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NHD UTAH PROJECT GUIDEBOOK 2020-21

*Communication in History:
The Key to Understanding*

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GETTING STARTED

FAQs

Is the program only for studying Utah history?

No. NHD Utah serves students in any year of the social studies curriculum, including Utah Studies, US History I and II, World Geography, and World History. Students may work on historical topics from any part of the world, from ancient history to recent history.

Who can participate?

Any student in **grades 4-12**. We serve 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 NHD Utah on the web?

National History Day: <https://www.nhd.org>

NHD Utah: <https://history.utah.gov/utah-history-day/>

How can I connect with NHD Utah?

Facebook: UtahHistoryDay

Instagram: Utah_History_Day

SHARE THIS!

I Love History Day

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

ANNUAL PLANNING CALENDAR

<p>July 1</p> <p>January 1</p>	<p>Contest year opens. Students may begin working on their projects anytime after July 1.</p> <p>Utah Contest Registration Opens</p> <p><i>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.</i></p> <p>Find contest dates and registration deadlines for your local contest: https://register.nhd.org/Contests</p>
<p>February-March</p>	<p>District Contests</p> <p>Canyons → Salt Lake Regional</p> <p>Carbon → Castle Country Regional</p> <p>Ogden → Weber Regional</p>
<p>February-March</p>	<p>Regional Contests</p> <p>Cache (Logan)</p> <p>Castle Country (Price)</p> <p>Salt Lake (Taylorsville)</p> <p>San Juan (Blanding)</p> <p>South-Central (Beaver)</p> <p>Utah Valley (Orem)</p> <p>Washington (St. George)</p> <p>Weber (Ogden)</p>
<p>April</p>	<p>State Contest (SLC)</p>
<p>June</p>	<p>National Contest (Washington, DC)</p>

DIVISIONS & CATEGORIES

THREE AGE DIVISIONS

Division	Grades	Advances To
Youth	4 th -5 th	Advances to state level.
Junior	6 th -8 th	Advances to national level
Senior	9 th -12 th	Advances to national level.

FIVE CREATIVE CATEGORIES

Division	Good For	Key Parameters
Documentary	Students who enjoy filmmaking. Use of historic video, interview clips.	10-minute maximum. Students research, write, film, narrate, edit.
Exhibit	Visual arts, mixed media, artifacts, 3D displays.	500 maximum student-composed words. Size limits 40x30x72 inches.
Performance	Students who enjoy theater, music.	10-minute maximum. Students research, write, stage, set, costume, perform live.
Website	Students who are interested in web design. Use of stills, multimedia.	Must use NHDWebCentral builder. Maximum 1200 student-composed words.
Paper	Students who enjoy writing.	1500-2500 words.

NINE COMPETITION CATEGORIES PER DIVISION

Age Division	Individual	Group (2-5 students)
Youth	Individual Documentary	Group Documentary
Junior	Individual Exhibit	Group Exhibit
Senior	Individual Performance	Group Performance
	Individual Website	Group Website
	Paper	

Groups should be established at the beginning of the project and group members should work together on the research and development 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

- Be clear on how your topic connects to the Annual Theme.
- Make sure your topic is historical.
- Choose a topic that interests you!

STEP 2: DO YOUR RESEARCH

- Remember, historians are like detectives who discover the past.
- Start by finding at least 5 secondary sources. Read up on your topic using credible secondary sources before you start searching for primary sources. Look for articles and books that were 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, laws, court cases, 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. 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 context, change over time, annual theme, and significance.
- Re-check the NHD Rule Book.
- Write your Process Paper and create a Title Page.
- Make your Annotated Bibliography.

BREAKING IT DOWN

DATE	LEARNING TARGET
Week 1	Project Overview/Intro to the Theme/Research Topics
Week 2	Topic Selection Due
Week 3	5 Secondary Sources Due. Include 1-2 paragraphs of notes you have taken on each source. Record the citation information for each source in your tracking system.
Week 5	10 Primary Sources Due. Include written sources and images. Record the citation information for each source in your tracking system.
Week 6	5 Primary Source Quotes Due. Record the citation information for each quote in your tracking system.
Week 7	Main Event Summary Due. In 2-3 paragraphs, summarize the main event: who, what, where, when, why, and how.
Week 8	Historical Context & Significance in History Due. 1-2 paragraphs each.
Week 9	Thesis Statement Helper Due. Revise your thesis as you develop your ideas.
Week 10	Annotated Bibliography, First Draft Due. Properly formatted, with annotations. Be sure to continue your research and build on your bibliography after this initial check.
Week 11	Rough Draft Due, including Title, Thesis, Context, Main Event, Significance <ul style="list-style-type: none">• 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. Students must use NHDWebCentral to build their project.
Week 12	Process Paper & Revised Bibliography Due
Weeks 13-14	Build Your Project
Week 15	Final Project Due

NHD JUDGING CRITERIA

Judges will assess your project using a rubric with these criteria.

HISTORICAL ARGUMENT	<p>My project makes an argument based on my own analysis of the historical evidence I discovered during my research.</p> <p>I make meaningful connections to the annual theme throughout my project.</p>
WIDE RESEARCH	<p>I used a wide variety of credible secondary and primary sources in my research.</p> <p>I used different types of secondary and primary sources.</p> <p>I did not rely on Wikipedia as a secondary source.</p>
PRIMARY SOURCES	<p>The primary sources in my project form the evidence for my argument.</p> <p>I analyze the primary sources. They are more than simple decorations.</p>
HISTORICAL CONTEXT	<p>I discuss the relevant historical context for my topic, setting the stage so that my project shows change over time.</p>
MULTIPLE PERSPECTIVES	<p>I used sources that have different perspectives on my topic.</p> <p>My project explores the different sides of the story.</p>
HISTORICAL ACCURACY	<p>The information in my project is true and factual to the best of my knowledge.</p> <p>I rely on credible sources of information.</p> <p>I do not rely on opinion.</p>
SIGNIFICANCE IN HISTORY	<p>I discuss the short-term and long-term outcomes of my topic.</p> <p>I explain how my topic changed history, and why it matters.</p>
STUDENT VOICE	<p>I use my own voice to present the information in my project.</p> <p>My ideas, analysis, and argument are presented in my own words.</p>
CLARITY OF PRESENTATION	<p>My project uses writing, multimedia, performance, web design, and/or art creatively to present my findings.</p>
Visuals	<p>My project and all written materials are clear, easy to read/view and understand.</p>
Writing	<p>The organization of information in my project is logical.</p>
Audio	<p>I have corrected spelling and grammar errors in my written materials.</p>
Technical	<p>Technical elements of my project are executed to the best of my ability.</p>

THEME & TOPIC

ANNUAL THEME

Communication in History: The Key to Understanding

As you explore how your topic relates to the theme, remember to look for both **communication and understanding**.

The **purpose** of the communication is just as important as the **type** of communication and the **form** it takes. What was the author’s message? What was the goal? How did they achieve it? Then, examine the outcomes to identify **understanding**. What was the result of the communication? What did people understand or misunderstand? What were the short-term and long-term effects?

The act of communicating with other people, communities, or nations is often taken for granted... In order to understand, we need to know what is motivating people to talk, write, and communicate with each other in the first place. ([2021 NHD Theme Narrative](#))

Type of Communication	Form/Technology	Examples
Artistic Expression	Poetry Music Painting	The Harlem Renaissance Joe Hill, Jazz, Blues, Bluegrass Francisco Goya
Debate	Television Opinion Articles Protests Pamphlets	Richard Nixon/ John F. Kennedy 1960 Debate Horace Greeley’s “Go West, Young Man” Vietnam War Protests Thomas Paine’s Common Sense
Diplomacy	Negotiation Sport	Camp David Accords Ping Pong Diplomacy
Discussion	Newspapers Letters Conventions	H.G. Wells’ “War to End All Wars” Letters to the Homefront Seneca Falls Convention on Women’s Rights
Disinformation	Newspapers/Magazines	William Randolph Hearst, Yellow Journalism
Dissent	Pamphlets Speeches	Helmuth Hubener Oliver Wendell Holmes (Abrams vs. United States) Patrick Henry Eugene Debs
Educate/Inform	Newspapers/Magazines Radio, Television Diaries Books Photography	Muckraking Journalism, Nellie Bly Edward R. Murrow Anne Frank, Nelson Mandela Upton Sinclair, <i>The Jungle</i> Lewis Hine & child labor
Language	Codes/Codebreaking Assimilation Innovation	Navajo Code Talkers, Enigma Code Native American Boarding Schools American Sign Language
Propaganda	Wartime Posters Political Cartoons Movies Newsreels	WWI /WWII government campaigns Dr. Seuss, Thomas Nast, Pat Bagley Mental Hygiene films of the 1950’s Chuck Jones and Private SNFU
Other		

RIGHT-SIZING YOUR TOPIC

Here are a few examples to help you narrow your topic. A tighter focus allows you to dig deeper.

AREA OF INTEREST →	Broad Focus →	Right Size
WORLD WAR II	Resistance in Europe	The White Rose
	Science and Technology	The Manhattan Project
	Military Campaigns	D-Day
CIVIL RIGHTS / RACIAL EQUITY	Black Communities	Montgomery Bus Boycott
	Latinx Communities	United Farmworkers Strikes
	Asian American Communities	Japanese Incarceration Camps
WOMEN	Legal Rights	Ruth Bader Ginsberg
SPORTS	Racism	1936 Berlin Olympics
MEDICINE	Diseases	1918 Flu Pandemic
FINE ARTS	Dance	Isadora Duncan & Modern Dance
YOUR HERITAGE:		

Tips for Choosing Your Topic:

- Choose something that interests you. Everything has a history! You can consider social, cultural, political, technology, science, sports, arts, ideas, culture, heritage, and more.
- U.S., World, and Utah history topics are all welcome.
- Your topic must be historical. If you have a current event in mind, look for its roots.
- Be sure you can connect your topic to the annual theme.

UTAH HISTORY TOPIC IDEAS

Why consider a Utah topic?

- Explore the history that shaped your community.
- Investigate a local angle that connects to national or world events.
- Consult [Utah History To Go](#) for introductory articles on many of these topics.
- Look for primary sources online at the [Utah History Research Center](#).
- Click on hyperlinked topics to find credible secondary sources in the [Utah Historical Quarterly](#) or [primary source sets](#) from the Utah Division of State History.
- You could **win \$500** at State! The top Utah history projects receive the Glen and Caroline Miner Prize for Utah History each year.

Early Utah

Shoshone, Ute, Goshute, Paiute, and Navajo
Communities & Intertribal Relations

Dominguez-Escalante Expedition

Old Spanish Trail Trade Networks

Rivera Expedition

[Fur Trade](#)

Explorers, Trappers, Traders:

Jim Bridger, Peter Skene Ogden, Etienne
Provost, Jedediah Smith, John Weber, John C.
Fremont, Miles Goodyear, James Beckwourth
(African American)

Expeditions: [Stansbury](#), Gunnison, Simpson
Pony Express

Native Americans in the Time of Settlement

Bear River Massacre & Legacy

[Black Hawk War](#), [Circleville Massacre](#)

Indian Boarding Schools in Utah

Native Leaders: Pocatello, Bear Hunter,
Sagwich, Ouray, Tabby-to-Kwanah, Washakie,
Walkara

Reservation Life

Urban Indian Communities

Utes and Settlers in Utah Valley

Walker War

Mormon Histories

Mormon Migration, Settlement of Deseret
Struggle for Statehood, Colonel Thomas Kane
Hole-in-the-Rock Trek

[Mountain Meadows Massacre](#)

Polygamy: [Reed-Smoot Hearings](#), Women's
histories

The Utah War

Railroad Communities and Cultures

[Transcontinental Railroad](#), [Legacies of the
Golden Spike](#)

Chinese Railroad Workers

Mining Communities, Strikes, & Disasters

[Carbon County](#), [Bingham Canyon](#), Park City

Thomas Kearns

Joe Hill and the IWW

[Bingham Canyon Strike of 1912](#)

Mine Disasters: [Winter Quarters](#), Scofield

Immigrants & Ethnic Communities in Utah

[African-American](#) Communities & [Leaders](#)

[Chinese](#)

[Greek](#)

Italian

Japanese Immigrants

[Jewish Communities](#), Governor Bamberger, Auerbach's Department Store, Benjamin Brown, Clarion

[Latinx Communities](#), [Great Depression, Leaders](#)

Pacific Islanders, [Iosepa colony](#)

Refugee Communities

[Scandinavian Communities](#)

War Brides

Your Community!

World Wars, Great Depression

[World War I in Utah](#)

[WWI German internees at Fort Douglas](#)

Marriner S. Eccles, New Deal Architect

[The Civilian Conservation Corps in Utah](#)

WWII Industries: Tooele Army Depot, Hill AFB, Manti Parachute Factory

Wendover and the Atomic Bomb

[Women during WWII](#)

[Japanese Incarceration at Topaz](#)

Col. Gail Halvorsen, the Candy Bomber

Science and Technology

[John Wesley Powell's Geographic Surveys](#)

[Paleontology: Utah's Dinosaur Rush](#)

John Widtsoe, Father of Dry Farming

Philo T. Farnsworth, Inventor of Television

Women inventors in Utah Territory

[Thiokol](#) and the Exploration of Space

The Artificial Heart

Downwinders, [Nevada Test Site](#)

[Utah's Missile Launch Sites](#)

Salt Flats and the Need for Speed

Digital Pathbreakers: WordPerfect and Novell

Civil Rights

Women's Suffrage – First to Vote

[Kanab's All-Woman Town Council](#)

The Equal Rights Amendment in Utah

[Utah's NAACP](#)

Mormonism and African-Americans

[Race Riots and BYU Athletics](#)

Adoption of the Martin Luther King, Jr.

Holiday in Utah

SOCIO: Spanish Speaking Organization for Community, Integrity, and Opportunity & Armando Solorzano

Environmental History

Echo Park Dam Controversy

Glen Canyon Dam/Colorado River Storage Act

The Central Utah Project (CUP)

Ranchers, Rangelands, and Grazing

Sagebrush Rebellion

MX Missile Controversy

NAGPRA: The Native American Graves Protection and Repatriation Act in Utah

Public Lands in Utah: National Parks & Monuments, U.S. Forest Service, Bureau of Land Management, State Parks

Grand Staircase & the Federal Antiquities Act

Wilderness Activists: SUWA, Edward Abbey

Tourism & Recreation in Utah

Saltair Resort

Berg Halstrom and River Rafting in Utah

Ski Utah!

International Peace Garden

Goblin Valley

Utah's National Parks

Dr. Arthur Leroy Inglesby

Everett Ruess, Canyon Country Explorer

David D. Rust, Canyon Country Guide

2002 Olympics

TOPIC PROPOSAL FORM

Circle or highlight your division and category:

Age Division	Individual	Group (2-5 students)
Youth (4 th -5 th grade)	Individual Documentary	Group Documentary
Junior (6 th -8 th grade)	Individual Exhibit	Group Exhibit
Senior (9 th -12 th grade)	Individual Performance	Group Performance
	Individual Website	Group Website
	Paper	

Student Name/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?
<p>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:</p> <ol style="list-style-type: none"> 1. 2. 3.
Why is this important enough for you to research and present? Convince me.

DO YOUR RESEARCH

PRIMARY SOURCES – SECONDARY SOURCES

What's the Difference?

Primary Sources

- Primary sources are materials that were created during, and are related to, the historical event.
- Primary sources are *not* limited to 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 people who participated or witnessed an event are primary sources.

Secondary Sources

- Secondary sources are created after an event. 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 important because they can provide an overview, background, chronology, details, and historical context on a topic.
- Secondary sources can show how different historians have drawn different conclusions about an event.
- Look for credible secondary sources written by experts on the topic.

PRO 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 or diaries				
Photographs				
Paintings or drawings				
Maps				
Newspaper article published in 1945				
Magazine article published in 2019				
Your history textbook				
Book written by a historian				
Book of historical fiction				
Interview with university professor of this topic				
Interview with WWII veteran about his/her experiences				
Interview with Senator Mike Lee about WWII				
Ken Burns documentary				
Oral traditions				
Legal records				
Poems, songs				
Biography				
Autobiography				
War poster from England during the 1940s				
Article written by a political action group				

TAKEAWAY: How can you tell whether a source is primary or secondary?

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 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.

Tips for finding good secondary sources:

- Search for articles at Utah's Online Library (<http://onlinelibrary.uen.org>). Good article databases include Gale and EBSCO.
- Search for books at your local library. 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.
- There are specialized historical journals on almost every topic (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.
- Wikipedia is not a credible secondary source, but its articles can help you find better sources to use.
- Ask – Who wrote this? Are they an expert? If not, don't use it.

2. Read your secondary sources and record citation information

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

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. Their digital collections are available online, and they have even more resources at their location.

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 perspective? (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?
- Compare/contrast. Does it agree with other primary sources or disagree? If so, why?

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

5. Balance your research

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

6. Keep digging!

Research 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.

PRO TIP!

Go to the Library of Congress or DocsTeach and search for primary source sets on your topic.

RESEARCH CHECKLIST

✓	
	<p>SECONDARY SOURCES</p> <p>Start with Five</p> <p>For most topics you will need <u>more than five</u> secondary sources! 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.</p>
	<p>HISTORIC IMAGES</p> <p>Worth a Thousand Words</p> <p>Photographs, paintings, drawings, maps, advertisements, posters, illustrations, or other images created at the time of your topic are primary sources.</p>
	<p>PRIMARY SOURCE QUOTES</p> <p>In Their Own Words</p> <p>Quotes from people who experienced an event are primary sources. Write down the quote exactly as it is written. Use quotation marks.</p>
	<p>SECONDARY SOURCE QUOTES</p> <p>And Now a Word from the Experts</p> <p>Quotes from experts on a topic are secondary sources. Write down the quote exactly as it is written. Use quotation marks.</p>
	<p>MULTIMEDIA</p> <p>Video & Audio</p> <p>Historic television or film clips, audio recordings, music, or interviews are primary sources. Recorded interviews with experts are secondary sources.</p>
	<p>ARTIFACTS</p> <p>Historic objects (clothing, flags, tools, equipment, toys, etc.) are primary sources. When considering artifacts to include in your project, remember that hazardous materials are prohibited. NO WEAPONS (real, toy, replicas, or models).</p>

FINDING CREDIBLE SECONDARY SOURCES ONLINE

PRO TIP! All Utah students have free access to **Utah's Online Library**. This should be your first stop as a researcher! You can access credible secondary and primary source databases, as well as NoodleTools.

Available for Free	Through University Libraries
Digital Public Library of America Directory of Open Access Journals EBSCO (@ Utah's Online Library) Gale (@ Utah's Online Library) Google Books, Google Scholar Open Library Open J-Gate Utah HistoryToGo World Book (@ Utah's Online Library)	ISI Web of Knowledge (Web of Science) JSTOR ProQuest ScienceDirect SpringerLink WorldCat

Bonus Question 1

Why shouldn't you rely on Wikipedia as a secondary source?

Bonus Question 2

Where can you find credible secondary sources in your community?

FINDING CREDIBLE PRIMARY SOURCES ONLINE

Utah-Based Collections	Regional & National Collections
Ancestry	American Folklife Center
Archives of the Catholic Church in Utah	Bancroft Library
Brigham Young University L. Tom Perry Special Collections	California Digital Newspaper Collection
Dixie State University Special Collections	Chronicling America: American Newspapers 1836-1922
Downwinders of Utah Archive	DocsTeach
LDS Church History Library	Densho (Japanese American Incarceration)
FamilySearch Family History Library	Discovering American Women's History Online
Southern Utah University Special Collections & Digital Archives	Farmworker Movement Documentation Project
University of Utah Marriott Library Special Collections	Google News Archive
Utah American Indian Digital Archives	Huntington Library Collections
Utah Digital Newspapers	Internet Archive
Utah Division of State History Library & Collections	Library of Congress
Utah Ski Archives	National Archives & Records Administration
Utah State Archives & Records Service	Newspapers.com
Utah State University Merrill-Cazier Library	Mountain West Digital Library
Utah Valley University George Sutherland Archives	Veterans History Project
Weber State University Archives and Special Collections	Western History Collection, Denver Public Library
Westminster College Giovale Library	
	<i>And many more!</i>

EXPLORING PRIMARY SOURCES IN UTAH

These archives have both digitized and physical resources. Check their websites to find out if they have primary sources about your topic. If they do, you may contact the archives for further assistance. Here are just a few of the topics they offer:

[Brigham Young University: L. Tom Perry Special Collections](#)

Mormon History
Military History (WWII)
Utah History
Exploration of the Western United States
Photography of the Western United States

[Dixie State University: Special Collections](#)

Juanita Brooks
WWII Correspondence
Hurricane Canal Company
Civilian Conservation Corps (CCC)
Irma Thomas Downwinder Collection

[Southern Utah University Library: Special Collections & Digital Archives](#)

Paiute Indian Tribe of Utah
William Shakespeare
Utah National Parks
Southern Utah History/Local History
Historic Trails - Old Spanish Trail, Pony Express

[University of Utah: Marriott Library Special Collections](#)

Science
Oral Histories
Women's Studies
Utah History
Literature

[Utah Division of State History: Library & Collections](#)

Utah labor history
River exploration
Early statehood
Utah transportation history
Utah women's history

[Utah State Archives & Records](#)

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

[Utah State University: Merrill-Cazier Library](#)

Utah Folklore
Tourism in Utah
Topaz Internment Camp
Intermountain Indian School
Environmental Activism in Utah

[Utah Valley University: George Sutherland Archives](#)

Vietnam War Oral Histories
Peace Activism In Utah
UVU And Utah Valley History
Deaf Athletics
Organizations for the Deaf

[Weber State University: Archives and Special Collections](#)

Local Theater
Defense Depot Ogden
Immigrant Communities in Ogden
Nursing Education in Ogden
Northern Utah Satellite Program
Italian and German Prisoners of War
Utah Construction Company

[Westminster College: Giovale Library](#)

Nursing Education in Salt Lake City
Westminster Student Newspaper
Hannah Clair Haines, Utah's first female CPA

PULL THE PLUG ON PLAGIARISM

Play on Quizlet:

<https://quizlet.com/512502609/pull-the-plug-on-plagiarism-flash-cards/?x=1jqt>

1. Citations show readers which words and ideas in my project were created by other people. True or False?
2. Plagiarism is:
 - A: Creating my own images to use in my paper.
 - B: Using someone else's words or ideas without giving them credit.
 - C: Teachers care only that I turn in my paper on time, not that I plagiarize.
 - D: Writing my project in my own words.
3. If I summarize someone else's ideas in my project, I must cite them in my bibliography. True or False?
4. I can use exact sentences from a source without placing quote marks around them. True or False?
5. I paste a website's text directly into my project without enclosing it in quotation marks. Plagiarism or Not Plagiarism?
6. It is my idea that I write. Plagiarism or Not Plagiarism?
7. When using information from a secondary source in my project it is better to:
 - A: Paste long block quotes from the source into my project.
 - B: Summarize the information in my own words.
8. Changing a few words in the author's text avoids plagiarism. True or False?
9. When quoting in my project, I should:
 - A: Quote the whole two-page article.
 - B: Make one word a synonym to avoid needing quote marks.
 - C: Choose the most important 1-2 sentences to quote.
 - D: Change a few words to avoid needing a citation.
10. I use quotation marks and a citation to avoid plagiarism when quoting another person. True or False?
11. This is plagiarism: "Rockwell was one of the territory's earliest lawmen..." (Schindler, 1). True or False?
12. When you take notes in your own words, you should still keep track of your sources. True or False?
13. Which of these are good ideas to avoid plagiarism?
 - A: Do not cut and paste from the internet.
 - B: Write your project in your own words.
 - C: Record the citation info for each source in your bibliography.
 - D: All of the above.
14. Internal citations accompany your bibliography. They can be:
 - A: Footnotes: numbered citations that appear in the page footer.
 - B: Endnotes: numbered citations that appear in a list at the end of your paper.
 - C: Parenthetical: (author, page number) placed at the end of the sentence.
 - D: Any of the above.
15. I can "pull the plug" on plagiarism by...
 - A: Copying and pasting into my project.
 - B: Stealing just half of the author's sentence.
 - C: Using quote marks and citations when I use someone else's words.
 - D: Putting information from Wikipedia in my project with no citation.

NHD RESEARCH TRACKER

Complete one page for each source you find.

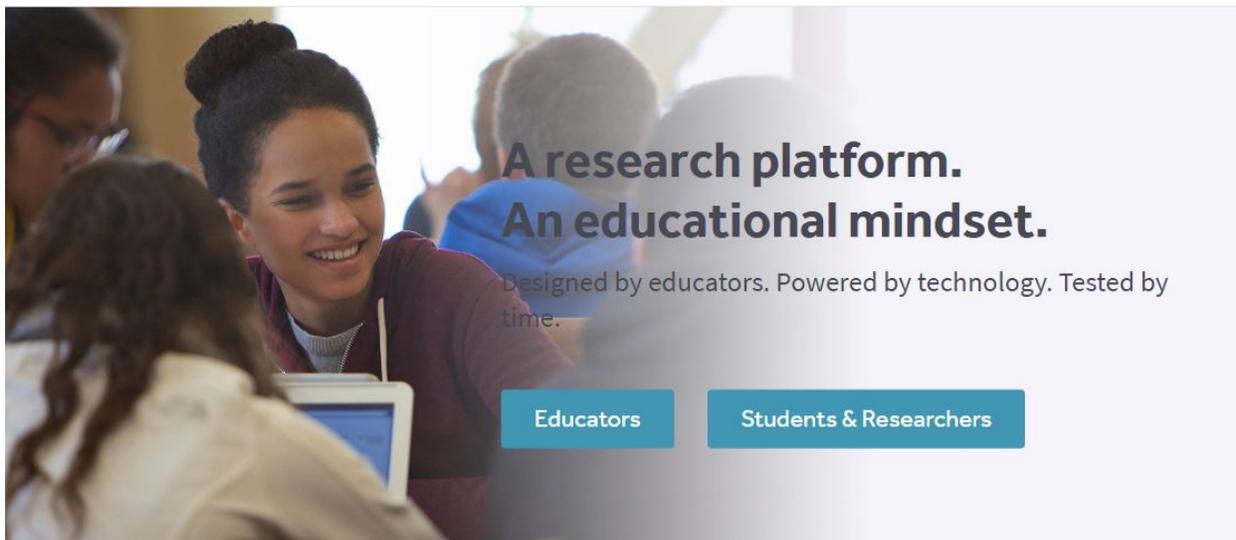
Circle One:	Primary	Secondary				
Type:	Article	Book	Website	Image	Video	Audio
	Map	Gov Doc	Other:			
Author:			Date:			
Title:						
Publisher:			City:			
URL:			Date you accessed:			
For articles: Title of newspaper, magazine, journal, book, or website where you found it.						
For primary sources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

ELECTRONIC CITATION MANAGERS



NoodleTools

MENU 



**A research platform.
An educational mindset.**

Designed by educators. Powered by technology. Tested by time.

Educators **Students & Researchers**

WHY NOODLETOOLS?

- Free access through Utah's Online Library!
- Store citation information
- Store notes and quotes
- Generate your bibliography
- Teachers can track, view, and comment on student progress
- Preserve your research
- 25-Minute Tutorial: <https://www.youtube.com/watch?v=6pNjVXUvICw>

MORE OPTIONS

- BibMe
- CitationMachine
- EasyBib
- EndNote
- RefWorks
- Write and Cite

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 **Chicago Manual of Style**. 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
 - Each source should have an annotation.
 - Annotations must explain how you used the source, how it helped you understand your topic.
 - 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.
 - Bundle photos or other materials from the same collection in a single citation.
 - 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.
- Primary Sources should appear first.
- You may choose to subdivide these sections into categories based on the type of source, as shown in the example here.

PRIMARY SOURCES

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/browning-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 “Browning’s.” I found it valuable to learn more about Browning’s influence internationally.

Images

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. Browning & 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.

Letters

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.

SECONDARY SOURCES

Books

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.

Videos

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

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.

Websites

Roberts, Richard. *Browning Arms Company*. Utah History Encyclopedia, https://www.uen.org/utah_history_encyclopedia/b/BROWNING_ARMS_COMPANY.shtml. 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.

THINKING LIKE A HISTORIAN

Analysis & Synthesis

ANALYZING SECONDARY SOURCES

You found a secondary source online, but should you use it?
Put it to the CRAAP test.

Currency	Is the source current? When was it written? Sources more than 30 years old may reflect outdated views.
Relevance	Is the source relevant to your project? If it takes you on a tangent away from your main focus, set it aside.
Authority	Who wrote it? Are they an expert on this topic? What makes them an expert? Are they a historian? A journalist? A scientist?
Accuracy	Does the source provide accurate information? When you compare the facts presented in this source, do they agree or disagree with other sources? This should lead you back to the authority of the author.
Purpose	What is the purpose of this source? What perspectives can you identify in this source? Does it account for different points of view? Does it reflect one point of view?

ANALYZING PRIMARY SOURCES

Use the sample questions to help you analyze your primary sources. You may go back and forth between the columns as you study each source. Ask questions of your own as well!

OBSERVE	QUESTION	REFLECT
What do you notice first? Find something small but interesting. What do you notice that you didn't expect? What do you notice that you can't explain? What do you notice that you didn't earlier?	Who created this? When and where was it created? Why was it created? What was its purpose/goal? What does it tell us about that time & place? How is it different/the same as other primary sources from that time & place?	What else was happening when this was made? Who was the audience for this item? What was the creator's message? What was the creator's perspective? Why do you think this item is so important?

Adapted from: Library of Congress, Teacher's Guide: [Analyzing Primary Sources](#)

MAKING A HISTORICAL ARGUMENT

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!

YOUR ARGUMENT			
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.	Evidence 1. 2. 3.	Evidence 1. 2. 3.
PERSPECTIVES What perspective does each source represent?			

SHOWING CHANGE OVER TIME

Use these columns to outline change over time for your topic.

<h3>BEFORE</h3> <p>Historical Context</p> <p>Set the Stage</p> <p>Social Norms</p>	<h3>DURING</h3> <p>Your Topic</p> <p>Main Events</p>	<h3>AFTER</h3> <p>Significance</p> <p>What Changed?</p> <p>So What?</p>

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?	PERSPECTIVES

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 French and Indian War lay the foundation for the American Revolution?

Social Norms – 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, Jackie Robinson, and a host of other topics.

Intellectual Trends / Scientific Knowledge – 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 Norms – What cultural beliefs were held by this community? Example: What behaviors were considered inappropriate for a man or a woman? 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?

Political / Legal – What was happening in local, state, national, or international politics at the time? Example: How did state laws requiring literacy tests curtail Black peoples' ability to vote?

Economics – 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 incarceration 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

Your project must show how your topic fits within the historical context that surrounded it. Circle one or more types of historical context that best fits your topic from the word bank. Write a summary of the context, then explain why it is relevant to your topic.

Background Events	Social Norms	Intellectual Trends	Scientific Knowledge
Cultural Norms	Political / Legal	Economic	Other

Summary: _____

Why Relevant: _____

THESIS & THEME CONNECTION

A thesis expresses the *historical argument* of your NHD project in 2-3 sentences. In much the same way that an attorney presents evidence to support a case in court, your historical argument must be based on evidence. The evidence comes from the primary and secondary sources you discovered during your research. A strong History Day thesis:

- Clearly identifies what your topic is
- Sets your topic in time and/or place
- Briefly summarizes your historical argument
- Makes at least one meaningful theme connection

Use these prompts to begin building your thesis statement.

YOUR TOPIC: Boil down your topic into one sentence or phrase.

WHEN & WHERE: At a time when...

THEME CONNECTIONS: How do you see *Communication and Understanding* in your topic?

HISTORICAL ARGUMENT: This is **your** assessment of the evidence, not a repetition of facts.

Revise and strengthen your thesis as you find new information. A strong thesis evolves as you rethink what you've learned about your topic.

THESIS EXAMPLES

For the theme Revolution, Reaction, & Reform

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.

CREATING THE FINAL PROJECT

RULES AT A GLANCE

Be sure to read the NHD Rule Book for complete rules and guidelines!

Rules for ALL Students

Current Year (Rule 1)	Students must begin and complete their project during the current contest year. Students may <i>not</i> build on a previous NHD project or reuse research from a previous year.
Original Work (Rule 4)	Project must be the original work of the student. Research, analysis, conclusions must be your own. Design and construction must be your own. Objects/components may not be created by others for the project. For example, hiring an artist, having a friend design your set, having a parent build your exhibit or set are not allowed.
Plagiarism (Rule 5)	An entry can be disqualified for plagiarism. This means the entry is not ranked and is not eligible to advance to a higher level.
Reasonable Adult Help (Rule 10)	Teachers = guides, coaches Parents = chauffeurs, financiers, proofreaders, power tool operators. Performance students may have parent help sewing costumes.
Hazardous Materials (Rule 13)	Weapons of any kind (including replicas, toys, and models), chemicals, plants, fog machines, or other hazardous materials are strictly prohibited.

For EXHIBIT & WEBSITE Students

What are “student-composed words” and “source credits”?	
Student-composed words include:	All text composed by the student, including: narrative, project title, headers, subheads, captions, timelines created by the student, multimedia created by the student.
Student-composed words do not include:	Quotes, source credits, historic documents/images, footnotes/endnotes, annotated bibliography, process paper.
Source credits:	A source credit tells readers where you found an image or quote. It does not include the URL. It looks like this: (<i>Rachel Carson, 1963, Library of Congress</i>).
Guidelines for quoting:	DO use primary source quotes to present the historical evidence that informs your historical argument. DON'T use secondary source quotes to “get around” the word limit. Be selective. Quoting one or two powerful sentences is much more effective than copy-and-pasting the entire paragraph.

SNAPSHOT: RULES FOR YOUR CATEGORY

This list is not complete. Check the NHD Rule Book for complete rules for your category!

EXHIBIT	
Dimensions	40" wide x 30" deep x 72" high, maximum
Word Count	500 student-composed words, maximum
Multimedia (optional)	2 minutes, maximum
Source Credits	Required beneath all images and quotes on the board. Also provide a complete citation of the source in your bibliography.
Setup	Students must set up their exhibit at the contest without adult help. Adults may help students carry materials into the building, and may help lift boards onto the table.
WEBSITE	
Platform	You must build your website on NHDWebCentral.org. No other website platforms are permitted in Utah contests.
Word Count	1200 student-composed words, maximum
Multimedia	3 minutes, maximum
Source Credits	Required beneath all images and quotes in the website. Also provide a complete citation of the source in your bibliography.
Self-Contained	All content must be fully embedded in your website. Links leading the viewer outside your website are not allowed.
NHDWebCentral Site Key	When you register for your local contest, you will be asked to enter your NHDWebCentral Site Key in our system. This allows the judges to view your website.
PAPER	
Word Count	1500-2500 words in the body of your paper. This word count does not include footnotes/endnotes, annotated bibliography, appendices.
Citations	Footnotes or endnotes are preferred to cite the quoted and paraphrased material in your paper. You may choose from MLA or Chicago style to format your citations and bibliography.
DOCUMENTARY	
Time Limit	10 minutes, maximum
Equipment	Students must record, edit, narrate, and operate video equipment without adult help.
PERFORMANCE	
Time Limit	10 minutes, maximum. Time starts after students state their names and project title.
Sets/Costumes/ Sound/Equipment	Students must design, create, set up and operate sets and equipment without adult help. Adults may help students carry sets into the building.

REQUIRED WRITTEN MATERIALS

Title Page

Your title page should include ONLY the following information:

- Project title
- Student name/s
- Age division
- Category
- Word Counts

NO school or teacher information!

Process Paper

- 500 words maximum
- Required for **all** categories (new!)
- Answer these questions:
 1. How did you choose your topic and how does it relate to the theme?
 2. How did you conduct your research? Group projects can explain the way they divided the work in this section.
 3. How did you create your project?
 4. What is your historical argument?
 5. In what ways is your topic significant in history?

Bring to the Competition

- Staple or clip the Title Page, Process Paper, and Annotated Bibliography together in that order.
- No report covers, plastic sleeves, or fancy artwork please!
- Website students do not need to bring hard copies to the contest.
- Exhibit students should place 4 copies with their project.
- Performance and Documentary students should bring 3 copies for the first round, and 3 additional copies if there is a final round in their category.

Title of Your Project

By
Perry the Platypus,
Karl the Intern, and Agent
Monogram

Senior Division
Group Exhibit

Exhibit Word Count: 498
Process Paper Word Count: 485



HISTORY DAY LEARNING TARGETS

Goal	Target	Self Assessment	
		Need Help	Mastered
1	I can identify communication and understanding 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 primary and secondary sources.		
6	I can identify three claims to support my thesis (historical argument).		
7	I can identify 3-5 pieces of evidence to support each claim.		
8	I can explain why my topic is significant in history.		
9	I have read the NHD Rule Book and understand the rules for my category.		
10	I have read and understand the NHD judging criteria.		

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.

APPENDIX

More Tools for Emerging Historians

IN THEIR OWN WORDS

Historic Quotes

Copy the quote exactly as it is written in the primary source.
Answer the questions below to begin analyzing the quote.



Who said this? _____

When did they say it? _____

Where did they say it? _____

Who was their audience? _____

Why did they say it? _____

What type of source is this? _____

What does it tell you about this person/event/time/place? _____

QUESTIONS TO ASK ABOUT YOUR TOPIC

Essential Questions

- When?
- Where?
- Who? (include multiple perspectives!)
- What?
- 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?

Informing the Present

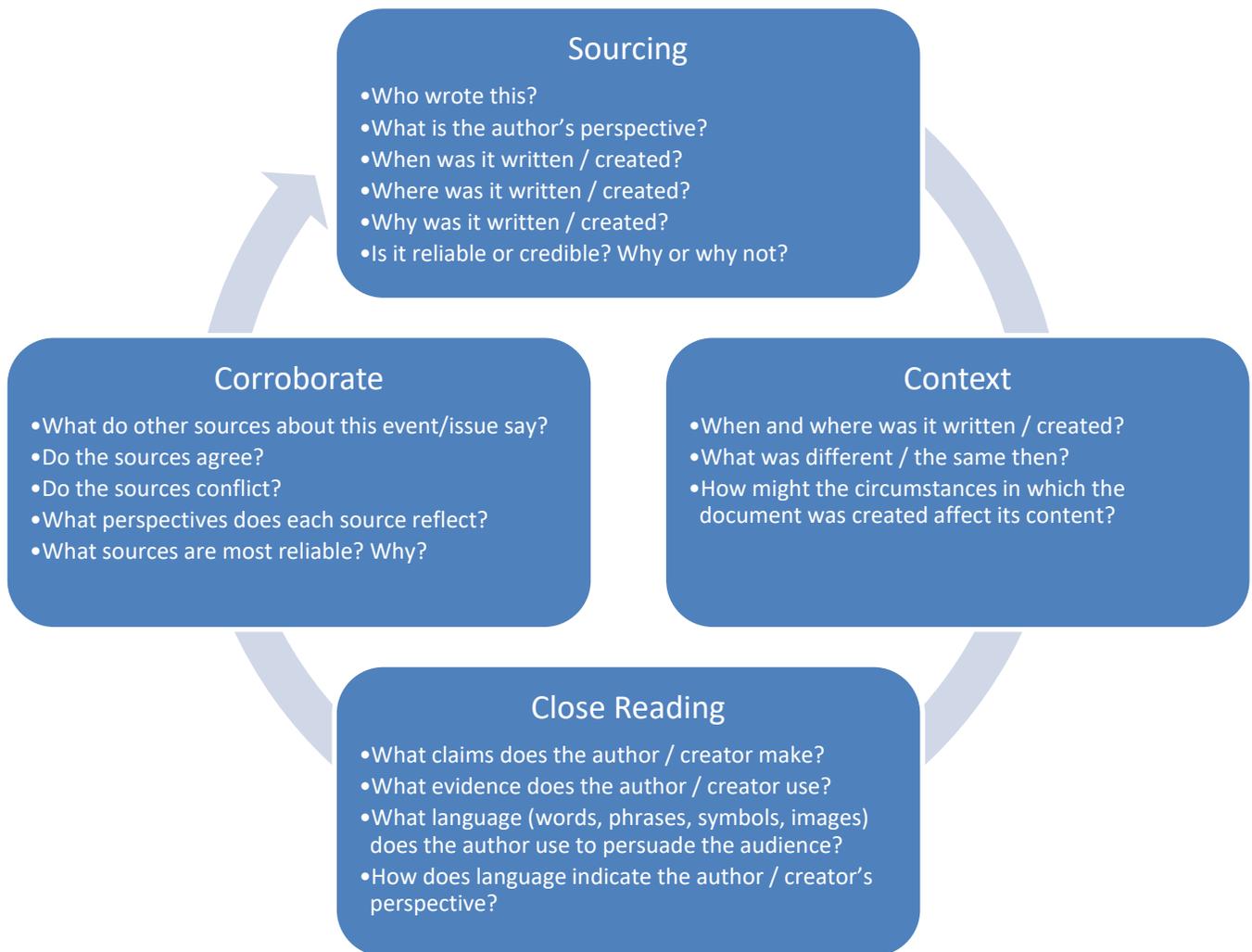
- How does this event help us make sense of the present?
- How is the past similar to the present?
- How is the past different from the present?

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?

HISTORICAL THINKING SKILLS

By Stanford History Education Group



HISTORICAL THINKING TEMPLATE

By Stanford History Education Group

You can analyze your primary *and* secondary sources using these prompts.

Sourcing <ul style="list-style-type: none">• Who wrote this?• What is the author's perspective?• When was it created?• Where was it created?• Why was it created?• Is it credible? Why or why not?	Question the Source
Contextualization <ul style="list-style-type: none">• When and where was it created?• What was different / the same then?• How might the circumstances in which the document was created affect its content?	Place it in Historical Context
Close Reading <ul style="list-style-type: none">• What claims does the author / creator make?• What evidence does the author / creator use?• What language (words, phrases, symbols, images) does the author use to persuade the audience?• How does language indicate the author / creator's perspective?	Examine the Message
Corroboration <ul style="list-style-type: none">• What do other sources about this event/issue say?• Do the sources agree?• Do the sources conflict?• What perspectives does each source reflect?• What sources are most reliable? Why?	Compare & Contrast with Other Sources

QUESTIONS FOR PRIMARY 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?

Image Analysis

1. When was the image made? Is it a primary or secondary source?
2. Who created the image and why?
3. Study the image for an overall impression and examine small details. Discuss the people, objects, and activities in the image.
4. Based on what you have observed, discuss three or four things you can learn about this time/place/event from the image.
5. Are there questions left unanswered by the image? What would you ask the artist/photographer if you had the chance?
6. How will you use this image 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?

Adapted from: [NHD Teacher Resources, Middle School Level](#)

**STRENGTHEN YOUR THESIS STATEMENT
THROUGH FOCUS**

Focus the language of your argument with precise words. Filter out the rest.

Omit the clutter. What is currently in your thesis that you don't actually prove?

Connect very **CLEARLY** to another historical event or make an insightful connection to the modern context.

Understand at a deeper level, the different ways your topic connects to the theme ideas.

Superior analysis of the **THEME** is required; show your sophisticated understanding through your thesis.