How did events affect people's lives, community, and the world?

Change and Continuity: What has changed? What has remained the same?
- Who benefited from this change? Why?
- Who did not benefit from it? Why?

Turning Points: How did past decisions or actions affect future choices?
- How did decisions or actions narrow or eliminate choices for people?
- How did decisions or actions significantly transform people's lives?

Using the Past: How does the past help us make sense of the present?
- How is the past similar to the present?
- How is the past different from the present?
- What can we learn from the past?

Through Their Eyes: How did people in the past view their world?
- How did their worldview affect their choices and actions?
- What values, skills, and forms of knowledge did people need to survive and succeed?

QUESTIONING YOUR SOURCES

Document Analysis

1. What type of document is it? Newspaper, letter, memorandum, telegram, press release, report, advertisement, congressional record, government report, other.
2. When was it written? Is it a primary or secondary source?
3. Who created the document? Name, position, organization.
4. For whom was the document written/created?
5. Why was the document written/created? Cite the evidence by quoting from the document.
6. What unique physical qualities are present? Letterhead, seals, notations, typed, handwritten, other.
7. List and discuss three or four things the author said that you think are important.
8. Are there questions left unanswered by the document? What would you ask the author if you had the chance?
9. How will you use this document as part of your History Day project?

Photograph Analysis

1. When was it taken? Is it a primary or secondary source?
2. Who took the photo and why?
3. Study the photograph for an overall impression of the photography and examine individual items. Divide the photo into quadrants to see what details become visible. Discuss the people, objects, and activities in the photo.
4. Based on what you have observed, discuss three or four things you might infer from the photograph.
5. Are there questions left unanswered by the photography? What would you ask the photographer if you had the chance?
6. How will you use this photograph as part of your History Day project?

Map Analysis

1. What type of map is it? Political, topographic, weather, military, satellite photo, natural resource, other
2. What qualities are present in the map? Date, scale, title, legend, notations, mapmaker's name, etc.
3. What is the date of the map? Why is it a primary source?
4. Where was the map produced?
5. What information does the map convey? Why is that information important?
6. Why do you think the map was drawn? What evidence do you have?
7. How does the information in this map support or contradict the information that you have already read about the event? Explain.
8. What information is left unanswered by the map? What would you ask the mapmaker if you had the chance?
9. How will you use this map as part of your History Day project?

"NHD Teacher Resources, Middle School Level" (http://www.nhd.org/classroom-connection/nhd-in-the-classroom/)

HISTORICAL CONTEXT
Sets the Stage

History doesn't happen in a vacuum. Events, people, and ideas are indelibly shaped by the world around them – the political, social, intellectual, scientific, cultural, and economic realities of that time and place. Students need to show in their project how their topic fits within the historical context that surrounded it.

Here are some ways to think about historical context:

Background Events – What were the events that led up to this topic? Example: How did the conclusion of World War II set the stage for the Cold War? How did the Seven Years War lay the foundation for the American Revolution?

Social Context – What was the social environment like at the time? Example: Racism, segregation, and Jim Crow form the setting from which the Civil Rights Movement emerged. It's also an important context for Jazz music, for Jackie Robinson, and a host of other topics.

Intellectual or Scientific Context – How did experts understand this issue or question at the time? Example: What did scientists believe about disease transmission during the Flu Pandemic of 1918? How did Social Darwinism influence popular culture, or politics, during the early 20th Century?

Cultural Context – What were the cultural norms in the community? Example: What was the prevailing view of a woman's aptitudes and role in this time and place? What was the prevailing view of a man's aptitudes and role? What behaviors were considered inappropriate for a man or a woman?

Economic Context – How did the economy shape peoples' lives, choices, and decisions? Example: The Great Depression, crop failures, resource shortages.

Other Contexts – Can you identify other contexts that are relevant to your topic? Example: What contexts can help us understand the reasons that Japanese American citizens were sent to internment camps in the U.S. during WWII?

In many cases, your topic will center on a creative response, reaction, or attempt to change the prevailing circumstances of the time. A good understanding of the historical context will help you see and describe change over time, and to identify short- and long-term change.

Historical Context Helper

Events, people, and ideas are shaped by the world around them – the political, social, intellectual, scientific, cultural, and economic realities of that time and place. Students need to show in their project how their topic fits within the historical context that surrounded it. Pick 2 types of historical context that relate best to your topic from the word bank. Write a summary of each one and explain how it shaped your topic.

| Background Events | Social Context | Intellectual Context | Scientific Context |
| Political Context | Economic Context | Cultural Context | Other Context |

Historical Context 1: _____

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Historical Context 2: _____

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THESIS STATEMENT & THEME CONNECTION

A thesis statement expresses the main point, or *argument*, of your NHD project. In much the same way that an attorney presents evidence to support a case in court, your thesis statement makes an argument based upon historical evidence. The evidence comes from the primary and secondary sources you discovered during your research. A strong History Day thesis statement has four parts:

- Situates your topic in time and place
- Communicates your central argument
- Makes a meaningful theme connection
- States why your topic is significant in history

TOPIC: _____

WHEN & WHERE THIS HAPPENED:

_____

_____

_____

CENTRAL ARGUMENT: What is your main point? What was the central event?

_____

_____

_____

THEME CONNECTION: How did *Breaking Barriers* occur in this story?

_____

_____

_____

SIGNIFICANCE IN HISTORY: What changed? Why is this important?

_____

_____

_____

Now pull it all together into a thesis statement!

Thesis Statement Sentence Frames

At a time when: _____

_____

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_____

My topic demonstrates Breaking Barriers in these ways: _____

_____

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_____

This resulted in: _____

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This is significant because: _____

_____

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Thesis Statement Examples

At a time when blacks in Mississippi were not allowed to vote, and Freedom Summer set the stage for revolutionary changes, Fannie Lou Hamer showed leadership by helping to found the Mississippi Freedom Democratic Party in 1964 and giving a memorably passionate speech at the convention. Although there were early failures and it was an arduous journey, Hamer's leadership helped result in the Civil Rights Act of 1965. Hamer's leadership resulted in a legacy of voting and political empowerment for black Mississippians.

Beginning in 1517, Martin Luther sparked resistance against Roman Catholic religious practices, especially the sale of indulgences, corruption, and the emphasis on salvation through good works. Luther's Reformation ignited a religious revolution, created a new sect of Christianity, and later brought change to the Roman Catholic Church.

Under the banner "Reform, Freedom, Law and Justice," Emilio Zapata commanded revolutionary forces in southern Mexico to uplift agrarian peasants through land reform. Zapata's role in the Mexican Revolution helped foster a new constitution in 1917. This was later used to redistribute property to the nation's rural poor.

In response to the stock market crash of 1929, President Franklin D. Roosevelt initiated a revolutionary "New Deal." This government reaction brought reform to the U.S. banking system and helped get Americans back to work. Roosevelt's goal of restoring economic stability would go unmet, however, until the country mobilized for war.

Following World War I, Adolph Hitler blamed Germany's hardships on the country's Jewish population, fostering a genocide later known as the Holocaust. International reaction to the atrocities of World War II led to a reform of the Geneva Convention in 1949 to include the protection of civilian persons in times of war. The Fourth Geneva Convention laid the groundwork for international humanitarian law and is used to regulate and enforce wartime crimes even today.

Beginning in 1944, Dr. Norman Borlaug conducted research surrounding disease-resistant wheat varieties. His successes in agricultural reform sparked the Green Revolution in several developing nations then struggling with starvation. Reaction to Borlaug's work has been mixed as the farming practices have accomplished higher yields while also undermining small-scale farms and presenting negative environmental impacts.

MAKING A HISTORICAL ARGUMENT
Evidence Matters

An argument is different from an opinion, and more than a simple restatement of facts. It is a reasoned conclusion that is supported by the **evidence** (information from primary sources) you discovered during your research. Remember, as a historian you must consider all sides of the situation. If you found evidence that contradicts your argument, discuss it! If there is controversy or debate, explore it!

CLAIM Write three claims that support your argument. Keep each claim short (1-2 sentences).	Claim 1	Claim 2	Claim 3
EVIDENCE Support each claim with 3 or more facts from your research.	Evidence 1. 2. 3. 4.	Evidence 1. 2. 3. 4.	Evidence 1. 2. 3. 4.
ANALYSIS Why did this happen the way it did? What were the reasons for peoples' actions and choices? What sides did people take and why?	Analysis	Analysis	Analysis
CONCLUSIONS Given the evidence, what is your assessment of the facts? How did this change the world? Why does it matter? Why is it significant?	Conclusion	Conclusion	Conclusion

SIGNIFICANCE IN HISTORY

You need to do more than just tell us what happened; you need to explain why your topic matters. What changed? What didn't change? Why is this important in history?

SHORT-TERM CHANGES

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LONG-TERM CHANGES

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HISTORY DAY LEARNING TARGETS

Goal	Target	Self Assessment	
		Need Help	**Mastered**
1	I can identify a barrier and how it was broken in my topic.		
2	I can explain the changes my topic caused.		
3	I can explain the historical context surrounding my topic.		
4	I can accurately cite the sources I've used for my research.		
5	I know the difference between a primary and a secondary source.		
6	I can identify three claims to support my thesis.		
7	I can identify 3-5 pieces of evidence to support each claim.		
8	I can explain why my topic is significant in history.		

Student Self-Reflective Statement

Please reflect on your experience with this unit. Describe which goals you feel confident about and which ones you are still struggling with. Please identify which topics you enjoyed and which ones you did not.

CREATING THE FINAL PROJECT

MAIN EVENT SUMMARY

Use this tool to summarize the main events of your story.

WHEN?	WHERE?
WHO WAS INVOLVED?	WHAT HAPPENED?
WHY DID PEOPLE DO THIS?	
HOW?	DIFFERENT POVs

HISTORY DAY PROJECT ORGANIZER

Backgrounds **Historical Contexts** Describe the social, political, economic, intellectual, or cultural events and circumstances that influenced your topic: **Key Dates**	
Barriers Describe the barrier/s in your topic. • Who was involved? • What happened? • Why? • How did it happen? • What were the results?	
Breaking Describe how barriers were broken in your topic. • Who was involved? • What happened? • Why? • How did it happen? • What were the results?	
Bigger Picture **What changed?** Short Term Outcomes Long Term Outcomes	

THE NHD PROCESS PAPER

Title Page – Keep it simple!
- Project title
- Student name/s
- Age division
- Category
- Word Counts – see rules for each category

Process Paper – Behind the Scenes
- Four sections. Use headers:
    1. How you chose your topic
    2. How you conducted your research
    3. How you selected your presentation category and created your project
    4. How your project relates to the theme
- 500 words maximum
- Process Paper not required with Historical Paper entries

For the Competition:
- Staple together the Title Page, Process Paper, and Annotated Bibliography as one packet.
- Bring 4 copies of the packet to the contest. Exhibit students should leave three packets with their project.
- No report covers, plastic sleeves, or fancy artwork please!

Title of Your Project

By Johnny Rocket, Perry T. Platypus, and Candace Flynn

Senior Group Exhibit

Exhibit Word Count: 498
Process Paper Word Count: 485

KNOW THE RULES

1. NHD Rule Book – https://www.nhd.org/sites/default/files/Contest-Rule-Book.pdf

2. Understand and follow the specific rules for each category – these are equalizers: time, size, and length limits, etc.

Rules for All

✓ Plagiarism – grounds for immediate disqualification

✓ Current Year – students may not build on a previous NHD project or reuse research

✓ Original Work – entries must be the original work of the student

✓ Conclusions must be your own

✓ Design and construction must be your own

✓ Objects may not be created by others for you to use

- o Examples: hiring an artist, having a friend design your set, having a parent build your exhibit

✓ Reasonable adult help

- o Teachers = guides, coaches

- o Parents = chauffeurs, financiers, proofreaders, cheerleaders.

- o Power tools are an adult's job

Category-Specific Rules

Read the NHD Rule Book for complete rules for each category!

EXHIBITS

Dimensions: 40" wide x 30" deep x 72" high (maximum)

Word Count: 500 student-composed words
Includes captions and headings

Credits: On-board credits are required for images (give repository and date of origin). These do not count against the 500-word limit.

WEBSITES

NHD Portal: You must use the NHD Website Portal to build your website.

Word Count: 1,200 student-composed words (maximum)

Credits: On-page credits are required for images and quotes (give repository and date of origin). These do not count against the 1,200-word limit.

Self-Contained: All content must be fully embedded in your website. Links leading the viewer outside your website not allowed.

Registration: You must provide your NHD Website URL when you register for your local contest.

PAPERS

Word Count: 1,500-2,500 words
The word limit does not include footnotes/endnotes, annotated bibliography, captions, or appendix material.

PERFORMANCES

Time Limit: 10 minutes (maximum)

Equipment: Students must move, set up and operate sets and equipment without adult help.

DOCUMENTARIES

Time Limit: 10 minutes (maximum)

Equipment: Students must record, edit, set up, and operate video equipment without adult help.