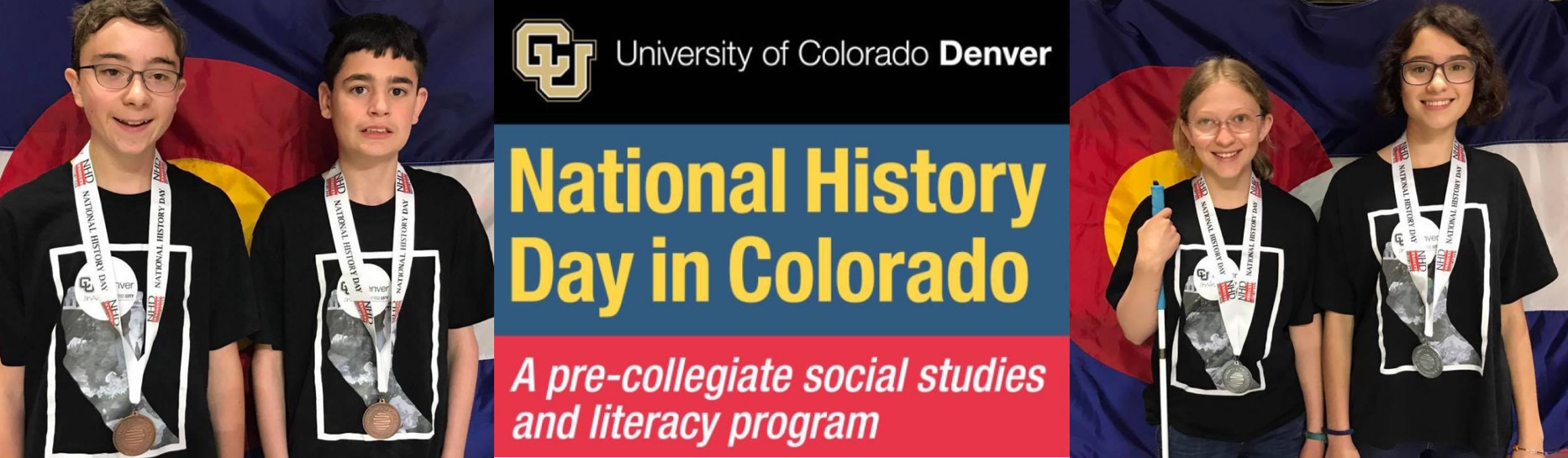
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**National History Day in Colorado**

*Educator Workshop Workbook*

*National History Day in Colorado*

***Educator Workshop Workbook***

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***History Day 101***

National History Day in Colorado has created an eleven-step curriculum that allows educators and sponsors to implement the program easily and effectively in their classroom. These eleven steps can be adapted to fit almost any subject area, age group, learning level and style, time frame, and format. While each step will be discussed in depth, below are the “BIG 3” for each one… the three things that are crucial for effective implementation.

**I. Incorporating NHDC into Your Classroom**

1. Format—How will you incorporate NHDC? In the classroom on a regular basis, as a capstone, as an after-school club?

**My format:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2. Timeline—How long and often will you work on NHDC? One day a week,

one semester, two semesters, as an independently-paced project?

**My timeline:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3. Competition—Will your students compete in the contest cycle?

Competition is not required, but it is encouraged to introduce students to public speaking and presentation.

**Will my students compete?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**II. Step 1: The Topic Selection Process**

1. Topic Restrictions—Will you restrict the time period and geographic

location of your students’ topics? Remember NO topic is too small or insignificant. Students are encouraged to pursue local topics and even family histories, as long as they connect them to the larger cultural and societal tensions and movements of the day.

**Topic Restrictions?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2. Be Specific!—It is absolutely vital that students select topics that are

specific enough that they can create unique projects and draw specific claims. More on this later…

3. Draw Long-Term Impacts—There is not a specific timeframe regarding

how old a topic must be, however the rule of thumb is roughly 20-25 years. However, topics that are slightly more recent are still fair game. For example, September 11—students were not alive for this event. The question you must force your students to ask is, “Does my topic have long-term impacts?” If not, it is probably a current event, not a historical topic.

**III. Step 2: Becoming an “Expert”: Identifying Context**

1. Identify the 5 Ws—Identify the “who,” “what,” “when,” “where,” and

“why” for the topic. This will help when writing the thesis paragraph and is vital to understanding the basic information about a selected topic.

2. Before, During, & After—What happened before, during, and after?

Historical events do not happen in isolation. What else is going on that will help the audience understand the topic?

3. Where in the World!?—What else is happening in the world that might

help the audience understand the topic? For example, it adds necessary context to understand that during World War II, there was a Pacific Front, even if your topic focuses on the European Front. Or if a topic centers around Charles Darwin’s research in the Galapagos and his writing of *On The Origin of Species*, it might be helpful to know that Alfred Russell Wallace, another scientist came to the same conclusions independent of Darwin.

**IV. Step 3: The Thesis Statement**

1. The 5 Ws—When we write thesis statements, we are really writing thesis

paragraphs that help us identify our topic and exactly what we will be exploring in the project. Thus, we must have our 5 Ws (see above).

2. Theme—Our thesis statement must identify the annual theme. It is the

quickest and best way to connect a particular topic to the theme.

3.Impacts—This is where our argument comes in—what short-term and long-term impacts are we focusing on and arguing in our project? They need to be in our thesis statement.

**V. Step 4: The Research Process**

1. Take Notes!—There’s nothing worse than trying to retrace your steps to

find sources again later when you are trying to put together your annotated bibliography. Keep citations and notes now to make your citations and annotations easier later.

2. 2:1 Primary to Secondary Source Ratio—This is a rule of thumb that will

definitely vary from topic to topic, but the majority of projects need to have twice as many primary as secondary sources. Ancient history topics and those with limited sources translated from a foreign language might be instances in which a student has fewer primary than secondary sources.

3. Verifying the Integrity of Sources—Students must evaluate and use

legitimate online sources. These will typically come from .org, .edu, or .gov sites. Examples of bad sources: *History Channel*, quotes.com, *Encyclopedia Britannica*, Wikipedia.com, etc.

**VI. Step 5: Making Sense of Your Research and Outlining Your Argument**

1. Outline Your Essay—What if I am not writing an essay, you say? That’s

ok! Ideally, students will not yet have chosen a format and all History Day projects are essentially a five-paragaph, argumentative essay. First, outline your project as a five paragraph essay. More on this later in the workbook…

2. Exhibit Map—Now, let’s layout our project on the exhibit map. What if

I’m not doing an exhibit, you say? Again, that’s ok! Using the exhibit map helps us visualize what we might have missed in our research and where we need to revisit before we execute our project construction. More on this later as well…

3. Project Layout—Now, let’s consider what project format we might want

to complete and explore what goes into executing it.

**VII. Step 6: Choosing a Category**

1. What Category Appeals to You?—This is important because students

need to choose a category that they enjoy and that suits their strengths.

2. What Category Best Suits Your Topic?—Some Topics lend themselves to

some formats better than others. For example, an ancient topic is probably not a great choice for a website. There is an expectation that websites have multimedia, which will be tough to find regarding Julius Caesar.

3. Do You Have the Tools You Need?—Some formats are more

technologically-intensive or require more specialized knowledge. Be sure you can access the tools and expertise required before committing to a format.

**VIII. Step 7: Groups or Individuals?**

1. Group Contract—Group projects are the best way for students to lose

friends. We recommend requiring a group contract, signed by students and parents.

2. Group Size—Students can work in groups of up to five. However, this is

likely too many individuals for most of the formats, except perhaps the performance category, which may require many actors. The “sweet spot” for group sizes is 2-3.

3. Dividing the Work—It is important that students engaged in group work

divide the work equally. This does not mean that one student researches and one assembles the exhibit board. All students need to be involved in all steps of the process.

**IX. Step 8: Project Creation and Rules Summary**

1. Word and Time Limits—Pay close attention to the word and time limits

for each category. Students need to get as close to the word or time limits as possible without going over.

Word Limits:

Exhibit: 500 student-generated words

Website: 1,200 student-generated words

Paper: 2,500 words (not including endnotes/footnotes)

Time Limits:

Documentary: 10 minutes

Performance: 10 minutes

2. Multimedia Minimums and Limits—Pay attention to multimedia limits as

well—there is a time limit regarding media clips for some formats. Additionally, there are some “unwritten rules” for documentaries in terms of media types.

Multimedia Limits:

Exhibit: 3 minutes total across exhibit

Website: 4 minutes total across website

Paper: Photos must be in an appendix, not within text

“Unwritten Rules”:

Documentary:

* Video clips should be short and interspersed—clips should not detract from a student’s work, but rather lend to it overall.
* Be sure not to re-use photos. Documentaries require between 100-250 unique photos.

3. Captions—Captions are crucial for all images, videos, and figures used on

exhibit boards, in websites, and in papers. Documentaries require a list of image and video credits for the content within the documentary.

**X. Step 9: The Process Paper**

1. First Person—The Process Paper can absolutely be written in the first

person.

2. No Research or Analysis—The Process Paper cannot contain any

additional research or analysis. If this information is in the process paper, it cannot be counted in the final evaluation. All research and analysis must be on or within the project itself.

3. Process Detail—Remember, this step is nothing more than a student’s

detailing of their process. How did they choose the topic? How did they do their research?

**XI. Step 10: Citations and the Annotated Bibliography**

1. Chicago Style—While MLA-style annotations are allowed, in competitions

and especially in the paper category, Chicago citations are preferred.

2. Separated into Primary and Secondary—The annotated bibliography

must be separated into sections of primary and secondary sources.

3. Annotations—All sources must be annotated with annotations of 3-7

sentences in length at least. Follow this formula:

1. What is the source and where did you find it?

2. What is the main point/argument/thesis of the source?

3. How did you use the source and how does it support your

thesis?

**XII. Step 11: The Contest**

1. Practice the Interview—Remember, students do not need a presentation

for the interview. They simply need to answer the judges’ questions. Preparation is important.

2. Be on Time—Projects are not eligible for competition unless students

complete the interview in the preliminary round.

3. Have Back-Up—Remember to bring back-ups for anything that could go

wrong. Bring scissors and glue to touch-up exhibits, upload your documentary and bring it backup up on a flash drive, double-check that your website is published, bring extra copies of bibliographies and process papers. Plan ahead!

***Step 1: Topic Selection***

Topic selection is crucial to the NHD process. A topic that is too broad simply will not produce a good project, as it will not have the focus and analytical elements more focused projects will have. A topic that is too narrow will make it difficult to fulfill word and length requirements, which will also hinder a project from being competitive.

**The BIG 3:**

1. Topic Restrictions—Will you restrict the time period and geographic

location of your students’ topics? Remember NO topic is too small or insignificant. Students are encouraged to pursue local topics and even family histories, as long as they connect them to the larger cultural and societal tensions and movements of the day.

2. Be Specific!—It is absolutely vital that students select topics that are

specific enough that they can create unique projects and draw specific claims.

3. Draw Long-Term Impacts—There is not a specific timeframe regarding

how old a topic must be, however the rule of thumb is roughly 15-20 years. However, topics that are slightly more recent are still fair game. For example, September 11—students were not alive for this event. The question you must force your students to ask is, “Does my topic have long-term impacts?” If not, it is probably a current event, not a historical topic.

**Topic Selection: Self-Questioning**

This year’s NHD theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My general area(s) of interest: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

People/Places/Groups Involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What changed because of my topic?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My topic represents a change in:

\_\_\_\_\_ technology

\_\_\_\_\_ political thought or practice

\_\_\_\_\_ social beliefs or practices

\_\_\_\_\_ economic practices

\_\_\_\_\_ scientific practices

\_\_\_\_\_ medical practices

\_\_\_\_\_ military practices

\_\_\_\_\_ religious practices

\_\_\_\_\_ transportation

\_\_\_\_\_ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My topic fits into one or more of these historical movements or issues:

\_\_\_\_\_ war

\_\_\_\_\_ women’s issues

\_\_\_\_\_ revolution

\_\_\_\_\_ environmental

\_\_\_\_\_ colonization

\_\_\_\_\_ democracy

\_\_\_\_\_urbanization

\_\_\_\_\_ education

\_\_\_\_\_ native groups

\_\_\_\_\_ communism

\_\_\_\_\_ political conflict

\_\_\_\_\_ civil rights

\_\_\_\_\_ economics

\_\_\_\_\_ human rights

\_\_\_\_\_ nationalism

\_\_\_\_\_ populism

\_\_\_\_\_ religion

\_\_\_\_\_ community

\_\_\_\_\_ expansionism

\_\_\_\_\_ cultural change

\_\_\_\_\_ racial issues

\_\_\_\_\_ immigration

\_\_\_\_\_ labor

\_\_\_\_\_Marxism

\_\_\_\_\_ agriculture

\_\_\_\_\_ children’s issues

\_\_\_\_\_ health issues

\_\_\_\_\_ socialism

\_\_\_\_\_ leadership

\_\_\_\_\_ other: \_\_\_\_\_\_\_\_

Has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference in the way people view the larger movement/issue?

**Topic Selection: Narrowing**

Narrowed Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Short-Term Impact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Long-Term Impact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Represents Change in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Broad Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part of these movements:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Broad Interest: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic Selection: Additional Topic Ideas**

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Step 2: Becoming an Expert & Step 3: The Thesis Statement***

Thesis statements are almost always the difference between a good project and a great project. In a thesis statement, the student must make a claim and identify what they intend to prove throughout the rest of their project. While a thesis statement is 1-2 sentences, the best projects begin with a thesis paragraph that provides all the introductory information they need to adequately introduce the audience to their topic. A thesis paragraph, or an introductory paragraph is typically 5-10 sentences long and ends with the thesis statement—the 1-2 sentences that contains the actual argument. A thesis statement can be easily composed via…

**The BIG 3:**

1. The 5 Ws—When we write thesis statements, we are really writing thesis

paragraphs that help us identify our topic and exactly what we will be exploring in the project. Thus, we must have our 5 Ws.

2. Theme—Our thesis statement must identify the annual theme. It is the

quickest and best way to connect a particular topic to the theme.

3. Impacts—This is where our argument comes in—what short-term and long-term impacts are we focusing on and arguing in our project? They need to be in our thesis statement.

But first, we need to become an expert on the topic. We can’t write a well-informed thesis before we understand the context of the topic in question. Let’s recall to become an expert, we need…

**The BIG 3:**

1. Identify the 5 Ws—Identify the “who,” “what,” “when,” “where,” and

“why” for the topic. This will help when writing the thesis paragraph and it vital to understanding the basic information about a selected topic.

2. Before, During, & After—What happened before, during, and after?

Historical events do not happen in isolation. What else is going on that will help the audience understand the topic?

3. Where in the World!?—What else is happening in the world that might

help the audience understand the topic? For example, it adds necessary context to understand that during World War II, there was a Pacific Front, even if your topic focuses on the European Front. Or if a topic centers around Charles Darwin’s research in the Galapagos and his writing of *On The Origin of Species*, it might be helpful to know that Alfred Russell Wallace, another scientist came to the same conclusions independent of Darwin.

**Becoming an “Expert”: Contextualization is Crucial**

Let’s take our narrowed topic from the previous section and answer the following questions:

* **Who?** Who are the primary actors involved in this topic?
* **What?** What is the main crux of our topic? What happened?
* **Where?** Where did it happen?
* **When?** When did it happen?
* **Why?** Why did it happen? What events created the conditions for our topic to become possible?

Who? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next, we need to identify the events that happened before, during, and after our specific topic. Identify three major events for each. We likely will not use all of these for our thesis, but they will help us flesh out the context section of our project later on.

**Before**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**During**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**After**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What else is happening that might not be directly related to the specific topic, but is important to understand the social and cultural atmosphere of the topic? Identify 3-5 of these additional contextual points.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Becoming an “Expert”: Building-Your-Own *Wikipedia* Page**

Should students be citing *Wikipedia* in their annotated bibliographies? Absolutely not. For one, it’s a tertiary source and tertiary sources should never be included in an annotated bibliography. It’s also not peer-reviewed, which makes it a weak source. Notice, I did not say an unreliable source—it is overall, reliable—however, we want to stick with strong, legitimate sources in our bibliographies.

Nonetheless, students should **ABSOLUTELY** use *Wikipedia* as a tool for learning about their topic, especially as it related to context. It’s also a great place to start for sources in regard to those cited in each *Wikipedia* article.

To grasp and organize content, we will build our own *Wikipedia* page.



**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Summary (5 Ws): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Aftermath:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Background: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Lead-Up Events: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Concurrent Events: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Aftermath: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Thesis Statement: What It Is and Is Not**

A Thesis Statement is NOT…

* **A statement of what is already generally known.**

“George Washington broke barriers as a founding father.”

* **A catch-all.**

“Since the beginning of time, there have been religious conflicts.”

* **A grandiose claim.**

“The Great Depression was the worst economic disaster in human history.”

* **A counter factual (what-if statement).**

“If Hitler had not been defeated, he would have conquered the United States.”

A Thesis Statement IS…

* **A hypothesis**

Just like a hypothesis, a thesis statement makes a claim that can be proven or disproven with data and evidence.

* **The “SO-WHAT”**

The “so-what” factor informs the audience why the topic is significant in history.

* **Falsifiable**

Thesis statements, like hypotheses, have to have the possibility of being refuted.

* **Supported by primary and secondary sources.**

All thesis statements must be proven with primary sources. Secondary sources are used to help interpret primary sources.

Using this information, identify why the following are not thesis statements, or are very weak thesis statements:

1. “During the Revolutionary War, the Founding Fathers changed the world.”

What is wrong with this statement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. “Rachel Carson wrote *Silent Spring*  in 1962.”

What is wrong with this statement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. “The Ku Klux Klan ruled Colorado in the 1920s.”

What is wrong with this statement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. “The United States was the first country to go to the moon.”

What is wrong with this statement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. “Oskar Schindler saved Jews during the Holocaust.”

What is wrong with this statement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Thesis Statement: Composition**

Our thesis statement must include 5 components:

1. Narrowed topic
2. The 5 Ws
3. The Theme
4. Short-Term Impact
5. Long-Term Impact

We already have a narrowed topic and our 5 Ws. We wrote a paragraph including these components when we wrote the summary portion of our *Wikipedia* page.

**Let’s rewrite/revise that summary here. It will serve as the introductory information for our thesis paragraph.**

Summary that describes our narrow topic and includes the 5 Ws:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Now, re-read the above sentences. Are they specific, for example, let’s say we are discussing the Marshall Plan. We could identify the time period as “the 1940s,” but it could be more SPECIFIC to say “1947, post-World War II Europe.” We could identify the location as “Europe,” but it would be more SPECIFIC to say “Western Europe.” We could identify the major players in this event as “Harry Truman and George Marshall,” but it would be more SPECIFIC to say “President Harry Truman and Secretary of State George Marshall.”

**Make any necessary revisions or additions.**

Now we need to compose the argumentative portion of our thesis paragraph, or the 1-2 sentence thesis statement, if you will. Remember, it is hard to make sense of a thesis statement without the introductory information we just composed.

**Let’s identify our impacts:**

Short-Term Impact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Long-Term Impact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Finally, let’s go back in and add the theme words to our impact sentence. Where can you reasonably swap out language and replace it with “breaking barriers?”

**Make these revisions.**

**Finally, let’s combine our introductory information sentences with our argument sentences to create our thesis paragraph.**

**Thesis Paragraph:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Now, check your thesis statements for all the necessary components.** REMEMBER: your thesis statement can change over the course of the project, and in fact it should! Don’t be afraid to make edits that will improve your thesis.

Here is an example to reference:

In 1947, post-World War II (WWII) Europe saw the growing threat of communism and declining economies. This economic and political environment caused President Harry Truman and Secretary of State George Marshall to devise the European Recovery Plan, or ERP. The ERP was an economic stimulus program that injected over $13 billion into the struggling economies of Western Europe. This program, now referred to as the **“Marshall Plan,”** marked a *turning point* in American foreign policy. It was a reversal from post-World War I (WWI) isolationism and generated long-lasting relations with other nations.

-Alexander Weissman

2013 National Junior Paper Gold Medalist

* The 5 W’s
  + **Who?** President Harry Truman, Secretary of State George Marshall, United States, Western Europe. Notice how all the major players are specifically identified. Notice how titles are included to help identify specific people.
  + **What?** The European Recovery Plan (ERP), later know as the Marshall Plan.
  + **Where?** The United States and Western Europe—Money is coming from the U.S. and being injected into Western European economies.
  + **When?** In 1947, post-World War II Europe.
  + **Why?** To inject money into the struggling economies of Western Europe.
* *Theme:* The theme in 2013 was *Turning Points in History.* Alexander says, “This program, now referred to as the “Marshall Plan,” marked a **turning point** in American foreign policy.
* **Topic**: Alexander clearly narrowed his topic from a general interest in the consequences of WWII, and the broad topic of post-war economics before he landed on the Marshall Plan.
* Impacts
  + Short Term: What happened immediately after?

“*It was a reversal from post-World War I (WWI) isolationism…”*

* + Long-Term: Why do we care about it today? So what?

*“…generated long-lasting relations with other nations.”*

***Step 4: The Research Process***

Now, we dive into research. Remember, your research must support your thesis statement. If you begin your research and find that your thesis statement is, perhaps, incorrect, DO NOT try to make your research fit. Revise your thesis statement. Let the research guide the process. And remember…

**The BIG 3:**

1. Take Notes!—There’s nothing worse than trying to retrace your steps to

find sources later when you are trying to put together your annotated bibliography. Keep citations and notes now to make your citations and annotations easier later.

2. 2:1 Primary to Secondary Source Ratio—This is a rule of thumb that will

definitely vary from topic to topic, but the majority of projects need to have twice as many primary as secondary sources. Ancient history topics and those with limited sources translated from a foreign language might be instances in which a student has fewer primary than secondary sources.

3. Verifying the Integrity of Sources—Students must evaluate and use

legitimate online sources. These will typically come from .org, .edu, or .gov sites. Examples of bad sources: *History Channel*, quotes.com, *Encyclopedia Britannica*, Wikipedia.com, etc.

Also, remember to note the difference between primary and secondary sources:

**Primary Source:** immediate, first-hand accounts of a topic from people who had a direct connection with it.

**Examples:** diaries, contemporary newspaper articles, maps, paintings, songs, government documents, poems, books

**Secondary Source:** generally interpret and analyze primary sources. These sources are one or more steps removed from the event. Secondary sources may also contain pictures, quotes, etc. that are primary sources.

**Examples:** scholarly books and articles

**Research Process: Verifying the Integrity of Sources**

Verifying sources and selecting credible ones can be challenging, especially in terms of online sources. For the most part, the most reliable online sources are from sites that end in .org, .edu, .gov. There are, of course exceptions for each of these.

**Pick a site from a Google search related to your topic and answer the following questions.**

What is the URL ending?

Can you tell who created this site? If so, who?

Is this site affiliated with a reliable institution? If so, what institution?

Does the site look professionally designed and managed?

Does the site list an author and date of publication?

Does the article or piece in question cite the information it uses?

Can you discern any noticeable bias right away? If so, is this still a reliable piece of information in that in demonstrates a particular perspective?

**Finally, based on this evaluation, is this source reliable?**

**Research Process: Evaluating Sources**

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Available from: http://www.loc.gov/teachers/primary-source-analysis-tool/

**After a preliminary evaluation of the source, answer the following questions:**

1. Who created the source? What is the source about?

2. What is the purpose of the source?

3. When was the source created? Is the source also referring to another time period?

4. Where is this source most pertinent to? What country is it from? What entity produced or sponsored it?

5. Why was this source created?

6. What makes this source unique?

7. What kind of language is used (if applicable)?

8. What are the expectations of the author/creator?

9. Who is the intended audience of this source?

10. What additional information is important about this source?

Now, complete this process for three sources that pertain to your narrowed topic.

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Available from: http://www.loc.gov/teachers/primary-source-analysis-tool/

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10. What additional information is important about this source?

**Research Process: Tracking Sources**

As you begin researching, it is critical that you track your sources in a meaningful way. Track the three sources that pertain to your topic in the diagram below. Remember, how you categorize your sources may change as you accumulate them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Source** | **Format (i.e. article, photo, etc.)** | **Chicago Citation** | **Which part of the project do you foresee using this for? (i.e. background, thesis, etc)** | **How does this support your argument?** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

***Step 6: Choosing a Category & Step 8: Project Creation and Rules Summary***

Choosing the appropriate category for your particular topic is absolutely vital to creating a successful project. Each project format requires that you convey your information in certain ways. Consider what types of sources you have and if you can use the tools available to you for each individual format to appropriately communicate those sources.

Remember…

**The BIG 3:**

*Step 6: Choosing a Category*

1. What Category Appeals to You?—This is important because students

need to choose a category that they enjoy and that suits their strengths.

2. What Category Best Suits Your Topic?—Some Topics lend themselves to

some formats better than others. For example, an ancient topic is probably not a great choice for a website. There is an expectation that websites have multimedia, which will be tough to find regarding Julius Caesar.

3. Do You Have the Tools You Need?—Some formats are more

technologically-intensive or require more specialized knowledge. Be sure you can access the tools and expertise required before committing to a format.

*Step 8: Project Creation and Rules Summary*

1. Word and Time Limits—Pay close attention to the word and time limits

for each category. Students need to get as close to the work or time limit as possible without going over.

Word Limits:

Exhibit: 500 student-generated words

Website: 1,200 student-generated words

Paper: 2,500 words (not including endnotes/footnotes)

Time Limits:

Documentary: 10 minutes

Performance: 10 minutes

2. Multimedia Minimums and Limits—Pay attention to multimedia limits as

well—there is a time limit regarding media clips for some formats. Additionally, there are some “unwritten rules” for documentaries in terms of media types.

Multimedia Limits:

Exhibit: 3 minutes total across exhibit

Website: 4 minutes total across website

Paper: Photos must be in an appendix, not within text

“Unwritten Rules”:

Documentary:

* Video clips should be short and interspersed—clips should not detract from a student’s work, but rather lend to it overall.
* Be sure not to excessively re-use photos. Documentaries require between 100-250 unique photos.

3. Captions—Captions are crucial for all images, videos, and figures used on

exhibit boards, in websites, and in papers. Documentaries require a list of image and video credits for the content within the documentary.

**Project Categories: The BIG 3**

Just like each step of the NHDC process, each category has a BIG 3 things that cannot be forgotten. There is obviously much more for each category, but these three things are often forgotten. Each format also has a particular strength and exploits certain kinds of sources.

**Exhibit:**

1. Captions on photos, figures, etc.—All visual material on an exhibit board MUST be captioned. This does not need to be a full citation—it just needs to include the name of the picture, figure, graph, etc.; the source where you retrieved it (i.e. Library of Congress), and a year.
2. Clear and easy-to-read headings—Exhibit boards tend to have a lot of information on them. Therefore, it is imperative that you include clear section headings to guide your audience.
3. 500 student-generated words—Remember that exhibits only allow for 500 student-generated words. Direct quotations and captions do not count.

**Strength of the Exhibit Category:** Because you only get 500 student-generated words, an exhibit is great for displaying projects with many types of visual source material. Maps, diagrams, photos, newspaper headlines, and direct quotations will all be necessary to prove your argument and supplement your maximum allowable number of words.

**Website:**

1. Captions on photos, figures, etc.—All visual material in the website MUST be captioned. This does not need to be a full citation—it just needs to include the name of the picture, figure, graph, etc.; the source where you retrieved it (i.e. Library of Congress), and a year.
2. Multimedia—Websites must include multimedia. If a student chooses to select a website, this tool must be used. This includes the 4 minutes allotted for video and/or music. Slideshow should also be utilized, along with interactive diagrams, if available.
3. 1200 student generated words—The website category also has a word limit, though it is much more substantial than the exhibit board. This means that students need to use multiple pages within their site and use their multimedia and photos to complement their own words.

**Strength of the Website Category:** The strength of the website category is its ability to showcase many different kinds of multimedia in one place. Topics that lend themselves to the utilization or interactive items and video evidence are great for the website category.

**Paper:**

1. Chicago-style citations—In the paper category, Chicago footnotes and/or endnotes are strongly preferred over in-text citations.
2. Direct Quotations—Direct quotations are important in a paper, but don’t overdo it. You should directly quote anything that is particularly unique in the way it was worded, or notable as it relates to your topic. Paraphrase everything else.
3. 2,500 word count—It is vital that you hit the word count. Anything less than 2,500 words will not be competitive.

**Strength of the Paper Category:** The paper category is great for topics that are text heavy. If your project is largely built around newspaper articles, diary entries, letters, etc., the paper category will suit your needs as you can exploit the power of direct quotations.

**Documentary:**

1. Photos Galore—The documentary category requires between 100-250 photos, depending on how much video evidence is used. You want to limit, or if possible eliminate, the repetition of images in a documentary.
2. End Credits—The end of the documentary should include brief credits that quickly scroll through the images and videos used in the documentary—these do not need to be full citations, but can be.
3. 10-minute time limit—Documentaries must be as close to ten minutes long as possible.

**Strength of the Documentary Category:** The documentary category is great for topics with heavy visual evidence, especially photos and videos. Note: be careful when using video clips. You only want to use short segments, otherwise you are just using someone else’s documentary.

**Performance:**

1. Costumes and Props—Costumes and props should be historically accurate to the time period. Renting costumes is a great option for the performance category.
2. Movement—Scripts should facilitate dynamic movement on the stage. Avoid a ten-minute soliloquy.
3. 10-minute time limit—Performances must be as close to ten minutes long as possible.

**Strength of the Performance Category:** Performance categories have a special creative element in that you can compose your own scripts. Topics with heavy textual elements and that lend themselves to story-telling are great for the performance category.

**Project Categories: Notes**

Exhibit

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Website

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Which category works best for your particular topic? Why?

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***Step 10: Citations and the Annotated Bibliography***

While citations and the annotated bibliography may seem like an afterthought at times, the annotated bibliography is another major element that can take a project from good to great. At the National Contest, only one project is chosen from each heat to move onto final rounds. Often, the difference between the top two or three projects lies in an element of the annotated bibliography.

Don’t forget…

**The BIG 3:**

1. Chicago Style—While MLA-style annotations are allowed, in competitions

and especially in the paper category, Chicago citations are preferred.

2. Separated into Primary and Secondary—The annotated bibliography

must be separated into sections of primary and secondary sources.

3. Annotations—All sources must be annotated with annotations of 3-7

sentences in length at least. Follow this formula:

1. What is the source and where did you find it?

2. What is the main point/argument/thesis of the source?

3. How did you use the source and how does it support your

thesis?

**Citations: Chicago Style**

Below are some examples of citations for common source formats. The best place to find additional citation format examples is the Online Writing Lab at Purdue (owl.purdue.edu). Please note, sites like *EasyBib* that generate citations are RARELY correct. Students should not be using these.

**Books:**

Bibliographic Entry:

Last name, First name. *Title of Book.* Place of Publication: Publisher, Year of publication.

Endnote/Footnote:

First name Last name, *Title of Book* (Place of Publication: Publisher, Year), page number.

**Journal Article:**

Bibliographic Entry:

Last name, First name. “Title of Article.” *Title of Journal* vol. #, issue # (Year): page

number-page number.

Endnote/Footnote:

First name Last name, “Title of Article,” *Title of Journal* vol. #, issue # (Year): page number.

**Newspaper:**

Bibliographic Entry:

Last name, First name. “Headline.” *Newspaper Title* (City, State), Month Day, Year.

Endnote/Footnote:

First name Last name, “Headline,” *Newspaper Title* (City, State), Month Day, Year.

**Online Sources:**

Bibliographic Entry:

Last name, First name. “Title of Web Page.” *Publishing Organization or Name of Website.* Publication date/last updated date. Shortened URL.

Endnote/Footnote:

First name Last name, “Title of Web Page,” *Publishing Organization or Name of Website,* publication date/last updated date, shortened URL.

**Interviews:**

Bibliographic Entry:

Interviewee Last Name, Interviewee First Name. Affiliation. First and Last Name of Interviewer. Medium (i.e. email, verbal, phone). Month Day, Year.

Endnote/Footnote:

Interviewee First and Last Name, Affiliation, interviewed by Interviewer First and Last Name, medium, Month Day, Year.

**Legal Documents:**

Bibliographic Entry:

Last name, First Name. “Title of Document.” Type of Source, Place of Publication,

Year of Publication.

Endnote/Footnote:

First Name Last Name, “Title of Document” (type of source, Place of Publication, Year), page number.

**Photograph:**

Bibliographic Entry:

Last Name, First Name. *Title of Work.* Format. City: Publishing Company, copyright

date. Source, Collection. URL.

Endnote/Footnote:  
First name Last name, *Title of Work,* format, City: Publishing Company, date, Source, Collection, url.

**Manuscript:**

Bibliographic Entry:

Last Name, First Name. *Title of Work.* Format. City: Publishing Company, date.

Source, Collection.

Endnote/Footnote:

First Name Last name, *Title of Work,* format, City: Publishing Company, date, Source, Collection.

**Rules, Tips, and Tricks for Citations**

1. Think of the endnote/footnote format as a long sentence, separated by commas, unlike the bibliographic entries that are made up on short sentences separated by periods.
2. If you are citing two sources in one sentence, do not use two footnotes. Separate the sources with semicolons (;) in a single footnote.
3. The first time you cite a source, include all the bibliographic information in the footnote/endnote. After that, you can use a shortened citation that follows this format: Author Last Name, *Shortened Title,* page number. Note that the title for some sources will be in quotation marks, rather than italicized.
4. If you cite the same source twice in a row, DO NOT use *Ibid.,* use the shortened citation.
5. Bibliographies must be alphabetized. Separate your bibliography into primary source and secondary source sections, and then alphabetize each section.
6. Remember to format bibliographic entries with a hanging indentation.
7. Do not include ridiculously long URLs. Most of the time, these URLs are constantly changing, and the extended URL will not lead your reader back to your source. Just include a shortened URL to direct the reader to the site you used, for instance, loc.gov. Additionally, some scholarly articles and books online have a Digital Object Identifier, or a doi. This is generally a series of numbers that unlike a URL, will never change. If a doi is provided, instead of listing the URL, list the doi. Example: doi:12345678.

**Now, take the three sources you identified in your research section, and cite them properly in both bibliographic format and endnote/footnote format. Remember to cite them alphabetically.**

1. Bibliographic Entry:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Bibliographic Entry:

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3. Bibliographic Entry:

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**Annotations: Quick Guide**

Annotations are simple and can be completed with a simple formula, consisting of 3-7 sentences, depending on the source:

1. What is the source and where did you find it?

2. What is the main point/argument/thesis of the source?

3. How did you use the source and how does it support your

thesis?

**Rules, Tips, and Tricks for Annotations**

1. The length of your annotations will largely depend on how important a source is to support your thesis. For example, if you use a portrait of George Washington to demonstrate his inauguration garb, that annotation will be substantially shorter than one regarding a volume of compiled letters between George Washington and various individuals.
2. Every single source needs to be annotated, without exception.
3. Keep track of these as you go. It will be daunting if you leave annotation writing until the last minute.
4. Every single source has a main point, though some may not have a thesis, per se. A photograph likely does not have a thesis, but it does have a main point, i.e. conveying the beauty of a landscape.

**Now, write annotations for each of your three citations using the formula above.**

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***Notes***