Student Research Workbook

Updated: Summer 2019

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: http://education.mnhs.org/historyday/

When you see this symbol, you will need to make multiple copies of this page.
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 write the thesis and text for each section of your project.

Go beyond just 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 your Documentary
- Scenes in a Performance

<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>
<tr>
<td>- What background information does your reader need to know about your topic?</td>
<td>- Look for the 5W’s and an H:</td>
<td>- What are some things that happened or changed right away?</td>
</tr>
<tr>
<td>- What events, ideas, or people happened before your topic to influence it?</td>
<td>- What happened?</td>
<td>- Think about positive and negative changes.</td>
</tr>
<tr>
<td>- What was going on in the world?</td>
<td>- How did it happen?</td>
<td>- How did this event impact different groups of people.</td>
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<tr>
<td><strong>Build-Up or Right Before the Event</strong></td>
<td><strong>Long-Term Impact or Long After the Event</strong></td>
<td></td>
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<tr>
<td>- Who were the main players?</td>
<td>- So what?</td>
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<tr>
<td>- What are they doing to get ready for the main events of your topic?</td>
<td>- Why is your topic important in history?</td>
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<tr>
<td>- What events or ideas led up the main event?</td>
<td>- How has your topic changed history?</td>
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<tr>
<td>- What was life like at this time?</td>
<td>- Why is the event still important today?</td>
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</table>
# 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 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 reading 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.

## Time

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<thead>
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<th>After</th>
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</thead>
<tbody>
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<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. 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? | 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. Did your topic impact all groups of people in the same way? |
| **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. What events or ideas led up the main event? What inspired people to get involved? Be more specific than the background section. | | These are the events that happened “long after your topic.”  
Take a step back. How are things are different because of your topic? How has your topic changed history? |
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>
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<th>Before</th>
<th>During</th>
<th>After</th>
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<tbody>
<tr>
<td>Background or</td>
<td>Heart of the Story or</td>
<td>Short-Term Impact or</td>
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<tr>
<td>Long Before the Event</td>
<td>During the Event</td>
<td>Right After the Event</td>
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<tr>
<td>Build-Up or</td>
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<td>Right Before the Event</td>
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<td>Long-Term Impact or</td>
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<td>Long After the Event</td>
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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.

<table>
<thead>
<tr>
<th>What is a Primary Source?</th>
<th>What is a Secondary Source?</th>
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</thead>
<tbody>
<tr>
<td>Primary sources are connected to your topic by time or participation. Primary sources were:</td>
<td>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.</td>
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<tr>
<td>• Created during the time of the event, or</td>
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<tr>
<td>• Involved someone who participated in the event first-hand.</td>
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<tr>
<td><strong>Examples of Primary Sources:</strong></td>
<td><strong>Examples of Secondary Sources:</strong></td>
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<tr>
<td>• Historic objects</td>
<td>• Biographies</td>
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<td>• Manuscript collections</td>
<td>• History textbooks</td>
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<tr>
<td>• Interviews with participants</td>
<td>• Books about the topic</td>
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<tr>
<td>• Autobiographies</td>
<td>• Articles about the topic</td>
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<tr>
<td>• Music from the time period</td>
<td>• Encyclopedias</td>
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<tr>
<td>• Government records</td>
<td>• Media documentaries</td>
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<tr>
<td>• Newspapers from the era</td>
<td>• Interviews with scholars/experts</td>
</tr>
<tr>
<td>• Letters</td>
<td>• Websites</td>
</tr>
<tr>
<td>• Photographs</td>
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<tr>
<td>• Original film footage</td>
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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.

- **It doesn’t matter if you are looking at the original or a copy of a source.** Think about how the author is connected to the topic and when the source was made.

- **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 she or he 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 probably NOT a primary source.

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

- **Short quotes are not primary sources.** Unless you read the whole source, or a long passage from the source, you should not list it as a primary source. Quotes are edited versions of primary sources. You should list quotes as secondary sources.
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. 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
- Letters
- Interview with Participant
- Autobiography
- Photographs
- Historic Objects or Site
- Original Film Footage
- Music of the Period
- Newspaper 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>
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<tbody>
<tr>
<td>Public Library—Name:</td>
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<td>College/University Library—Name:</td>
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<td>History Textbook—Title:</td>
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<td>Electronic Library of Minnesota (<a href="http://www.elm4you.org">www.elm4you.org</a>)</td>
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<td>Encyclopedia Britannica</td>
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<td>Academic Search Premier</td>
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<td>ProQuest</td>
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<td>Student Resources in Context</td>
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<td>Minnesota Historical Society</td>
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<td>MNopedia (<a href="http://www.mnopedia.org">www.mnopedia.org</a>)</td>
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<td>Library Guides (<a href="http://libguides.mnhs.org">http://libguides.mnhs.org</a>)</td>
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<tr>
<td>Minnesota History Magazine (<a href="http://www.mnhs.org/market/mhspress/minnesotahistory/">www.mnhs.org/market/mhspress/minnesotahistory/</a>)</td>
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<td>Google</td>
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<tr>
<td>Google Search</td>
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<tr>
<td>Targeted Search: “Primary Sources” or “History” plus your topic</td>
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<tr>
<td>Google Books (<a href="http://www.books.google.com">www.books.google.com</a>)</td>
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<tr>
<td>Other Idea:</td>
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<tr>
<td>Other Idea:</td>
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</tbody>
</table>
### Illustration & 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 for your topic. Write notes about the sources you might find.

<table>
<thead>
<tr>
<th>Photographs</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artwork</td>
<td>Did artists represent your topic through painting, drawing, or sculpture?</td>
</tr>
<tr>
<td>Maps</td>
<td>Try historic or current maps to help your viewer understand where your topic happened.</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Headlines from newspapers can be eye-catching illustrations.</td>
</tr>
<tr>
<td>Music or Sound Recording</td>
<td>Look for recorded sound, music, sheet music, or compositions from the time period. Remember: Sound wasn’t recorded until the 1860s.</td>
</tr>
<tr>
<td>Film Footage</td>
<td>Moving pictures weren’t invented until the late 1890s. For topics after this, try looking for primary source footage.</td>
</tr>
<tr>
<td>Interviews</td>
<td>You could conduct your own interview with a participant or expert, or look for one that has already been recorded.</td>
</tr>
<tr>
<td>Artifacts</td>
<td>Artifacts could include a variety of objects, like clothing, buildings, or other items in museum collections.</td>
</tr>
<tr>
<td>Charts &amp; Graphs</td>
<td>Graphs and charts are great ways to show information in an easy to understand format.</td>
</tr>
<tr>
<td>Documents</td>
<td>Documents, like letters or vital records, can be interesting visuals in a project.</td>
</tr>
<tr>
<td>Ephemera</td>
<td>These are things that were meant to be used only for a short time, like movie tickets, posters, or postcards.</td>
</tr>
<tr>
<td>Propaganda or Ads</td>
<td>These illustrations, often posters or advertisements, were created to persuade people.</td>
</tr>
</tbody>
</table>
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 section of your project (background, build-up, main event, short-term impact, and long-term impact). If you don’t have any cards for a

### Source Cards

Number your sources. Use the same number on the source cards and the note/quote cards. That way you will know which source the notes

<table>
<thead>
<tr>
<th>Source Cards</th>
<th>Secondary Source</th>
<th>Type of source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Gilman, Rhoda R.</td>
<td>Book</td>
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<td></td>
<td><em>Northern Lights: The Story of Minnesota’s Past,</em></td>
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<td></td>
<td>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.</td>
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<tr>
<td>Important Pages: 171-175</td>
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</tbody>
</table>

### Note and Quote Cards

Title each note and quote card with the main subject of the card. This will help you organize.

Summarize the important details from the source in your own words. Use a new index card for

If you are copying a quote, include the author’s name and date.

**Ueland Quote on Importance of Suffrage**

“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)

Reference:

<table>
<thead>
<tr>
<th>Note and Quote Cards</th>
<th>Source Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clara Ueland’s Early Career and Suffrage Ideas</td>
<td>1</td>
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</table>

Clara Hampson Ueland taught school before she married Minneapolis lawyer Andreas Ueland. She started to work in the suffrage movement with other well-educated women.

Page 172
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 your bibliography.**
- **Pull out main ideas** and questions.
- **Write a short summary** of what you have learned.

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

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**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 with

**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

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

**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
Name: Jenny Lopez
Class/Period: 8

Topic: Rosa Parks and 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:

- 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 Parks’ arrest, civil rights leaders organized a boycott of public transportation in Montgomery with the support of community members. The MIA, led by King, was formed to lead the cause. King’s approach was focused on non-violence, and was inspired by Gandhi. He wanted to gain the support of the “compassionate people” in the community.

Sources: “Eyes on the Prize: America’s Civil Rights Years, 1954-1965” by Juan Williams, 2013.
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.

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**Summary:**

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<th>Sources:</th>
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**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 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.**

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**Sources:**

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**Summary:**

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National History Day in Minnesota
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.**

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

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**Sources:**

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

Name: __________________________________________________________ Class/Period: ________________

**Task:** Take notes on 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>
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**Summary:**

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<th>Sources:</th>
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CORNELL NOTES: **LONG-TERM IMPACT** or LONG AFTER MY TOPIC

Name: __________________________________________________________ Class/Period: ___________

Topic: __________________________________________________________________________________

Task: Take notes on the Long-Term Impact, or the events that happened “long after your topic.” Take a step back. How are things are 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>
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Summary: __________________________________________________________

Sources: __________________________________________________________________
**Write Your History Day Thesis**

Name: **Jenny Lopez**  
Class/Period: **8**

**Topic:** Rosa Parks and 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>
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</table>
| Who was involved / Who was affected? | Rosa Parks, Citizens of Montgomery, civil rights leaders, city officials  
Martin Luther King, Jr. |
| What happened? | Parks refused to give up her bus seat. She was arrested. Civil rights leaders organized a bus boycott, which economically hurt the city. A Supreme Court lawsuit followed, which ruled segregation as unconstitutional |
| Where did it take place? | Montgomery, Alabama |
| When did it happen? | December 5, 1955. Boycott lasted 381 days. |
| Why did it happen?  
What caused it? | Civil rights leaders wanted to overturn segregation laws on public transportation. King 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. |

**Thesis Sentence 1:** Summarize the 5W’s.  
Rosa Parks was arrested in Montgomery, Alabama when she refused to give up her bus seat to a white passenger in 1955.

**Thesis Sentence 2:** So what? How did your topic change history?  
The following year-long bus boycott and Supreme Court battle broke the barrier of segregation on public transportation, opening doors for other civil rights movement victories through non-violent protest.
### 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>
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<tbody>
<tr>
<td><strong>Who</strong> was involved / <strong>Who</strong> was affected?</td>
<td></td>
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<tr>
<td><strong>What</strong> happened?</td>
<td></td>
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<tr>
<td><strong>Where</strong> did it take place?</td>
<td></td>
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<tr>
<td><strong>When</strong> did it happen?</td>
<td></td>
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<tr>
<td><strong>Why</strong> did it happen? <strong>What</strong> caused it?</td>
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**Thesis Sentence 1:** Summarize the 5W's.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Name: Jenny Lopez
Topic: Rosa Parks and the Montgomery Bus Boycott
Class/Period: 8

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 ideas.

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 Park’s 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 selected 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. Bus 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 staple 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 ideas.

**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?

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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 staple to this page.

1. Who said it: ____________________________________________
   When: ________________________________________________

2. Who said it: ____________________________________________
   When: ________________________________________________

3. Who said it: ____________________________________________
   When: ________________________________________________

National History Day in Minnesota
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 Build-Up section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your ideas.

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

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**Illustrations**

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

1. __________________________________________________________________________
2. __________________________________________________________________________
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**Quotes**

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

1. Who said it:__________________________________________________________
   When:___________________________

2. Who said it:__________________________________________________________
   When:___________________________

3. Who said it:__________________________________________________________
Name: __________________________________________________________ Class/Period: __________________

Topic: __________________________________________________________________________________

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

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?

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

1. ____________________________________________
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Quotes
What have you found? Focus on quotes from primary sources. Print quotes and staple to this page.

1. Who said it: _________________________________
   When: ______________________________________

2. Who said it: _________________________________
   When: ______________________________________

3. Who said it: _________________________________
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 Short-Term Impact section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your ideas.

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

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

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

1. Who said it: ____________________________
   When: ____________________________

2. Who said it: ____________________________
   When: ____________________________

3. Who said it: ____________________________

National History Day in Minnesota
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 Long-Term Impact section. Write a summary of this information below. Brainstorm the illustrations and quotes that support your ideas.

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

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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 staple to this page.

1. Who said it: ________________________
   When: ____________________________

2. Who said it: ________________________
   When/ ____________________________

3. Who said it: ________________________
**Task**: Take notes on each source you use. When you are done, talk to your teacher about how to turn these notes into your annotated bibliography. You can write the citations by hand or use a website, like Easy Bib 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 Full Name**: _____________________________________________________________________
- **Website Title**: __________________________________________________________________________
- **Publisher/Sponsor of Website**: ____________________________________________________________
- **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 notes into your annotated bibliography. You can write the citations by hand or use an online citation generator, like Easy Bib or NoodleTools. **You will need to use several copies of this page to take notes on all of your sources.**

### Database

- **Author’s First and Last:**
- **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 of Illustration:**
- **Original Date Created:**
- **I found this image:**
  - [ ] In a Book
  - [ ] On the Web
- **Book Title:**
- **Website Title:**
- **Publisher:**
- **Sponsor of Website:**
- **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 notes into your annotated bibliography. You can write the citations by hand or use an online citation generator, like Easy Bib or NoodleTools. **You will need to use several copies of this page to take notes on all of your sources.**

### Encyclopedia

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<th>Article Title:</th>
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<tr>
<td>Volume:</td>
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<td>Publisher:</td>
<td>City:</td>
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<tr>
<td>Year:</td>
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<td>I read this article:</td>
<td>In Print</td>
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<tr>
<td>How did you use this source?</td>
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### Newspaper

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