We have designed this workbook to help you through one of the most important parts of the History Day process—research! Take your notes right in this packet! Keep it in a safe place. If you have questions, you can ask your teacher or visit the Minnesota History Day website: https://www.mnhs.org/historyday

When you see this symbol, you will need to make multiple copies of that page.
Download Editable Versions of the Research Workbook

Follow the links below to download your own, editable versions (Google Slides files) of the following research resources. After you open the link, click on File > Make a Copy to download your own.

Need more than one page? In the same document, click on Slide > Duplicate Slide.


CORNELL NOTES
Heart of the Story or During My Topic ..........  https://bit.ly/2Dhwjln
Short-Term Impact or Right After My Topic ..  https://bit.ly/2QL75oQ


WRITE YOUR TEXT
Heart of the Story or During ......................  https://bit.ly/2QISnPl
Background or Long Before ......................  https://bit.ly/3jVvm9h
Short-Term Impact or Right After ..................  https://bit.ly/3qLm8JJ
Long-Term Impact or Long After ..................  https://bit.ly/3jAs8qF

SOURCE CARDS
Website .....................................  https://bit.ly/2QFDTQ1
Database ...................................  https://bit.ly/3qLPpus
Research and Sections of a History Day Project

Research is the most important part of a History Day project. You will read sources (books, articles, websites, and more) and take notes. You will learn why your topic is important in history. You will use this information to create your History Day project and to write the thesis and text for each section of your project.

Go beyond researching just what happened during the main events of your topic. You need to learn about what happened before, during, and after your topic.

The information that you find in each of these areas will be part of your final project. Each type of History Day project should have sections to discuss what happened before, during, and after the main events of your topic. These might be:

- Sections on an Exhibit
- Pages on a Website
- Segments of a Documentary
- Scenes in a Performance

### Before

**Background or Long Before the Event**

- What background information does your reader need to know about your topic?
- What events, ideas, or people happened before your topic to influence it?
- What was going on in the world?

**Build-Up or Right Before the Event**

- Who are the main players?
- What are they doing to get ready for the main events of your topic?
- What events or ideas led up to the main event?
- What was life like at this time?

### During

**Heart of the Story or During the Event**

Look for the 5W's and an H:

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

### After

**Short-Term Impact or Right After the Event**

- What are some things that happened or changed right away?
- Think about positive and negative changes.
- How did this event impact different groups of people?

**Long-Term Impact or Long After the Event**

- So what?
- Why is your topic important in history?
- How has your topic changed history?
- Why is the event still important today?
Figuring Out the Sections of Your Project

How do you know what goes in each section of YOUR project?
1. Start with the **Heart of the Story**. This should include the main events you’re focusing on in your thesis.
2. Next, go to the **Build-Up**. What happened right before the main event? Think of it as the “spark” to what happened in the Heart of the Story.
3. Now, go to the **Background**. What bigger ideas and issues (historical context) does your viewer need to understand before your Build-Up and Heart? Describe the big issues or problems going on before the main events.
4. Now, you can outline the **Short-Term Impact**. What happened right away because of your topic?
5. Last, think about the **Long-Term Impact**. Explain major changes and how your topic connects to larger trends in history.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background or Long Before the Event</strong></td>
<td><strong>Heart of the Story or During the Event</strong></td>
<td><strong>Short-Term Impact or Right After the Event</strong></td>
</tr>
</tbody>
</table>
| What happened long before your topic? This is the historical context, or big picture. | Start here! What is the main event that you’re focusing on in your project?  
- What happened? Include important details.  
- How did it happen?  
- When did it happen?  
- Why did it happen?  
- Who was involved or affected?  
- Where did it happen? | These are the events “right after your topic.”  
- What changed right away? Think about positive and negative changes. How did your topic impact different groups of people? |
| **Build-Up or Right Before the Event** | | **Long-Term Impact or Long After the Event** |
| Think about it as “the spark” for the main events. | | These are the events that happened “long after your topic.” |
| What events or ideas led up to the main event? What inspired people to get involved? Be more specific than the background section. | | Take a step back. How are things different because of your topic? How has your topic changed history? |

Time

National History Day in Minnesota 2021
# Fill It Out: Sections of My Project

Write down the information you would want to include for each part of your History Day topic below. Include what happened **BEFORE, DURING, and AFTER** THE MAIN EVENTS OF YOUR TOPIC.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background or <strong>Long Before the Event</strong></td>
<td>Heart of the Story or <strong>During the Event</strong></td>
<td>Short-Term Impact or <strong>Right After the Event</strong></td>
</tr>
<tr>
<td>Build-Up or <strong>Right Before the Event</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long-Term Impact or <strong>Long After the Event</strong></td>
</tr>
</tbody>
</table>
Primary and Secondary Sources

You will look at many types of sources for your History Day project. Historians put sources into two categories: **Primary Sources** and **Secondary Sources**. Think about the author of the source to figure out if a source is primary or secondary.

### What is a Primary Source?
Primary sources are connected to your topic by time or participation. Primary sources were:
- Created during the time of the event, or
- Created by someone who participated in the event first-hand.

**Examples of Primary Sources:**
- Historic objects
- Manuscript collections
- Interviews with participants
- Autobiographies
- Music from the period
- Government records
- Newspapers from the era
- Letters
- Photographs
- Original film footage

### What is a Secondary Source?
Secondary sources are created after an historical event. The author of a secondary source was not an eyewitness to, or a participant in, the historic event.

**Examples of Secondary Sources:**
- Biographies
- History textbooks
- Books about the topic
- Encyclopedias
- Media documentaries
- Interviews with scholars/experts
- Websites

### Don’t Make These Common Mistakes
- **A “primary” source doesn’t mean it was your most important source.** Think about how the author is connected to the topic and when the source was made to help you decide if the source is “primary” or not.

- **It doesn’t matter if you are looking at the original copy of a source.** So long as a copy keeps the same wording or is the same image as the original, the copy still counts as a primary source.

- **Yes, primary sources can be created after your topic took place.** If the author took part in the topic, it is still a primary source, even if they wrote it later.

- **An interview is not always a primary source.** If the person you are interviewing did NOT experience the topic first-hand, it’s not a primary source. An interview with a professor or historian is NOT a primary source, unless they were a part of your main event or topic.

- **Go beyond just photos for your primary sources.** You can probably learn more from looking at newspapers, letters, diaries, or documents than a photo.

- **Not all images are primary sources.** Only photos or other images made at the time of the event or by someone who participated first-hand are primary sources.

- **Beware of short quotes attributed to your historical person.** A quote should come from a full source, not from a website or book of quotes. Reading the context of the quote will help you to understand the quote’s meaning and know that it was by the historical person you are studying.
Primary and Secondary Source Brainstorm

1. **What are some important words, dates, or people related to your topic?** These words will help you to search for sources. When searching the internet, use key words instead of typing in questions. Remember to check spelling!

   ___________________________   ___________________________   ___________________________

2. **What types of secondary sources might exist about your topic?** Circle the types of sources you think you could find about your topic.

   - Book
     - History Textbook
   - Video Documentary
     - Biography
   - Encyclopedia
     - Website
   - Interview with Scholar

3. **What types of primary sources might exist about your topic?** Circle the types of sources you think you could find about your topic.

   - Diary
     - Interview with Participant
   - Original Film Footage
   - Manuscript Collection
     - Autobiography
   - Music of the Period
   - Government Records
     - Photographs
   - Letters
   - Historic Objects or Sites
     - Newspapers from the Time Period

4. **Where can you go to find this information?** Answer the following questions and think about the places you could look for sources.

<table>
<thead>
<tr>
<th>School Library—Name:</th>
<th>Tried it!</th>
<th>Doesn’t work for my topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Library—Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/University Library—Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History Textbook—Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Library of Minnesota (<a href="http://www.elibrarymn.org">www.elibrarymn.org</a>)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
     - Encyclopedia Britannica | | |
     - Academic Search Premier | | |
     - ProQuest | | |
     - Student Resources in Context | | |
   | Minnesota Historical Society | | |
     - MNonpedia ([www.mnopedia.org](http://www.mnopedia.org)) | | |
     - Library Guides ([http://libguides.mnhs.org](http://libguides.mnhs.org)) | | |
     - Minnesota History Magazine ([www.mnhs.org/market/mhspress/minnesotahistory/](http://www.mnhs.org/market/mhspress/minnesotahistory/)) | | |
   | Google | | |
     - Google Search | | |
     - Targeted Search: “Primary Sources” or “History” plus your topic | | |
     - Google Books ([www.books.google.com](http://www.books.google.com)) | | |
   | Other idea: | | |
   | Other idea: | | |
Illustration and Media Brainstorm

You will need illustrations or media to create projects in almost all of the History Day categories. Be creative and brainstorm more than just photographs. Circle the types of media and illustrations you think you could find about your topic. Write notes about the sources you might find.

Photographs
The most obvious source for illustrations is photographs. Look for high-resolution images, which will show up better in projects. Remember: Photography wasn’t invented until the 1820s.

Artwork
Did artists represent your topic through painting, drawing, or sculpture?

Maps
Try historic or current maps to help your viewer understand where your topic happened.

Political Cartoons
Most political cartoons were created at the same time as an event.

Newspapers
Headlines from newspapers can be eye-catching illustrations.

Film Footage
Moving pictures weren’t invented until the late 1890s. For topics after this, try looking for primary source footage.

Music or Sound Recording
Look for recorded music, sound, sheet music, or compositions from the time period. Remember, sound wasn’t recorded until the 1860s.

Interviews
You could conduct your own interview with a participant or expert, or look for one that has already been recorded.

Artifacts
Artifacts could include a variety of objects, like clothing, buildings, or other items from museum collections.

Charts and Graphs
Graphs and charts are great ways to show information in an easy to understand format.

Documents
Documents, like letters or vital records, can be interesting visuals in a project.

Ephemera
These are things that were meant to be used only for a short time, like movie tickets, posters, or postcards.

Propaganda or Ads
These illustrations, often posters or advertisements, were created to persuade people.
One way you can take notes and organize your research is to use index cards. As you read a source, you will use two types of note cards to take notes: source cards and note/quote cards.

- **Step 1: Source Cards.** Write down bibliographic information on an index card for each source. Include the type of source, title, author, and year the source was published. You will use this information to create your bibliography. Use a new index card for each source. It’s helpful if your sources cards are a different color than your note cards.

- **Step 2: Note and Quote Cards.** Use a different set of index cards to record the notes and quotes that you find in your source. Record each big idea or quote on a different note card. You will probably use lots of index cards for each source. Don’t write on the back of the card!

- **Step 3: Organize Your Information.** Sort your cards into different stacks after you think you are done researching. Make one stack for each sections of your project (background, build-up, main event, short-term impact, and long-term impact). If you don’t have any cards for a section, you’ll need to go back and do a little more research.

### Source Cards

1. **Secondary Source**
   - *Book*
   - This book contained a profile of Clara Ueland and her efforts to win voting rights for women. It also described the history of the suffrage movement in Minnesota. Illustrations in this book included a picture of Clara Ueland, a suffrage poster, and a picture of women voting for the first time in 1920.
   - Important Pages: 171-175

### Note and Quote Cards

1. **Clara Ueland's Early Career and Suffrage Ideas**
   - Clara Hampton Ueland taught school before she married Minneapolis lawyer Andreas Ueland. She started to work in the suffrage movement with other well-educated women.

   Clara Ueland's Early Career and Suffrage Ideas

   “Mothers, from the beginning, have been the force that makes for better homes and higher civilization. This concern for home should be expressed in government.”

   (Clara Ueland, 1914)

   Page 172
Organizing Information #2: Cornell Notes System

The Cornell Notes system is a different way to stay organized while taking notes. You will use special paper, which has been divided into sections to help you stay organized.

- **Decide which section of your project the source is about.** Keep in mind that a source could have information that fits into several different sections of your project. You will probably take several pages of Cornell Notes for each section of your project.
  - Take notes.
  - Write down information for you bibliography.
  - Write a short summary of what you have learned.

You should have several pages of notes for each section of your project!

---

**Step 1:**
Fill out the top section with important information about you and your project.

**Step 2:**
Take notes as you read your sources. Keep your notes for each section of your project separated. For each note, write down the source and page number. This will help you keep your research organized.

**Step 3:**
Use this space to write bibliographic information for the source. Include the type of source, title, author, and year the source was published. You will use this information to create your bibliography.

**Step 4:**
Stop and reflect right after you have finished reading the source. Write down the main ideas, vocabulary words, or questions from the source.

**Step 5:**
Write the summary right after you read the source and have pulled out the main ideas. It is a short overview of what you learned about. Include important details of your topic.
**Main Ideas:**

- Boycott began as one day
- Demands of MIA were not to end segregation originally
- $ and transportation system to support the cause
- Non-violence and MLK
- Why was non-violence important?

**Notes:** Write the source and page number all your notes.

- Jo Ann Robinson and the Women’s Political Council made flyers about Parks’ arrest that were handed out anonymously. (69)
- Civil rights leaders agreed on a one-day boycott. (70)
- The Montgomery Improvement Association (MIA) formed. MLK elected president. He was young and new to town. (73)
- MIA had meeting to see if they wanted to continue. King gave speech. People voted “yes” to continue. (76)
- MIA had three demands: (77)
  - 1. Courtesy from bus drivers
  - 2. Hiring of black bus drivers
  - 3. Seating on first-come, first-serve basis
- Black-owned cabs gave people low-cost fares during boycott. people with cars organized a transportation system. (78)
- There was fundraising to help support the cause. (79)
- MLK preached about non-violence and how it was important to the success of the movement. (79)
- Had read about Gandhi’s fight against colonial rule. (79)
- Christian Pacifism and the Bible. (79)
- Felt that if the boycott was going to be successful, they couldn’t be violent. Violence would turn off “compassionate people” to the cause. (79)

**Summary:** After Rosa Parks was arrested in 1955, Black citizens organized the Montgomery Improvement Association (MIA) to lead a bus boycott to end busing segregation. The MIA’s year-long boycott helped end segregated busing laws and led King and other Civil Rights leaders to understand the importance of nonviolent protests in the fight for Civil Rights.

**Sources:** “Eyes on the Prize: America’s Civil Rights Years, 1954-1965” by Juan Williams, 2013.
**CORNELL NOTES: HEART OF THE STORY or DURING MY TOPIC**

Name: ____________________________  Class Period: ___________

Topic: ____________________________

**Task:** Take notes for the During, or “Heart of the Story” section of your topic. Look for the 5W’s: What happened? How did it happen? When did it happen? Why did it happen? Who was involved or affected? Where did it happen? Use the back of the sheet for pictures or quotes.

<table>
<thead>
<tr>
<th>Main Ideas:</th>
<th>Notes: Write the source and page number all your notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:** ____________________________

<table>
<thead>
<tr>
<th>Sources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Task:** Take notes for the Build-Up, or the events right before the main event. Think about it as “the spark” for the main events. What events or ideas led up to the main event? What inspired people to get involved? Be more specific than the background section. **Use the back of the sheet for pictures or quotes.**

<table>
<thead>
<tr>
<th>Main Ideas:</th>
<th>Notes: Write the source and page number all your notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

---

**Sources:**

---

National History Day in Minnesota 2021
**Main Ideas:**

<table>
<thead>
<tr>
<th>Note 1</th>
<th>Note 2</th>
<th>Note 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** Write the source and page number all your notes.

<table>
<thead>
<tr>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

<table>
<thead>
<tr>
<th>Summary 1</th>
<th>Summary 2</th>
<th>Summary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources:**

<table>
<thead>
<tr>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CORNELL NOTES: SHORT-TERM IMPACT or RIGHT AFTER MY TOPIC**

Name:  
Class Period:  

Task: Take notes for the Short-Term Impact, or the events “right after your topic.” What changed right away? Think about positive and negative changes. Did your topic impact all groups of people in the same way? **Use the back of the sheet for pictures or quotes.**

<table>
<thead>
<tr>
<th>Main Ideas:</th>
<th>Notes: Write the source and page number all your notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

---

Sources:  

---

National History Day in Minnesota 2021
**CORNELL NOTES: LONG-TERM IMPACT** or LONG AFTER MY TOPIC

Name: __________________________________________ Class Period: __________

Topic: __________________________________________

**Task:** Take notes for the Long-Term Impact, or the events that happened “long after your topic.” Take a step back. How are things different because of your topic? How has your topic changed history? **Use the back of the sheet for pictures or quotes.**

<table>
<thead>
<tr>
<th>Main Ideas:</th>
<th>Notes: Write the source and page number all your notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary:** __________________________________________

<table>
<thead>
<tr>
<th>Sources:</th>
<th>__________________________________________</th>
</tr>
</thead>
</table>
**Write Your History Day Thesis**

Name: Jenny Lopez  
Class Period: 8

**Topic:** The Montgomery Bus Boycott

**Task:** Use your notes to answer the questions below. Summarize your information into a two sentence thesis. The first sentence should be a summary of the 5W's of your topic. The second sentence should explain the impact your topic had in history.

<table>
<thead>
<tr>
<th>Question:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who was involved/Who was affected?</strong></td>
<td>Rosa Parks, residents of Montgomery, the Montgomery Improvement Association (MIA), Civil Rights Movement leaders, city officials, Martin Luther King, Jr.</td>
</tr>
<tr>
<td><strong>What happened?</strong></td>
<td>After Parks was arrested, Civil Rights leaders organized the MIA to lead the bus boycott, which economically hurt the city. A lawsuit followed that went to the Supreme Court, which ruled segregation as unconstitutional.</td>
</tr>
<tr>
<td><strong>Where did it take place?</strong></td>
<td>Montgomery, Alabama</td>
</tr>
<tr>
<td><strong>When did it happen?</strong></td>
<td>The boycott began December 5, 1955 and lasted 381 days.</td>
</tr>
<tr>
<td><strong>Why did it happen? What caused it?</strong></td>
<td>Civil Rights leaders wanted to overturn segregation laws on public transportation. King and others used a boycott to gain support through non-violence.</td>
</tr>
</tbody>
</table>

**Thesis Sentence 1: Summarize the 5W's.**

The Montgomery Bus Boycott began in 1955, sparked by Rosa Parks’ refusal to give up her bus seat to a white passenger.

**Thesis Sentence 2: So what? How did your topic change history?**

The year-long boycott and the Supreme Court victory brought national attention to segregation, demonstrating the power of nonviolent protest as an effective communication strategy for other civil rights protests.
### Write Your History Day Thesis

**Name:** 

**Class Period:** 

**Topic:** 

**Task:** Use your notes to answer the questions below. Summarize your information into a two sentence thesis. The first sentence should be a summary of the 5W's of your topic. The second sentence should explain the impact your topic had in history.

<table>
<thead>
<tr>
<th>Question:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was involved/Who was affected?</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
</tr>
<tr>
<td>Where did it take place?</td>
<td></td>
</tr>
<tr>
<td>When did it happen?</td>
<td></td>
</tr>
<tr>
<td>Why did it happen? What caused it?</td>
<td></td>
</tr>
<tr>
<td>Why is it important? How did it change history? Think about your theme connection!</td>
<td></td>
</tr>
</tbody>
</table>

**Thesis Sentence 1:** Summarize the 5W's.

**Thesis Sentence 2:** So what? How did your topic change history?
Rosa Parks’ arrest was the spark for a 381 day bus boycott that began in Montgomery, Alabama on December 5, 1955. Community leaders saw her arrest as an opportunity to challenge segregation on public transportation.

Religious and Civil Rights leaders began a one-day boycott, organized by the newly formed Montgomery Improvement Association. Dr. Martin Luther King, Jr. was elected as the leader. Influenced by Gandhi and Christian Pacifism, King advocated for non-violence, which he felt would build support from people in the white community.

At first, the MIA’s demands didn’t include an end to segregation. They wanted courtesy from drivers, the hiring of Black drivers, and seating on a first-come, first-serve basis.

As the boycott went on, the MIA raised funds and coordinated transportation for the boycotters. The bus company and businesses in Montgomery began to suffer economically. Five women then sued the city to end segregation.
Write Your Text: **Heart of the Story or During**

Name: _____________________________  Class Period: ____________

**Task:** Use your note cards or the summary section of your Cornell Notes pages for the Heart of the Story section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your thesis.

**My Summary:** What happened? How did it happen? When did it happen? Why did it happen? Who was involved or affected? Where did it happen?

---

**Illustrations**
What have you found? Try pictures, paintings, documents, newspapers, or maps. Print illustrations and attach to this page.

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________

**Quotes**
What have you found? Focus on quotes from primary sources. Print quotes and attach to this page.

1. Who said it: __________________
   When: __________________
2. Who said it: __________________
   When: __________________
3. Who said it: __________________
   When: __________________

National History Day in Minnesota 2021
Write Your Text: **Build-Up or Right Before**

Name: ________________________________  Class Period: __________

Topic: ________________________________

**Task:** Use your note cards or the summary section of your Cornell Notes pages for the Heart of the Story section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your thesis.

**My Summary:** Who were the main people involved? What were they doing to get ready for the main events of the topic? What events or ideas led up to the main event? What inspired people to get involved? Be more specific than the background section.

---

**Illustrations**

What have you found? Try pictures, paintings, documents, newspapers, or maps. Print illustrations and attach to this page.

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________

**Quotes**

What have you found? Focus on quotes from primary sources. Print quotes and attach to this page.

1. Who said it: __________________________
   When: ______________________________
2. Who said it: __________________________
   When: ______________________________
3. Who said it: __________________________
   When: ______________________________

National History Day in Minnesota 2021
**Write Your Text: Background or Long Before**

Name: ____________________________  Class Period: ____________

**Topic:**

**Task:** Use your note cards or the summary section of your Cornell Notes pages for the Heart of the Story section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your thesis.

**My Summary:** What happened long before your topic? This is the historical context, or big picture. What background information does your reader need to know about your topic? What events, ideas, or people influenced it? What was going on in the world?

---

### Illustrations

What have you found? Try pictures, paintings, documents, newspapers, or maps. Print illustrations and attach to this page.

1. 
2. 
3. 
4. 
5. 

### Quotes

What have you found? Focus on quotes from primary sources.

1. Who said it: ____________________________  When: ____________
2. Who said it: ____________________________  When: ____________
3. Who said it: ____________________________  When: ____________

---

National History Day in Minnesota 2021
**Task:** Use your note cards or the summary section of your Cornell Notes pages for the Heart of the Story section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your thesis.

**My Summary:** What changed right away? Think about positive and negative changes. Did your topic impact all groups of people in the same way?

### Illustrations
What have you found? Try pictures, paintings, documents, newspapers, or maps. Print illustrations and attach to this page.

1. 
2. 
3. 
4. 
5. 

### Quotes
What have you found? Focus on quotes from primary sources. Print quotes and attach to this page.

1. Who said it:  
   When:  
2. Who said it:  
   When:  
3. Who said it:  
   When:  
Task: Use your note cards or the summary section of your Cornell Notes pages for the Heart of the Story section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your thesis.

My Summary: Take a step back. How are things different because of the topic? How has the topic changed history?

<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have you found? Try pictures, paintings, documents, newspapers, or maps. Print illustrations and attach to this page.</td>
<td>What have you found? Focus on quotes from primary sources. Print quotes and attach to this page.</td>
</tr>
</tbody>
</table>
| 1. | 1.  
Who said it:  
When: |
| 2. | 2.  
Who said it:  
When: |
| 3. | 3.  
Who said it:  
When: |
| 4. |  
|
| 5. |  
|
**Task:** Take notes on each source you use. When you are done, talk to your teacher about how to turn these into your annotated bibliography. You can write the citations by hand or use a website, like EasyBib or NoodleTools. **You will need several copies of this page to take notes on all of your sources.**

### Book

<table>
<thead>
<tr>
<th>Author's Last Name:</th>
<th>Author's First Name:</th>
<th>Title of Book:</th>
<th>Publisher:</th>
<th>City of Publication:</th>
<th>Year:</th>
<th>I read this book:</th>
<th>How did you use this source?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In Print</td>
<td></td>
</tr>
</tbody>
</table>

### Website

<table>
<thead>
<tr>
<th>Author's Last Name:</th>
<th>Website Title:</th>
<th>Publisher/Sponsor:</th>
<th>URL:</th>
<th>Date Published:</th>
<th>Date You Used It:</th>
<th>How did you use this source?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Source Cards: Database, Illustration**

**Task:** Take notes on each source you use. When you are done, talk to your teacher about how to turn these into your annotated bibliography. You can write the citations by hand or use a website, like EasyBib or NoodleTools. **You will need several copies of this page to take notes on all of your sources.**

### Database

<table>
<thead>
<tr>
<th>Author's Last Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Author's First Name:</td>
<td></td>
</tr>
<tr>
<td>Article Title:</td>
<td></td>
</tr>
<tr>
<td>Database Name:</td>
<td></td>
</tr>
<tr>
<td>Publisher/Service Provider of Database:</td>
<td></td>
</tr>
<tr>
<td>Date Published:</td>
<td></td>
</tr>
<tr>
<td>How did you use this source?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Illustration

| Title of Illustration: |  |
| Creator: |  | Date Created: |  |
| I found this image: |  | On the Web |  |
| In a Book |  |  |
| Book Title: |  | Website Title: |  |
| Publisher: |  | Sponsor of Site: |  |
| City: |  | Date Created: |  |
| Year: |  | Date You Used It: |  |
| How did you use this source? |  |
|  |  |
**Source Cards: Encyclopedia, Newspaper**

**Task:** Take notes on each source you use. When you are done, talk to your teacher about how to turn these into your annotated bibliography. You can write the citations by hand or use a website, like EasyBib or NoodleTools. **You will need several copies of this page to take notes on all of your sources.**

### Encyclopedia

- **Article Title:**
- **Encyclopedia Title:**
- **Volume:**
- **Edition:**
- **Publisher:**
- **City:**
- **Year:**
- **I read this article:**
  - [ ] In Print
  - [ ] On the Web
  - [ ] In a Database
- **How did you use this source?**

### Newspaper

- **Author’s Last Name:**
- **Author’s First Name:**
- **Newspaper Title:**
- **City:**
- **Date Published:**
- **Pages:**
- **I read this article:**
  - [ ] In Print
  - [ ] On the Web
  - [ ] In a Database
- **How did you use this source?**