MAGNET STUDENTS RESEARCH & REVEAL...

CONFLICT AND

Dr. Wilkinson
Ms. Clare
Ms. Garcia
Mr. Harris
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Mr. Stoops
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Selecting the Topic
Here are some preliminary questions you should consider in selecting your topic

**Can you analyze your topic?**—Through every event and action that occurred in the past is now part of history, some events were simply part of history while others helped to shape history. Your topic selection needs to focus on those significant events that shaped history. You not only want to relate what happened but how it happened and why the event is important.

**Is your topic too small?**—The answer to this question will almost entirely be based on the number of available resources. Often we don’t realize a topic is too narrow into we have done some preliminary research. Don’t panic if you have trouble finding multiple sources. Talk with your teacher or parent and ask for help in expanding your original idea.

**Is your topic too large?**—This is the most common problem that new researchers have. If your topic is too broad then there are too many resources to read. You would spend all of your time summarizing the event rather than analyzing why it was important.

**Are there primary sources available for your topic?**—A primary source is a description or artifact created at the time of the event being investigated. Good historians use lots of primary sources to develop their conclusions. If you are planning to compete in the history fair project you want to make sure that you use an abundance of primary sources in your research.

**Will you enjoy researching and learning about this topic?**—History should be fun to learn. If you dislike your topic before you start, you are certainly not going to like it as you immerse yourself in the research for the next 6 weeks. Pick a topic that interests you not what you think your teacher or parents will like!

**Winning Strategies for Topic Development**

**Strategy #1**
• Select a significant person or event from history. (Be careful not to choose obscure or cliché topics. Go for the unusual or unique)
• Select a topic of personal interest and then do your best to identify its historical importance or significance. (Be prepared to shift focus if importance to the big picture of history is limited)

Strategy #2
• Find a person of influence and read his or her biography
• Look for an influential event that was a turning point in his or her life
• Report on that event-then include famous person in conclusion

Strategy #3
• Choose a lesser known event or person
• Make a convincing argument why that event or person is significant to history
• Warning this road will involve a great deal of time and original thought!
Topic Suggestions

CONFLICT AND COMPROMISE
(Exciting and interesting topics are local in nature.)

“A passionate research question is the engine that drives action to research. The desire to investigate something you are intrigued about it at the very core of active research.”
— Judith Zorfass & Harriet Copel, Teaching Middle School Teachers to Be Active Researchers, 1998.

Remember!!! : A Good Research Question/ Topic
• Relates to the theme and overarching concept.
• It reveals the student’s passionate interest
• It is researchable by gathering information from varied resources and materials.

Religious Conflict & Compromise
• May be sectarian and communal in nature or political or secular clashes
• Sectarian conflicts occur between different sects of same religion (Protestants & Catholics; Puritans & Anglicans)
• Communal conflicts occur between people of different faiths (Muslims & Jews)
• Can be closely tied to/instigated by political conflicts or class of scientific/secular ideas with religious doctrine
• Topics
  o Darwin v. Creationism: The Scopes Trial of 1926
  o John Humphrey Noyes and the Oneida Community
  o One Step Ahead of the Inquisition: The “New” Christians Who Followed the Conquistadors to Mexico
  o Puritans (Winthrop)
  o Rhodes Island/Connecticut leaving Massachusetts Bay

Military/Wartime Conflict and Compromise

• War – ultimate conflict between nations or within nations
  o Usually caused by political conflict, but sometimes influenced by religious, social, or economic conflicts.
  o Wartime policies cause conflicts and compromise on home front as well as abroad.

• Battles - ultimate conflicts
  o Examine battle within larger context of war to understand its significance.
  o Need significance of battle and overall conflict involved
  o Which political conflict does the battle represent?
  o How have strategies used by the contenders involved compromises to terrain, troop morale, supply lines or civilian pressures?
  o How was the battle a significant event in the war?
Political Conflict and Compromise

- Between nations, but also within nations
- Conflict between nations occur over control of resources, territorial claims or diplomatic concerns
- Sometimes settled by diplomatic negotiations and religious alliances, and through outside parties like the United Nations, and sometimes result in compromises called treaties.
- Conflict within nations may be local or national and often involve social, racial, ethnic or cultural conflict and compromise.

Topics:
- Reconstruction: Conflict and Compromise in the south
- Compromise of 1850
- The Great Compromise
- The Three Fifths Compromise
- Conflict Over Representation: The Boston Tea Party
- Interpreting the Constitution: Strictly versus Loosely
- Antebellum Politics: The Nullification Controversy
- The Texas Question: Annexation of Texas to the United States

Social and Cultural Conflict and Compromise

- Sometimes existed without compromise
- Many spurred major changes and initiated important progress among varying groups.
- Related to religious, ethnic, racial, civil rights, and human rights.
- Topics:
  - Indian Removal Act of 1830
  - Conflict in Salem: The Witchcraft Trials
  - Conflict in Abolition: The Underground Railroad
  - Brown v. Board of Education of Topeka
  - Project Head Start

Economic Conflict and Compromise

- Conflicts Occur
  - Between nations or within nations.
Between Labor and management.
When Practices do not match their economic theories
When nations engage in exploration for material gain
When agricultural concerns clash with industrial ones
Often result from quest for economic gain (slave trade or colonization of inhabited regions)

Topics:

- Selling Souls for Profit: Slavery in the colonies
- The Protective Tariff of 1828: Foundations for a Civil War
- Antebellum Politics: The Nullification Controversy
- Conflict over Representation: The Boston Tea Party
- Removing a Nation: the French and Indian War
- Alexander Hamilton and the National Bank
- Jamestown: Greed brings conflict
- Mercantilism: America as England’s Megamart
- El Paso Salt War
- Emma Tenayuca and the Pecan Shellers Strike
- The Tidelands Controversy
- Social Security Act

Individual Values and Social Conflicts

- Moral and ethical questions
- Topics:
  - Thoreau’s “On Civil Disobedience” and the Impact
  - Quakers Confront the Civil War: Cyrus Pringle
  - Lyndon Johnson and the Civil Rights Act of 1965
  - Barbara Jordan: Ethics in Politics

Peace Movements

- Conditions in which members of a peace society cooperate with one another and with other elements of the public in efforts to influence foreign or domestic policy.
- Conflict, compromise and cooperation joined to issues of political participation and social action.
- Topics:
  - Opposing the War of 1812: The Harford Convention
  - Senator Charles Sumner: Opposition to the Mexican War
  - William Lloyd Garrison: Peace and/or Abolition
  - Civil Disobedience and the Mexican War
  - Sam Houston and the Texas Secession

Others to add:
Bacon’s Rebellion
Loyalists vs. Patriots
Pontiac’s Rebellion
Boycott
Sugar and Stamp Acts
King George
John Adams defense of Redcoats
Sons of Liberty
Topic Development Worksheet

Brainstorm at least 6 possible topics that you might be interested in developing for your project.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is your final topic selection?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did you select this topic?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What questions do you have about your topic?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How does your topic fit into the National History Day theme?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some key words, dates or people related to your topic that will help you find information in a database, encyclopedia, card catalog or internet search?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What types of primary sources might exist for your topic?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Make a list of people that you might interview for your project who have some connection to your topic?
Secondary vs. Primary Sources

What Is A Secondary Source?
A secondary source is an account of the period in questions written after the events have taken place. Often based on primary sources, secondary sources are the books, articles, essays and lectures through which we learn most of the history we know. Historians have taken the raw data found in primary sources and transformed it into the written histories that attempt to explain how and why things happened as they did.

What should I do when I examine a secondary source?
The most important first step when examining a secondary source is determining its thesis. Don't confuse the topic of a [source] with the thesis. The topic refers to the specific subject matter the source covers. The topic is what the author is writing about. The thesis refers to the distinctive argument the author is making about the topic--i.e., the interpretation. Many authors have written on the causes of the American Civil War, but they have presented different theses about the cause or mix of causes that led to the conflict. To some the war was fought over slavery, to others it grew out of economic differences...and still others [argue that it] ...was caused by a conflict over the issue of states' rights.

Here are a list of possible questions to ask when determining the validity and usefulness of any type of secondary sources

- Does the book or source reflect a bias or point of view?
- How might this bias effect the conclusions drawn by the author?
- How does the author approach the subject? Most authors choose to to emphasize certain aspects of the historical experience: e.g., economic relationships, politics, individuals, roles of groups, ideas, war, diplomacy, everyday life. The approach an author takes reflects a conscious choice... and you should always be aware of that choice.
- How does the author organize the book?
- What are the author’s sources?
- Who is the author or creator of the site/source?
- When was the work created?
- Could the period it was created or written influence its conclusions

Remember that a secondary source is a historian’s interpretation based on the study of primary sources of a particular historical event.
What is a Primary Source?
A primary source is a piece of evidence written or created during the period under investigation. Primary sources are the records of contemporaries who participated in, witnessed, or commented on the events you are studying. They are the documents and artifacts that make the writing and study of history possible. A note of caution: even though an eyewitness or participant writes down memories many years after the event, the commentary is still a primary source.

Remember that a primary source is something that came into existence during the period that the historian is studying.
Here is a list of possible type of sources

- laws
- tapes of tv shows,
- court records,
- police records,
- railroad schedules,
- works of art
- newspapers
- census data
- population statistics
- diaries
- letters
- political speeches
- magazines
- advertisements
- maps
- wills
- poetry
- blueprints
- photographs
- oral histories
- folk songs
- furniture
- telephone books

What do I do with the source once I have located it?
Here are some possible questions to ask when reviewing primary sources. Not all documents or sources will lend themselves to answering all of these questions but good historians attempt to find answers to as many as possible.

- What exactly does the document mean?
- When, how and to whom was the report made?
- Is there bias that must be accounted for?
- What specialized information is needed to interpret the source?
- Do the reported actions seem probable in the light of informed common sense

Do other primary sources support the conclusions of this source?

Using primary sources and secondary sources in the collection of your data, you will learn to...

- Analyze and interpret raw data
- Apply generalizations and theories from books, television and other media while recognizing the limitations of those media
- Recognize your own personal biases and prejudices and how these might influence your interpretation of historical events.
• Interpret, clarify, analyze and evaluate various types of information
• Recognize bias and points of view
• Separate fact and fiction and learn how it relates to establishing a historical record
• Formulate opinions, draw conclusion and understand the possibility of multiple interpretations.

• Show cause and effect

**Thesis Statements**

**Writing a Thesis Statement**

A thesis statement is a sentence (or sentences) that expresses the main ideas of your paper and answers the question or questions posed by your paper. It offers your readers a quick and easy to follow summary of what the paper will be discussing and what you as a writer are setting out to tell them. The kind of thesis that your paper will have will depend on the purpose of your writing. This handout will cover general thesis statement tips, explain some of the different types of thesis statements, and provide some links to other resources about writing thesis statements.

**General Thesis Statement Tips**

• A thesis statement generally consists of two parts: your topic, and then the analysis, explanation(s), or assertion(s) that you’re making about the topic. The kind of thesis statement you write will depend on what kind of paper you’re writing.
• In some kinds of writing, such as or a guide both for yourself and your audience, so it might be helpful to draw a chart or picture of your ideas and how they’re connected to help you get started.

• As you write and revise your paper, it’s okay to change your thesis statement -- sometimes you don’t discover what you really want to say about a topic until you’ve started (or finished) writing! Just make sure that your "final" thesis statement accurately shows what will happen in your paper.

**Analytical Thesis Statements**

In an analytical paper, you are breaking down an issue or an idea into its component parts, evaluating the issue or idea, and presenting this breakdown and evaluation to your audience. An analytical thesis statement will explain:

• what you are analyzing
• the parts of your analysis
• the order in which you will be
narratives or descriptions, a thesis statement is less important, but you may still want to provide some kind of statement in your first paragraph that helps to guide your reader through your paper.

- A thesis statement is a very specific statement -- it should cover only what you want to discuss in your paper, and be supported with specific evidence. The scope of your paper will be determined by the length of your paper and any other requirements that might be in place.
- Generally, a thesis statement appears at the end of the first paragraph of an essay, so that readers will have a clear idea of what to expect as they read.

You can think of your thesis as a map something to your audience. An expository thesis statement will tell your audience:

- what you are going to explain to them
- the categories you are using to organize your explanation
- the order in which you will be presenting your categories

**Example:** The lifestyles of barn owls include hunting for insects and animals, building nests, and raising their young.

Questions to ask yourself when writing an expository thesis statement:

- What am I trying to explain?
- How can I categorize my explanation into different parts?

In an expository paper, you are explaining

- your claim or assertion
- the reasons/evidence that support this claim
- the order in which you will be presenting your reasons and evidence

**Example:** Barn owls' nests should not be eliminated from barns because barn owls help farmers by eliminating insect and rodent pests.

Questions to ask yourself when writing an argumentative thesis statement:

- What is my claim or assertion?
- What are the reasons I have to support my claim or assertion?
• In what order should I present the different parts of my explanation?

Argumentative Thesis Statements

In an argumentative paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. However, this claim must be a statement that people could possibly disagree with, because the goal of your paper is to convince your audience that your claim is true based on your presentation of your reasons and evidence. An argumentative thesis statement will tell your audience:
Data Collection

There are 4 types of note cards used for research
- Bibliography
- Quotation
- Fact
- Paraphrase

What follows is an explanation and example of each type.

Bibliography Note Cards-The order of information for a bibliography card depends upon the type of source you are documenting. Formats for citing a book differ from those used for newspapers or magazines. Sources that have multiple authors or use an editor also have unique rules for citations. Often the rules that you must follow for a citation of a source depends upon the field in which you are doing research. For example, historians often use Turabin for documenting sources while in the field of English, MLA or Modern Language Association format is used more often. For this project students will use the MLA format for citing all sources.

Once you have created a bibliography card for your source, you can then begin to review the source and collect notes from it that might be helpful to you in answering the questions you formulated about your topic. There are 3 common types of information collected on data cards-quotations, facts or paraphrasing. Typically you should write all three types of note cards for each of your sources.

Quotation Note Cards-A quotation from a book is when you copy the exact words from a source on to your note card. You should always use quotation marks around the sentence or phrase to remind you that these are someone else's words and as such should be noted in your paper. Using a quotation but not using quotation marks or not citing the source is considered plagiarism.

Paraphrasing Note Cards--Paraphrasing from a source is when you take the ideas of your source and you explain them using your own words. Paraphrasing is hard to do sometimes but it is important for you to have this type of information on note cards as this is the first step for you in processing your research. If your paraphrase statement uses 3 exact words in the order in which they appear in a source then you should put quotation marks around those words or it will be considered plagiarism. Here are examples of each type of information note card from

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
</table>
| King, David C. *Egypt: Ancient Traditions, Modern Hopes*.  

Students should number each bibliography
**QUOTATION CARD**

1 Achievements

“Some of the ancient Egypt’s most remarkable achievements were in architecture and engineering, especially in designing and building the great pyramids.”

**FACT CARD**

1 Definition

Pharaoh means ‘great or royal house’

**PARAPHRASE CARD**
In this dry environment, many years can go by before it rains. The days are intensely hot but the nights are very cold.

During the note taking process, you should mark each card with a heading that identifies the broad subject of the card.
Paraphrasing not Plagiarizing

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Some examples to compare

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:
In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.
Creating an Outline

Once you have completed the data collection, it is time to organize your note cards into a topic outline. This topical outline will be used to guide your writing of the drafts and final copy of your paper. Most of this outline will consist of single words or phrases rather than complete sentences. It is a way for you to check that your ideas are organized clearly. The first step is to group all of your note cards by their subject headings. (this is when labeling the note cards as you go will come in handy) If you have note cards that do not have a subject heading on them, you should take a moment to review the information and to decide where it might logically fit into your existing headings.

Here is a sample outline based on the Ancient Egypt example:

I. Introduction
   A. Thesis Statement
   B. anecdote or interesting example relating to thesis
II. Construction of Pyramids
   A. Materials Used
   B. Builders
III. Location of Pyramids
   A. Ancient Egypt
   B. Yucatan
IV. Purpose of Pyramids
   A. Religious
   B. Pharaohs
V. Preservation and Use of Pyramids Today
VI. Conclusion

You may find that not all of your note cards relate to the final outline. Be careful about including data that does not relate to your final organization of the topic. You might also find after developing your outline that there is an area or section that needs more research in order for you to have a strong balanced report. This is why it is important to stop early in the data collection process and create a working outline like the one above to help you stay focused on your research. Having a working outline will also help you later when you create the final draft of the organizational outline. The outline step is a crucial step in the research and writing process and must be included in your final project packet.
MAN ALIVE! CAN YOU BELIEVE WHAT MY TEACHER WROTE ON MY REPORT?

SHE SAYS I OBVIOUSLY DID NO RESEARCH WHATSOEVER ON BATS AND THAT MY SCIENTIFIC ILLUSTRATION LOOKS LIKE I TRACED THE BATMAN LOGO AND ADDED FRAMES!

SHE'S PRETTY PERCEPTIVE.

SHE DIDN'T EVEN GIVE ME CREDIT FOR MY PROFESSIONAL CLEAR PLASTIC BINDER!

WHAT DID YOUR PARENTS HAVE TO SAY?

NOTHING. AND IF YOU'LL GIVE ME A HAND HERE, IT WILL STAY THAT WAY.
Draft Outline Worksheet

*Use this page to develop a draft outline to guide your research after reviewing two of your sources and developing a thesis statement. Each Roman Numeral can represent either a paragraph or a section of the paper depending on the intended length of your paper.*

I. INTRODUCTION

A. _______________________________________________________________________

B. _______________________________________________________________________

C. _______________________________________________________________________

II. _______________________________________________________________________

A. _______________________________________________________________________

B. _______________________________________________________________________

C. _______________________________________________________________________

III. _______________________________________________________________________

A. _______________________________________________________________________

B. _______________________________________________________________________

C. _______________________________________________________________________

IV. _______________________________________________________________________

A. _______________________________________________________________________

B. _______________________________________________________________________

C. _______________________________________________________________________

V. CONCLUSION
MLA Standards/Guidelines

MLA style also specifies guidelines for formatting manuscripts and using the English language in writing and also provides a writers with a system for cross-referencing their sources--from their parenthetical references to their works cited page. This cross-referencing system allows readers to locate the publication information of source material. This is of great value for researchers who may want to locate your sources for their own research projects. The proper use of MLA style also shows the credibility of writers; such writers show accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism--the purposeful or accidental use of source material by other writers without giving appropriate credit.

All guidelines for MLA style are in the MLA Manual and Guide to Scholarly Publishing (2nd edition). If you are asked to use MLA format for a research paper, the book to consult is MLA Handbook for Writers of Research Papers (6th edition). Information presented in the following pages should be sufficient for completing this project but if you have a question that is not answered on these handouts you will wants to consult the hard copy or online versions of the MLA Handbook. (see works cited page for this packet for online resources)

Basic Paper Format
Here are some basic guidelines for formatting your final copy in MLA style.

General Guidelines

- Type your paper or write it on a computer and print it out on standard-sized paper (8.5 X 11 inches).
- Double-space your paper.
- Set the margins of your document to 1 inch on all sides.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor or whoever is reading the manuscript may ask that you omit the number on your first page. Always follow their guidelines.)
- Use either underlining or italics throughout your essay for highlighting the titles of longer works and providing emphasis.

Your Works Cited List
The works cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and be able to read any sources you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in your text. Here are some general guidelines for preparing your works cited list.

**List Format**

- Begin your works cited list on a separate page from the text of the essay under the label Works Cited (with no quotation marks, underlining, etc.), which should be centered at the top of the page.
- Make the first line of each entry in your list flush left with the margin. Subsequent lines in each entry should be indented one-half inch. This is known as a hanging indent.
- Double space all entries, with no skipped spaces between entries.
- Keep in mind that underlining and italics are equivalent; you should select one or the other to use throughout your essay.
- Alphabetize the list of works cited by the first word in each entry (usually the author's last name).

**Basic Rules for Citations on a Works Cited List**

- Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors.
- If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
- When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first.
- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
- Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle.
- Underline or italicize titles of books, journals, magazines, newspapers, and films.
- Use quotation marks around the titles of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.
List page numbers efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.

If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access).
Citing Sources

While your final research product should reflect your original analysis and understanding of the topic, an important goal for all research is to share data from a variety of both primary and secondary sources that support and/or elaborate on your topic.

In MLA style, in-text citations, called parenthetical citations, are used to document any external sources used within a document (unless the material cited is considered general knowledge). The parenthetical citations direct readers to the full bibliographic citations listed in the Works Cited, located at the end of the document. In most cases, the parenthetical citations include the author's last name and the specific page number for the information cited but there are variations depending on the number of authors and the type of source. **Other options for citing sources include using footnotes or endnotes but for the purpose of this project all students will use parenthetical citations.** (Leo)

Placement of Citations

- Place a citation as close to the quoted or paraphrased material as possible without disrupting the sentence.
- When material from one source and the same page numbers is used throughout a paragraph, use one citation at the end of the paragraph rather than a citation at the end of each sentence.
- Parenthetical citations usually appear after the final quotation mark and before the period. An exception occurs, however, in quotes of four or more lines since these quotes are presented as block quotes: that is, they are indented and use no quotation marks. In such cases, the parenthetical citation goes after the period.

Guidelines for Use of Author’s Names

Always mention the author’s name—either in the text itself or in the parenthetical citation—unless no author is provided.

If the author's name is mentioned in the text

If the author's name is used in the text introducing the source material, then cite the page number(s) in parentheses:

Branscomb argues that "it's a good idea to lurk … for a few weeks, to ensure that you don't break any of the rules of etiquette" (7) when joining a listserv.

If the author's name is not mentioned in the text
If the author's name is not used in the sentence introducing the source material, then include the author's last name in the parenthetical citation before the page number(s). Note that no comma appears between the author's name and the page number(s).

The modern world requires both the ability to concentrate on one thing and the ability to attend to more than one thing at a time: "Ideally, each individual would cultivate a repertoire of styles of attention, appropriate to different situations, and would learn how to embed activities and types of attention one within another" (Bateson 97).
If there is more than one work by the same author

If a document uses more than one work by an individual author, include an abbreviated form of the title of the work in addition to the author's name and relevant page number(s). Separate the author's name and the title with a comma:

Hypertextuality makes text borderless as it "redefines not only beginning and endings of the text but also its borders—its sides, as it were" (Landow, Hypertext 2.0 79).

If two authors have the same last name

If the document uses two sources by authors with the same last name, include the author's first name in the text or the parenthetical citation:

Tom Peters talks about a company that facilitates employees' renewal by shutting down its factory for several hours per week while teams work through readings on current business topics (57).

If source has two or three authors names

If a single sources has two authors, then you should include both authors’ last names in the parenthesis along with the page number.

Psychologists hold that no two children are alike (Gisell and Lig 68).

If source has more than three authors

If a source has more than three authors, you should cite the first author’s last name and then use the phrase et al. to indicate that there are multiple authors.

Studies show that the ozone layer is getting thinner and thinner every generation. (Rosenberg et al. 14)

Source with no author

If a source does not have an author listed, then you will need to use the first word of the title as listed on your Works Cited page.

Random testing for use of steroids by athletes is facing strong opposition by owners of several of these teams. ("Steroids" 22).

If there are two or three authors

If a source has two or three authors, place all of the authors’ last names in the text or in the parenthetical citation:
A team can be defined as "a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable" (Katzenbach and Smith 45).

If there are four or more authors
If a source has four or more authors, include the first author's last name followed by et al. (Latin for and others), either in the text or in the parenthetical citation. You can also name all of the authors:

Cogdill et al. argue that "making backchannel overtly available for study would require making its presence and content visible and its content persist, affecting the nature of the backchannel and raising social and ethical issues" (109).
If the source has a corporate author
If a source has a corporate author, include the author’s name and the page(s). If the corporate author’s name is long, it should be included in the text rather than the parentheses:

According to the Centre for Development and Population Activities, interest in gender roles and responsibilities over the past decade has been "driven by the realization that women often do not benefit from development activities and in some cases become even poorer and more marginalized" (3).

If no author is identified
If a source does not include an author’s name, substitute for the author’s name the title or an abbreviated title in the text or parenthetical citation. Underline the title if the source is a book; if the source is an article, use quotation marks:

The use of Customer Relationship Management (CRM) systems has grown substantially over the past five years as companies attempt to adapt to customer needs and to improve their profitability ("Making CRM Work").

If you use a quote or paraphrase a quote from a source that originally appeared in a different source
If you use a quote that is listed as a quote in one of your sources, then you must indicate to the reader where you found your quote by using the phrase qtd in

Bacon observed “that is hardly possible at once to admire an author and go beyond him” (qtd in Guibroy 113).

Block Quotations
If your quotation is five lines or longer you should consider creating a block quotation. When using the block format, you do NOT use quotation marks but instead must indent the quote using the paragraph format option in your word processing package. For example:

No one is really certain about the origins of the term “Dust Bowl”;

H.L. Mencken in a footnote to the first supplement to his monumental The American Languages traces the term...to an Associated Press dispatch sent by staff writer Robert Geiger during the early 1930s. (French 3)

Paraphrasing
If you paraphrase information from a source and that information is unique or original to that source, then you need to provide a citation within your paper so your reader knows that this is not your original conclusion or generalization. You should always attribute the idea within the
writing of your paper by using the author(s) last name or name of study. Follow the paraphrasing with the page number where the idea can be found.

According to Brown, every time you read an essay, you are preparing to write one. Therefore you should pay careful attention to content and form (9).

Citing Websites
When quoting or paraphrasing from a webpage, you should site the name of the author or the first word of the webpage title. If the site provides you with page numbers you should include those as well.

To identify the source of a quotation, paraphrase or summary, place the author’s last name in parentheses after the cited material (Hammack and Kleppinger).
Formatting the Works Cited Page

All research papers should include a Works Cited page at the end of their papers. This page lists all of the sources that you have used in the writing of your research paper. The Works Cited page is extremely important as it allows your reader to double check your evidence or to find out more about information presented in the paper. In general the information needed for a bibliography citation of a source includes author’s name, title of work, publication source, date of publication and page numbers if item is a part of a larger work. Pay close attention to the use of punctuation on all of these examples. The examples on these two pages are single spaced but when you do your actual Works Cited page, you will need to double space each line on the page. Here is a list of common formats for the variety of sources you might use in your project.

Book with 1 Author


Book with Multiple Authors


Dictionary/Encyclopedia Entry (with no author listed)


Magazine Article (with known author)


Magazine Article from Online (with known author)


Newspaper Article
Newspaper Article from Online

Government Websites


Scholarly Website


Professional Website


Private/Personal Website


Pamphlet with No Author


Personal Interview

Annotated Bibliography

What is an Annotated Bibliography?
A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

**Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.

**Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?

**Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

What is the Purpose on an Annotated Bibliography?

**To learn about your topic:** Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information.

**To help you formulate a thesis:** Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding
to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers:** Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.
How do I format my annotated bibliography?

The format for the bibliography part of this assignment should follow MLA bibliography standards for a Works Cited page. (see pg. 25-27) http://www.easybib.com/

The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you’re just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space.

Sample Annotated Bibliography

Elizabeth Thompson
Professor Stacks
English 102
20 August 2001

Stem Cell Research: An Annotated Bibliography


This is the annotation of the above source. In this example, I am following MLA guidelines for the bibliographic information listed above. If I was really writing an annotation for this source, I would now be offering a brief summary of what this book says about stem cell research.

After a brief summary, it would be appropriate to assess this source and offer some criticisms of it. Does it seem like a reliable and current source? Why? Is the research biased or objective? Are the facts well documented? Who is the author? Is she qualified in this subject? Is this source scholarly, popular, some of both?

The length of your annotation will depend on the assignment or on the purpose of your annotated bibliography. After summarizing and assessing, you can now reflect

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first hand account was very important to my paper because it made me more aware of the feelings of the people involved.
During the 2006-2007 school year, National History Day invites students to research topics related to the theme *Triumph & Tragedy in History*. As is the case each year, the theme is broad enough to encourage investigation of topics ranging from local history to world history, and from ancient time to the recent past. To understand the historical importance of their topics students need to ask questions about time, place and context; cause and effect; change over time; and impact and significance. Students must consider not only when and where events happened, but also why they occurred and what factors contributed to their development. Description of the topic must also include an analysis of information and conclusions about how the topic influenced and was influenced by people, ideas or events.

For National History Day 2007, students are encouraged to select an individual, idea or event and demonstrate how and why their topic was a triumph and/or a tragedy in history. A student may choose to focus on the discovery of penicillin as a historic and medical triumph. Or students may decide to study the tragic impact of the Great Russian Famine of the 1890s. In these cases, the subject could be presented as either triumph or tragedy.

Students should keep in mind, however, that often the same topic can be viewed as both triumph and tragedy depending on the experience of the participants, the perspective of historians and the passage of time. One person’s triumph was often another person’s tragedy. For example, the American Civil War was a great triumph of the North over the South, of unionism over sectionalism, of freedom over slavery. But the war also took a terrible toll in human lives, caused widespread destruction and left a legacy of bitterness. In all wars and military encounters there are social disruptions and material costs-winners triumph and losers experience tragedy.

In explaining this paradox to students, perhaps thinking of a balance scale that is heavy on one side would be a visual image that would represent Triumph & Tragedy in the research. A topic will not be balanced equally with triumphant moments or tragic moments but one will weigh in heavier than the other. Nudging students to uncover both sides of any event helps build historical perspective and constructs a stronger historical argument.

Securing the peace can be as difficult as winning the war. The Marshall Plan resulted in the United States sending billions of dollars in food and equipment to Western Europe as its nations struggled to overcome the economic devastation and tragedy of World War II. Was the Marshall Plan a triumph for the western European nations that participated? Was the Marshall Plan an economic triumph for the United States? Was it a political triumph?

Why or why not? How did the Marshall Plan differ from the reconstruction plans of the Soviet Union and Eastern Europe? While military topics to be obvious choices because of the generally clear line between winners and losers, Triumph & Tragedy may be explored in a wide variety of historical contexts. Students who are interested in ancient history might create a project that examines the architectural triumph in the building of the Parthenon in Athens and the tragedy of its use as a military arsenal and fortress in the centuries that followed. A performance might be developed that examines the life of Julius Caesar and his triumphant rise to power as well as his role in undermining the Roman Republic.

Was his assassination considered a triumph or a tragedy by his contemporaries? By historians? Or students might produce a media presentation which interprets the destruction of Pompeii when Mt. Vesuvius erupted as a tragedy for the people caught unaware, but a triumph for archaeologists almost two thousand years later who excavated the civilization preserved in Lava.

Students interested in historic places might explore places in their own communities that possess tragic and triumphant associations. Whitman Mission National Historic Site, for example, tells the story of Marcus and
Narcissi Whitman, their Methodist mission in southwestern Washington, and their massacre in 1847 by Cayuse Indians. Whether an event is considered a tragedy or a triumph depends on one’s perspective.

Other National Park Service sites that reflect these opposing themes are Martin Luther King, Jr. National Historic Site in Atlanta, which chronicles Dr. King’s triumphant rise to national prominence and his tragic death in Memphis; Little Big Horn National Monument in Montana where Lakota and Northern Cheyenne led by Sitting Bull and Crazy Horse defeated George A. Custer in 1876; and Booker T. Washington National Monument in southern Virginia which illustrates Washington’s rise from slavery to become founder of the Tuskegee Institute and one of the foremost black educators at the turn of the twentieth century.

An individual can affect a historic development that is both a triumph and a tragedy. Gandhi led India to independence with his strategy of passive resistance triumphing over violent protest. But the victory of anti-colonialism was accompanied by the tragedy of Moslem-Hindu conflict. An individual also can experience public triumph and personal tragedy. Frederick Douglass, a slave, experienced the triumph of escape and freedom, becoming a distinguished lecturer on abolition and equal rights for blacks. But in his daily life Douglass continued to suffer from the tragic legacy of racism.

The world of politics and foreign policy is filled with examples of triumph and tragedy. A paper might be written which examines the effect of the Japanese colonization of Korea between 1910 and 1945 and the subsequent acrimony between the two nations. A media presentation might be produced that explains the appeasement policy of the British and French toward Adolph Hitler in Germany during the late 1930s and the tragic consequences that followed. Or a project might be created which analyzes Benjamin Franklin’s success in gaining French recognition for American independence in 1778 and the consequences of French military assistance during the Revolutionary War.

In migration and immigration there were those who triumphed over the odds and others who met tragic fates. In the settlement of the American West, for example, pioneers struggled against elements, the land, and sometimes each other to carve new homes and communities out of the wilderness. Conversely, Native Americans fought the pioneers’ encroachment onto the land and the changes in their livelihoods and culture brought by the advance of white settlement.

Students who are interested in sports might develop a performance which dramatizes Wilma Rudolph’s struggle to overcome personal tragedy and historical circumstances to triumph as an Olympic athlete. Or a student who is interested in civil rights issues might write a paper that analyzes the efforts of the Freedom Riders to register African-American voters in the early 1960s and the eventual passage of the Voting Rights Act of 1965.

The history of technology includes scores of topics related to triumph and tragedy. A comparison might be made between the San Francisco earthquakes of 1906 and 1989. How did the tragic consequences of the 1906 quake contribute to new knowledge in engineering and design that helped to lesson damage in the 1989 disaster? Another topic for study might be the efforts of the Wright brothers in their attempt to create the “flying machine,” or Chuck Yeager’s role in breaking the sound barrier. Students who are interested in inventions might consider investigating the development and impact of the telephone by Alexander Graham Bell or the light bulb by Thomas Edison. What makes one inventor triumph while another fails?

The theme is a broad one, so topics should be carefully selected and developed in ways that best use student’s talents and abilities. Whether a topic is a well known event of world history or focuses on a little-known individual from a small community, students should be careful to place
their topics into historical perspective, examine the significance of their topics in history, and show development over time. Studies should include an investigation into available primary and secondary research, an analysis of the materials, and a clear explanation of the relationship of the topic to the theme, Triumph & Tragedy in History. Students should pay special attention to the possibilities of triumph and tragedy within the same subject. Then, students may develop papers, performances, documentaries, and exhibits for entry into National History Day competitions. As with any NHD theme, this topic presents students with many fascinating opportunities to explore history and to learn to use a wide range of primary and secondary sources. This year’s theme also offers teachers an excellent entry into philosophical discussions about personal actions and responsibilities.

Stories of individuals in history are compelling but pose a challenge for a National History Day project. While working with a theme, students must move beyond biographies and description of specific people or events and demonstrate how that person’s actions affected history. The challenge for students engaged in a National History Day project with the theme of Triumph & Tragedy in History is to capture that specific moment in time in which change occurred that changed the course of events and forever altered history.
I. RULES FOR ALL CATEGORIES

A. General Rules

Rule 1: Annual Theme
Your entry must be clearly related to the annual theme and explain your topic's significance in history.

Rule 2: Contest Participation
You may participate in the research, preparation, and presentation of only one entry each year.

Rule 3: Individual or Group Entries
A paper, individual exhibit, individual performance, or individual documentary must be the work of only one student. A group exhibit, group performance, or group documentary must be the work of 2 to 5 students. All students in a group entry must be involved in the research and interpretation of the group's topic.

Rule 4: Development Requirements
Entries submitted for competition must be researched and developed during the current contest year that begins following the national contest each June. Revising or reusing an entry from a previous year—whether your own or another student's—is unacceptable and will result in disqualification.

Rule 5: Production of Entry
You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parents on the mechanical aspects of creating your entry:

- you may have help typing your paper and other written materials;
- you may seek guidance from your teachers as you research and analyze your material, but
- your conclusions must be your own;
- you may have photographs and slides commercially developed.
- You may have reasonable help cutting out your exhibit backboard or performance props (e.g., a parent uses a cutting tool to cut the board that you designed).

Rule 6: Supplying Equipment
You are responsible for supplying all props and equipment at each level of competition. All entries should be constructed keeping transportation, set up time, size, and weight in mind (e.g., foam core v. solid oak exhibit or antique desk v. folding table for a performance). Projection screens for documentaries and performances may be provided if requested. Check with your contest coordinator about availability of equipment. VCRs (VHS format only) and monitors are available at the national contest for the documentary category only. Pianos and Internet access are not project.

Rule 7: Discussion with Judges
You should be prepared to answer judges' questions about the content and development of your entry, but you may not
give a formal, prepared introduction, narration, or conclusion. Let the judges' questions guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you.

**Rule 8: Costumes**
You are not permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category. If you are entering the performance category, you may rent or have reasonable help creating your own costumes (e.g., a parent helps you to use the sewing machine).

**Rule 9: Prohibited Materials**
Items potentially dangerous in any way—such as weapons, firearms, animals, organisms, plants, etc.—are strictly prohibited. Such items will be confiscated by security personnel or contest officials. Replicas of such items that are obviously not real are permissible. Please contact your teacher and contest coordinator to confirm guidelines before bringing the replica to a contest.

**Rule 10: Title**
Your entry must have a title that is clearly visible on all written materials.

**B. Required Written Materials for All Entries**

**Rule 11: Title Page**
A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s) and the contest division and category in which you are entered.

**Rule 12: Written Materials**
Entries in all categories except historical papers must include three copies of the following written materials in the following order:
- A title page as described in Rule 11.
- A process paper as described in Rule 13 (process papers are not part of historical paper entries)
- An annotated bibliography as described in Rule 14.

These materials must be typed or neatly printed on plain white paper and stapled together in the top left corner. **Do not enclose them in a cover or binder.**

**Rule 13: Process Paper**
A "process paper" is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. All categories except historical papers must include a "process paper" with their entry. The process paper should include the following four sections: (1) explain how you chose your topic, (2) explain how you conducted your research, (3) explain how you selected your presentation category and created your project and (4) explain how your project relates to the NHD theme. Go to www.nationalhistoryday.org and in the Contest section click on Creating a Process Paper to view sample process papers.

**Rule 14: Annotated Bibliography**
An annotated bibliography is required for all categories. It should contain all sources that provided usable information or
new perspectives in preparing your entry. You will look at many more sources than you actually use. You should list only those sources that contributed to the development of your entry. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic.

For example:


Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first hand account was very important to my paper because it made me more aware of the feelings of the people involved.

**Rule 15: The Separation of Primary and Secondary Sources**
You are required to separate your bibliography into primary and secondary sources.

**Rule 16: Style Guides**
Style for citations and bibliographic references must follow the principles in one of the following style guides:

- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*

Regardless of which manual you use, the style must be consistent throughout the paper.

**Rule 17: Plagiarism**
You acknowledge in your annotated bibliography all sources used in your entry. Failure to credit sources is plagiarism and will result in disqualification.

**C. Contest Participation**

**Rule 18: Entry Procedure**
At each contest level you must submit a complete, accurate, and legible entry form and meet specific deadlines and procedures established by your contest coordinator.

**Rule 19: Entries to National Competition**
Each state is limited to no more than two entries per contest category in the national contest. Ties at state

**Rule 20: National Competition Attendance**
Individual students and groups must be present for an entry to be judged at the national contest. Substitutions can be made with the approval of the National History Day Staff upon review of a written request.

**D. Papers**
A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Your paper should be grammatically correct and well written.

Part II, Rules for All Categories, (except for Rule 15), applies to papers.

**Rule 1: Length Requirements**
The text of historical papers must be no less than 1,500 and no more than 2,500 words in length. Each word or number in the text of the paper counts as one word. The paper category 2,500 word limit does not apply to: notes, annotated bibliography, illustration captions, and supplemental/appendix material. Appendix material must be directly referred to in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, graphs, but we strongly suggest no other supplemental materials.

**Rule 2: Citations**
Citations—footnotes, endnotes or internal documentation—are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Refer to Part II, Rule 16, for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

**Rule 3: Preparation Requirements**
Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type. Papers must be stapled in the top left corner and should not be enclosed in any cover or binder. The title page should have no illustrations.

**Rule 4: Number of Copies**
Four copies of the paper must be submitted with the appropriate entry form by the deadline established for the contest. Winning papers are sometimes published by contest officials; you must be prepared to give permission for such publication.
Checklist for All Types of History Fair Projects

FOLLOW THE THEME
Always keep the objective in mind. Personal topics work best. Pick a topic that will keep your enthusiasm and interest. Be sure to have plenty of sources.

USE A CATCHY TITLE
If possible use an out-of-the-ordinary title. Examples: Don’t Fence Me In; Spear Today, Gone Tomorrow; Black Gold, Texas Tea

FOCUS ON ONE MAJOR IDEA
Take an unusual approach to the subject but be sure it is clearly tied to the year’s theme. For example, if you choose to research a person and how his work impacted history, you do not need to focus on his personal life unless it relates to the impact he had.

FOLLOW ALL RULES
Read the official rules posted on the National History Day website at http://www.nationalhistoryday.org/ regarding size, word length, time length, number of copies to submit, etc.

DO YOUR OWN RESEARCH AND YOUR OWN WORK
Once your work is entered in the competition, the bibliography will be examined and you will be questions about your work by judges to prove that you have conducted all of the research yourself. Remember to list only those sources that were helpful and that you actually used to complete your project.

GATHER RESEARCH AND MATERIALS FIRST
Decide what you need after you have gathered materials. DO not be afraid to discard unhelpful or non-applicable information.

PROOFREAD!!!!
Correct all spelling, grammar, and typographic errors before you submit your project or project documentation. Do not rely upon your computer’s spell check for this vital job. Print out the documentation and then read the work backwards, starting with the last word. It is also a good idea to have someone you trust look at your work before submission to catch possible errors.
**History Day Resources**

[www.lbjlib.utexas.edu](http://www.lbjlib.utexas.edu)
Lyndon Baines Johnson Library and Museum website. Links to other sites, Cen-Tex History Fair Information and registration forms.

[www.nationalhistoryday.com](http://www.nationalhistoryday.com)
National History Day website. What is History Day?, 2005 theme, selecting a topic, national medalists, photos and more

[www.tsha.utexas.edu/education/thd/thd_coordinators.html](http://www.tsha.utexas.edu/education/thd/thd_coordinators.html)

[www.storycenter.org](http://www.storycenter.org)
A possible resource on how to do a history fair project for those working within the documentary category. The Center for Digital Storytelling is a non-profit project development, training, and research organization dedicated to assisting people in using digital media to tell meaningful stories from their lives. [www.storycenter.org/cookbook.pdf](http://www.storycenter.org/cookbook.pdf) provides information for getting started.

**Style Guides**
These style guides provide citations and bibliographic references. All entries must following the principles in one of these guides.

[http://library.osu.edu/sites/guides/turabianqd.html](http://library.osu.edu/sites/guides/turabianqd.html)
Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations*. This is an html and pdf version of this manual that is available for free.

[http://www.mla.org/store/CPD24/PLD159](http://www.mla.org/store/CPD24/PLD159)
Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, 6th Edition*. This style manual is not available online from the publishers but versions of it can be found at websites like OWL or LEO. (see Works Cited for this packet)
Works Cited


<http://owl.english.purdue.edu/handouts/print/general/gl_annotatedbib.html>.

*MLA Parenthetical Documentation*. Leo: Literacy Education Online. 10 Oct. 2005
<http://leo.stcloudstate.edu/research/mlaparen.html>.


<http://owl.english.purdue.edu/handouts/research/r_mla.html#Works-Cited>.

*Texas Administrative Code (TAC)*. *Texas Essential Knowledge and Skills for English Language Arts and Reading*. Title 19, Part II, Chapter 110. 10 Oct. 2005
Texas Administrative Code (TAC). *Texas Essential Knowledge and Skills for Social Studies*. Title 19, Part II, Chapter 113. 10 Oct. 2005