national history day MN

Student Research Workbook

Updated: Summer 2022

Name

History Day Topic

Class Period

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.

MINNESOTA HISTORICAL SOCIETY

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.**

Sections of My Project https://bit.ly/3lBUId2

Primary and Secondary Source Brainstorm https://bit.ly/31NujRR

Illustration and Media Brainstorm https://bit.ly/3lEp4vy

CORNELL NOTES

- Heart of the Story or During My Topic https://bit.ly/2DhwjIn
- Build-Up or Right Before My Topic https://bit.ly/3lNT20i
- Background or Long Before My Topic https://bit.ly/3lAQ4vP
- Short-Term Impact or Right After My Topic . . https://bit.ly/2QL75oQ
- Long-Term Impact or Long After My Topic . . . https://bit.ly/3lDVtT6

Write Your History Day Thesis https://bit.ly/3lE1zCY

WRITE YOUR TEXT

- Heart of the Story or During https://bit.ly/2QISnPl
- Build-Up or Right Before https://bit.ly/2YOXj9R
- Background or Long Before https://bit.ly/3jyVm9h
- Short-Term Impact or Right After https://bit.ly/3qLm8JJ
- Long-Term Impact or Long After https://bit.ly/3jAs8qF

SOURCE CARDS

- Book https://bit.ly/3jydWyh
- Website https://bit.ly/2QFDTQi
- Database. https://bit.ly/3qLPPus
- Illustration https://bit.ly/3jDh503
- Encyclopedia https://bit.ly/2GjnizO
- Newspaper https://bit.ly/3jvYF19

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

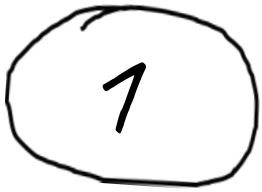
Before	During	After
Background or ***Long Before the Event*** ● What background information does you reader need to know about your topic? ● What events, ideas, or people happened before your topic to influence it? ● What was going on in the world?	**Heart of the Story or** ***During the Event*** Look 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?	**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?
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?		**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?

Time

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.

Before	During	After
Background or ***Long Before the Event*** What happened long before your topic? This is the historical context, or big picture. What background information does your reader need to know about topic? What events, ideas, or people influenced it? What was going on in the world? 	**Heart of the Story or** ***During the Event***  **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?	**Short-Term Impact or** ***Right After the Event*** 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*** 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. 		**Long-Term Impact or** ***Long After the Event*** These are 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?

Time

Name: _____ Topic: _____ Class Period: _____

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.

Before	During	After
Background or ***Long Before the Event***	**Heart of the Story or** ***During the Event***	**Short-Term Impact or** ***Right After the Event***
Build-Up or ***Right Before the Event***		**Long-Term Impact or** ***Long After the Event***

Time

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.

Name: _____ Class Period: _____

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	Video Documentary	Encyclopedia	Interview with Scholar
History Textbook	Biography	Website	

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

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

	Tried it!	Doesn't work for my topic.
School Library—Name:	☐	☐
Public Library—Name:	☐	☐
College/University Library—Name:	☐	☐
History Textbook—Title:	☐	☐
Electronic Library of Minnesota (www.elibrarymn.org)		
Encyclopedia Britannica	☐	☐
Academic Search Premier	☐	☐
ProQuest	☐	☐
Gale in Context	☐	☐
Minnesota Historical Society		
MNopedia (www.mnopedia.org)	☐	☐
Library Guides (http://libguides.mnhs.org)	☐	☐
Minnesota History Magazine (www.mnhs.org/market/mhspress/minnesotahistory/)	☐	☐
Google		
Google Search	☐	☐
Targeted Search: "Primary Sources" or "History" plus your topic	☐	☐
Google Books (www.books.google.com)	☐	☐
Other idea:	☐	☐
Other idea:	☐	☐

Name: _____ Class Period: _____

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.

Organizing Information #1: Index Card System

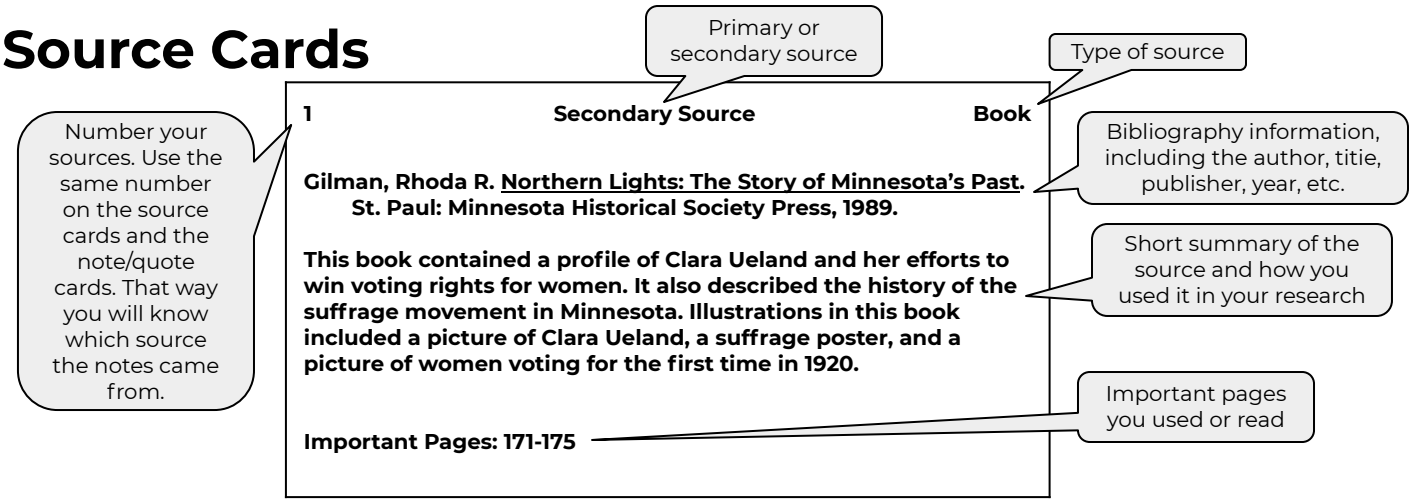
One way you can take notes and organize your research is to use index cards. As you read a source, you will use two types of note cards to take notes: source cards and note/quote cards.

- **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.

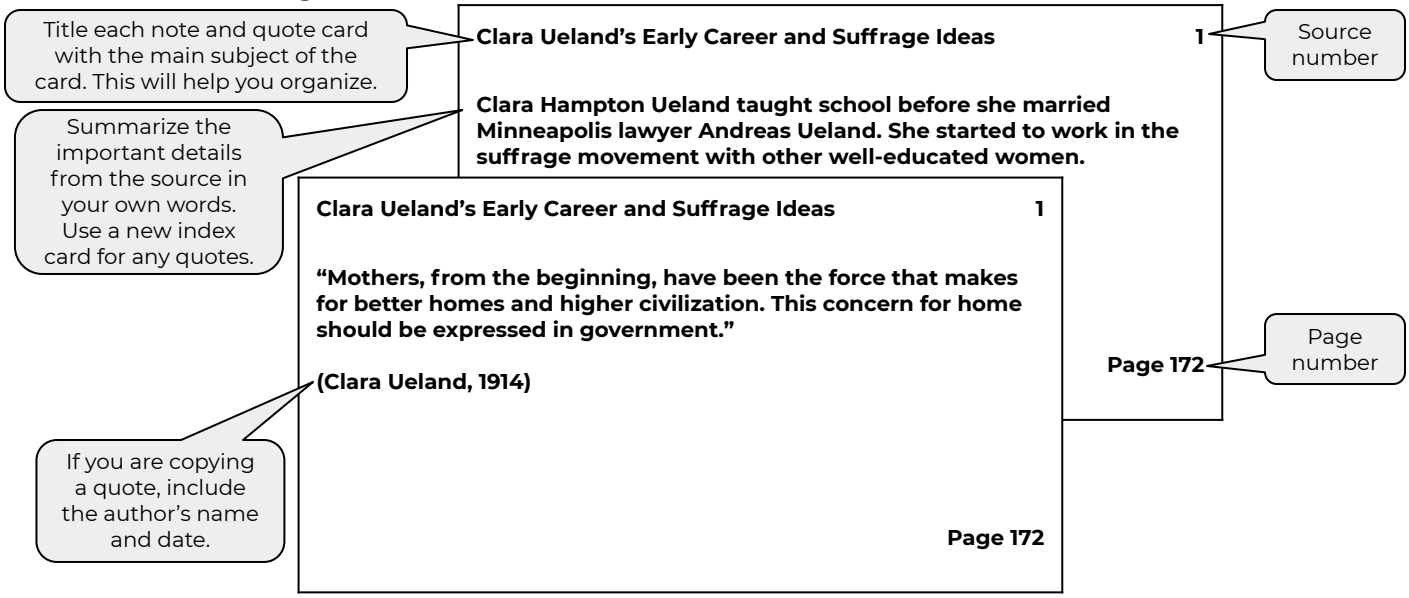
- **Step 2: Note and Quote Cards.** Use a different set of index cards to record the **notes and quotes** that you find in your source. Record each big idea or quote on a different note card. You will probably use lots of index cards for each source. Don't write on the back of the card!

- **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



Note and Quote Cards



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!

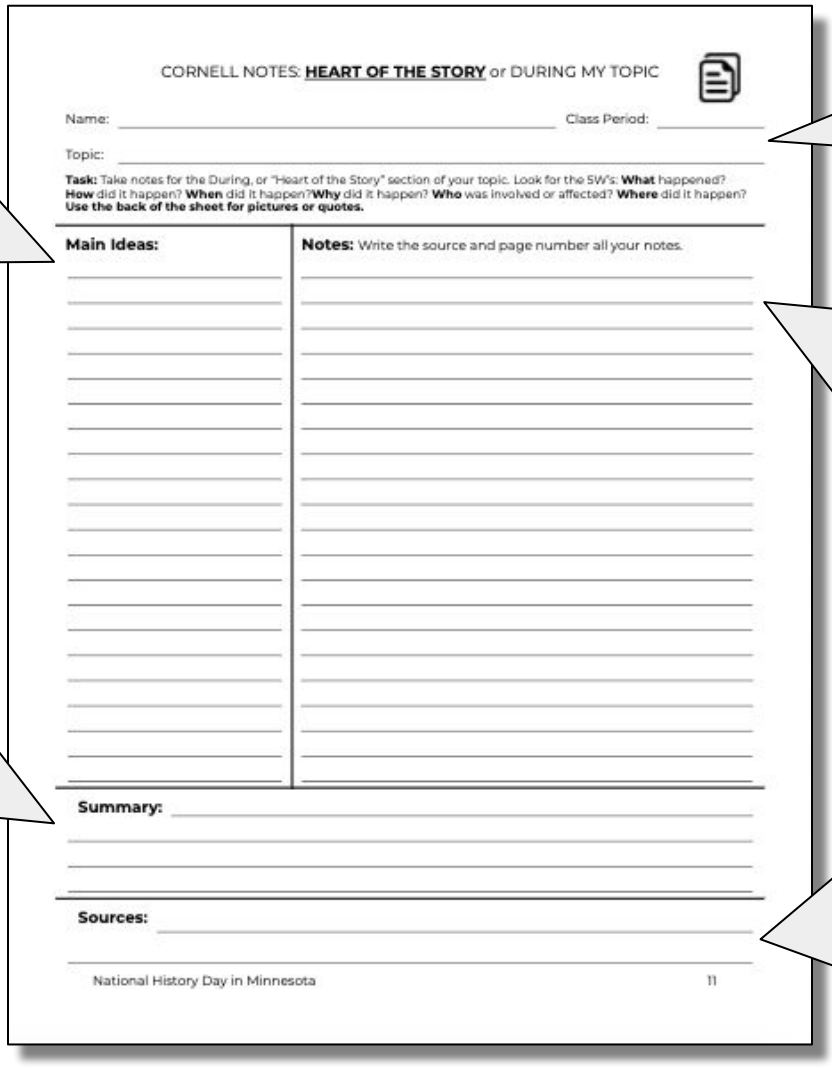
Step 1:
Fill out the top section with **important information about you and your project.**

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.



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.

Main Ideas:

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

Summary:

Sources:

National History Day in Minnesota 11

CORNELL NOTES: **HEART OF THE STORY** or DURING MY TOPIC

Name: Jenny Lopez Class Period: 8

Topic: The Montgomery Bus Boycott

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.**

Main Ideas:	**Notes:** Write the source and page number all your notes.
Montgomery citizens	-Jo Ann Robinson and the Women's Political Council made flyers
Organized a boycott	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)
Demands of MIA were not to	-MIA had three demands: (77)
end segregation originally	1. Courtesy from bus drivers
	2. Hiring of black bus drivers
	3. Seating on first-come, first-serve basis
Organizers implemented	-Black-owned cabs gave people low-cost fares during boycott.
mutual aid to organize	people with cars organized a transportation system. (78)
	-There was fundraising to help support the cause. (79)
Non-violence and MLK	-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)
Why was non-violence	-The Montgomery Bus Boycott's success proved that
important?	non-violence could be used to successfully protest other
	segregation and inequality laws in the South (79)

Summary: Montgomery civil rights leaders organized a bus boycott after Rosa Parks' 1955 arrest. The Montgomery Improvement Association, led by Martin Luther King, Jr., continued the boycott and organized transportation for residents. The year-long boycott's success in ending bus segregation proved that non-violence could be a successful strategy for other civil rights protests.

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.**

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

Summary: _____

Sources: _____

CORNELL NOTES: **BUILD-UP** or RIGHT BEFORE MY TOPIC

Name: _____ Class Period: _____

Topic: _____

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.**

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

Summary: _____

Sources: _____

CORNELL NOTES: **BACKGROUND** or LONG BEFORE MY TOPIC

Name: _____ Class Period: _____

Topic: _____

Task: Take notes for the Background. 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? **Use the back of the sheet for pictures or quotes.**

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

Summary: _____

Sources: _____

CORNELL NOTES: **SHORT-TERM IMPACT** or RIGHT AFTER MY TOPIC

Name: _____ Class Period: _____

Topic: _____

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.**

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

Summary: _____

Sources: _____

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.**

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

Summary: _____

Sources: _____

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.

Question:	Answer:
Who was involved/ Who was affected?	Rosa Parks, residents of Montgomery, the Montgomery Improvement Association (MIA), Civil Rights Movement leaders, city officials, Martin Luther King, Jr.
What happened?	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.
Where did it take place?	Montgomery, Alabama
When did it happen?	The boycott began December 5, 1955 and lasted 381 days.
Why did it happen? What caused it?	Civil Rights leaders wanted to overturn segregation laws on public transportation and boycotted by organizing ride shares and fundraising to support each other King and others used a boycott to gain support through non-violence.
Why is it important? How did it change history? Think about your theme connection!	The boycott eventually caused the city to overturn segregation laws. The boycott drew national attention and put King in the spotlight, giving him the ability to organize similar protests using nonviolent resistance.

Thesis Sentence 1: Summarize the 5W's.

After Rosa Parks' 1955 arrest for refusing to give up her seat to a white passenger, Montgomery residents organized a boycott of city buses.

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

Using mutual aid and nonviolence as diplomatic strategies, they shifted the debate over segregation and established nonviolent resistance as a successful strategy for Civil Rights activists.

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.

Question:	Answer:
Who was involved/ Who was affected?	
What happened?	
Where did it take place?	
When did it happen?	
Why did it happen? What caused it?	
Why is it important? How did it change history? Think about your theme connection!	

Thesis Sentence 1: Summarize the 5W's.

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

Write Your Text: **Heart of the Story** or During

Name: Jenny Lopez Class Period: 8

Topic: Rosa Parks and the Montgomery Bus Boycott

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?

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.

Illustrations

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

1. Rosa Parks mug shot, arrest record
2. Boycott headline from New York Times
3. Cab photos from during boycott
4. Map of Montgomery, Alabama
5. Jo Ann Robinson's flyer about boycott

Quotes

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

1. Who said it: Rosa Parks
   When: "My Story," 1992
2. Who said it: Martin Luther King, Jr.
   When: Statement on Ending Boycott, 1956
3. Who said it: Claudette Colvin
   When: Twice Toward Justice, 2009

Write Your Text: **Heart of the Story** or During

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? **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: _____

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: _____

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. Print quotes and attach to this page.

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

Write Your Text: **Short-Term Impact** or Right After

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 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: _____

Write Your Text: **Long-Term Impact** or Long After

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

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: _____

Source Cards: Book, Website

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

Author's Last Name: _____

Author's First Name: _____

Title of Book: _____

Publisher: _____

City of Publication: _____ Year: _____

I read this book: ☐ Online ☐ In Print

How did you use this source?

_____

_____

_____

Website

Author's Last Name: _____

Website Title: _____

Publisher/Sponsor: _____

URL: _____

Date Published: _____ Date You Used It: _____

How did you use this source?

_____

_____

_____

_____

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

Author's Last Name: _____

Author's First Name: _____

Article Title: _____

Database Name: _____

Publisher/Service Provider of Database: _____

Date Published: _____ Date You Used It: _____

How did you use this source?

_____

_____

_____

Illustration

Title of Illustration: _____

Creator: _____ Date Created: _____

I found this image: ☐ In a Book ☐ On the Web

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?

_____

_____

_____