national history day MN

Student Research Workbook

Updated: Summer 2024

Name

History Day Topic

Class Period

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

When you see this symbol, you may need to make multiple copies of that page before you edit it.

MINNESOTA HISTORICAL SOCIETY

Download Editable Versions of the Research Workbook

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

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

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

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

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

CORNELL NOTES

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

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

WRITE YOUR TEXT

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

SOURCE CARDS

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

Research and Sections of a History Day Project

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

Go beyond researching just what happened during the main events of your topic. Learn about what happened before, during, and after your topic.

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

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

Before	During	After
Background or ***Long Before the Event*** ● What background information or context does your audience need to know about your topic? ● What events or ideas happened before your topic to influence it? ● What issues, problems, or challenges were the main players of your topic trying to change?	**Heart of the Story or** ***During the Event*** Look for the 5W's and an H: ● What happened? ● How did it happen? ● When did it happen? ● Why did it happen? ● Who was involved or affected? ● Where did it happen?	**Short-Term Impact or** ***Right After the Event*** ● What happened or changed right away as a result of your main event? ● What were the positive and negative consequences? ● How did this event impact different groups of people?
Build-Up or ***Right Before the Event*** ● Who are the main players? ● What are they doing to get ready for the main event of your topic? ● What events led up to the main event?		**Long-Term Impact or** ***Long After the Event*** ● So what? ● Why is your topic important in history? ● How has your topic changed history? ● How did your topic influence later people, ideas, or events?

Time

Research Questions 101

Research questions are an important part of the historical research process. They will help you to move from just finding facts about your topic, to answering historical questions about our past, and answering them with evidence.

Research questions are not the same as your research topic, but they're connected to it. Your topic is where you start. It's the subject (person, place, event, idea) that you are learning more about. Your research question helps you to dig deeper into something specific about your topic.

You won't be able to write research questions right away. You first need to learn the basics - who was involved, what happened, when and where it took place. You will answer these questions with pre-research, or information gathering.

Good research questions **involve a historical concept**. Think about:

- Cause and effect
- Significance or impact in history
- Connection to historical context
- Comparison and contrast
- Change and continuity over time
- Connections to larger issues or trends in history

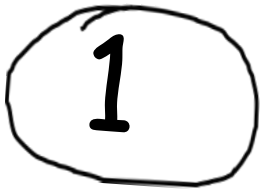
In a National History Day project, you may also want to consider research questions that **connect to the annual theme**. Visit our website for more help on developing research questions.

Characteristic	**Instead of...**	**Try...**
Good research questions are **open-ended**. Think why and how, not who, when, or where.	*Who was Rosa Parks? Where did she live? What did she do?*	*How did non-violent protest strategies impact public support for the Montgomery bus boycott?*
Good research questions need to be **answered analysis, not just a few facts**.	*How did women fight for the right to vote?*	*How did global events influence the suffrage movement in the United States?*
Good research questions are **the right size for your project**. Not too broad.	*How has women's fashion changed over time?*	*How did women's changing roles during WWII impact US women's fashion?*
Good research questions are **not biased**. They don't include the answer or a set point of view in the question.	*How did the foolishness of the captain of the Titanic cause it to hit an iceberg and sink?*	*How did safety precautions influence the building and use of the Titanic?*
Good research questions are **knowable**. There is historical evidence to help you answer it.	*What is the meaning of life?*	*How did the 1925 Scopes Trial impact the teaching of science and evolution?*
Good research questions are **historical**. Avoid moral or ethical questions.	*Was it right for the United States to drop an atomic bomb on Japan during World War II?*	*How did the first use of the atomic bomb impact future military conflicts?*
Good research questions are **not "what if history."** There's no way to know the answer to these questions.	*What if Abraham Lincoln didn't issue the Emancipation Proclamation in 1863?*	*How did the Emancipation Proclamation change the Civil War and public opinion about it?*

Figuring Out the Sections of Your Project

What goes in each section of your project? Thinking about it in this order can help!

1. Start with the **Heart of the Story**. This should include the main events of your topic you plan to focus on.
2. Next, go to the **Build-Up**. What happened right before the main event? Think of it as the "spark" that got your main event going.
3. Now, go to the **Background**. What bigger ideas and issues does your viewer need to understand before the Build-Up and Heart? Describe the related issues or problems that were going on before the main events.
4. Now, you can outline the **Short-Term Impact**. What were the immediate results of your main event?
5. Last, think about the **Long-Term Impact**. Explain major changes and how your topic connects to larger trends in history.

Before	During	After
Background or ***Long Before the Event*** What related events happened long before your topic? This is the historical context. What background information does your reader need to know about topic? What events, ideas, or people influenced it? 	**Heart of the Story or** ***During the Event***  **Start here! What is the main event that you're focusing on in your project?** • **What** happened? Include important details. • **How** did it happen? • **When** did it happen? • **Why** did it happen? • **Who** was involved or affected? • **Where** did it happen?	**Short-Term Impact or** ***Right After the Event*** These are the events that happened right after the main event. What changed right away? Think about positive and negative changes. How did your topic impact different groups of people?
Build-Up or ***Right Before the Event*** Think about it as "the spark" for the main event. What events or ideas led up to the main event? What inspired people to get involved? Be more specific than the background section. 		**Long-Term Impact or** ***Long After the Event*** These are the events that happened "long after your topic." Take a step back. How are things different because of your topic? How has your topic changed history?

Time

Name: _____ Topic: _____ Class Period: _____

Fill It Out: Sections of My Project

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

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

Time

Primary and Secondary Sources

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

What is a Primary Source?	**What is a Secondary Source?**
Primary sources are connected to your topic by time or participation. Primary sources were created during the time of the event or by someone who witnessed the event first-hand.	Secondary sources are created after an historical event. The author of a secondary source did not witness or participate in the event.
Examples of Primary Sources: ● Artifacts ● Manuscript collections ● Interviews with participants ● Autobiographies ● Music from the period ● Government records ● Newspapers from the era ● Letters ● Photographs ● Original film footage	**Examples of Secondary Sources:** ● Biographies ● History textbooks ● Books about the topic ● Encyclopedias ● Media documentaries ● Interviews with scholars/experts ● Websites

Avoid These Common Mistakes

- **“Primary” doesn’t mean “most important.”** Instead, think about how the author is connected to the topic and when the source was made to help you decide if each source is “primary” or not.
- **It doesn’t matter if you are looking at the original copy of a source.** So long as a copy keeps the same wording or is the same image as the original, the copy still counts as a primary source.
- **Yes, primary sources can be created after your topic took place.** If the author took part in the topic, it is still a primary source, even if they made it after the fact.
- **An interview is not always a primary source.** If the person you are interviewing did NOT experience the topic first-hand, it’s not a primary source. An interview with a professor or historian is NOT a primary source, unless they were a part of your main event or topic.
- **Go beyond just photos for your primary sources.** You can usually learn more about an event by reading newspapers, letters, diaries, or documents.
- **Not all images are primary sources.** Only photos or other images made at the time of the event or by someone who participated first-hand are primary sources.
- **Beware of short quotes attributed to your historical person.** A quote should come from a full source, not from an online list of quotes. Examining the full source will help you know if the quote is accurate and help you understand its meaning.

Name: _____ Class Period: _____

Primary and Secondary Source Brainstorm

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

_____ _____ _____

_____ _____ _____

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

Book	Scholarly Article	Video Documentary	Encyclopedia
History Textbook	Biography	Website	Interview with a Scholar

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

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

4. Where can you go to find this information? Use this chart to think about the places you could look for sources.

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

Name: _____ Class Period: _____

Visual and Media Brainstorm

You will need visuals or other media to support your argument and make your project "pop" in almost all History Day categories. **Be creative and brainstorm more than just photographs**. Circle the types of media you might find about your topic. Write notes about the sources you come across.

Photographs
The most obvious source for visuals is photographs. Look for high-resolution images, which will show up better in projects. Remember: Photography wasn't invented until the 1820s, so photos won't work for older topics.

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

Political Cartoons
Most political cartoons are printed in newspapers or magazines at the time of the event.

Film Footage
Moving pictures weren't invented until the late 1890s. Try looking for primary source footage for topics after this time period.

Interviews
Try conducting your own interview with a participant or expert, or search for one that has already been recorded.

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

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

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

Newspapers
Headlines and article clippings from newspapers can be eye-catching visuals.

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

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

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

Propaganda or Ads
These illustrations, often posters or advertisements, were created to persuade people.

Organizing Info Option #1: Index Card System

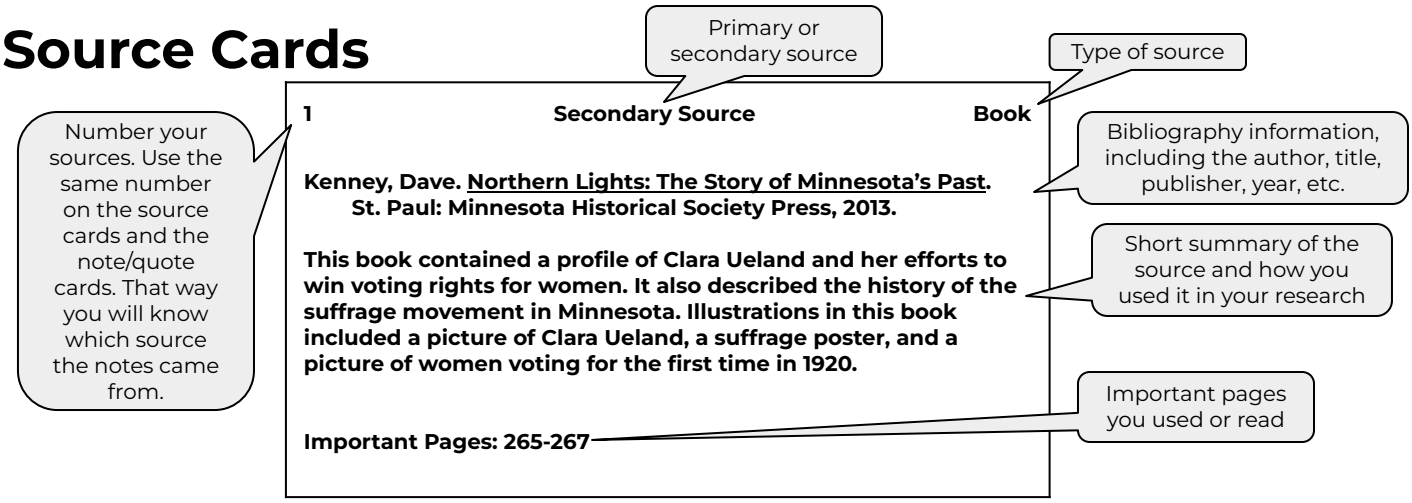
One way you can take notes and organize your research is to use index cards. As you read through a source, you can use two types of note cards: source cards and note/quote cards.

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

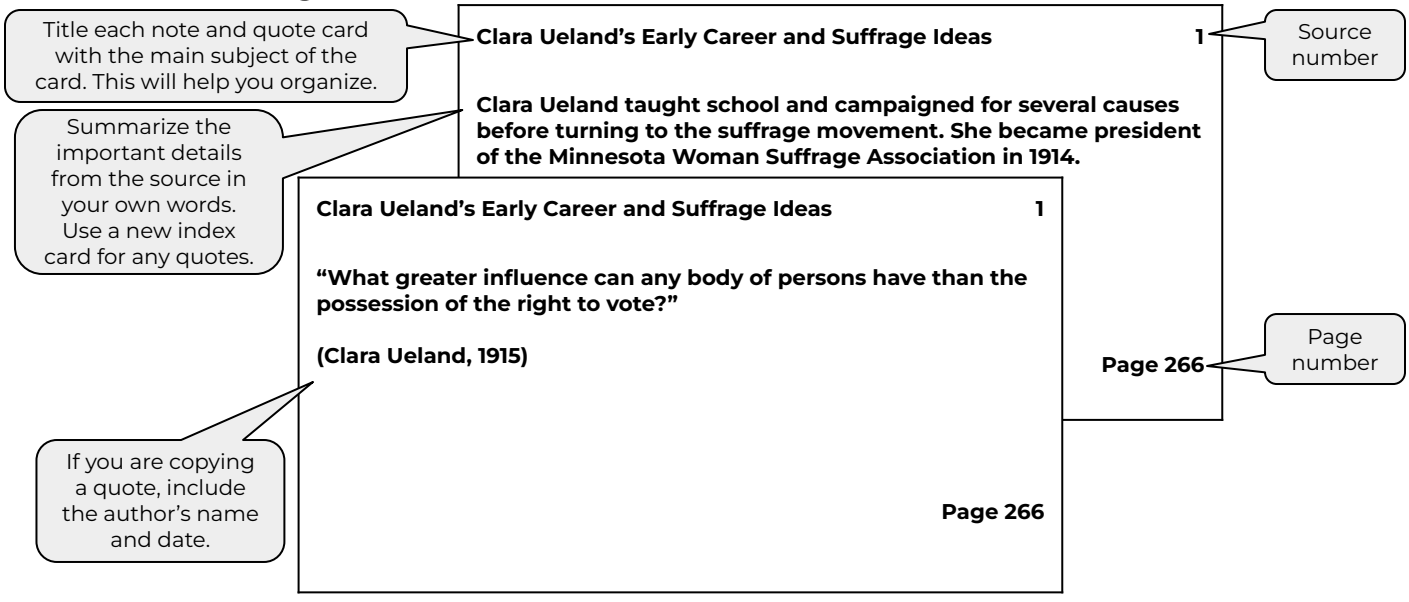
- **Step 2: Note and Quote Cards.** Use a different set of index cards to record the **notes and quotes** that you find in your source. Record each big idea or quote on a different note card. You will probably use lots of index cards for each source. Don't write on the back of the card!

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

Source Cards



Note and Quote Cards



Source Cards: Book, Website

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

Book

Author's Last Name: _____

Author's First Name: _____

Title of Book: _____

Publisher: _____

City of Publication: _____ Year: _____

I read this book: ☐ Online ☐ In Print

How did you use this source?

_____

_____

_____

Website

Author's Last Name: _____

Website Title: _____

Publisher/Sponsor: _____

URL: _____

Date Published: _____ Date You Used It: _____

How did you use this source?

_____

_____

_____

_____

Source Cards: Database, Illustration

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

Database

Author's Last Name: _____

Author's First Name: _____

Article Title: _____

Database Name: _____

Publisher/Service Provider of Database: _____

Date Published: _____ Date You Used It: _____

How did you use this source?

_____

_____

_____

Illustration

Title of Illustration: _____

Creator: _____ Date Created: _____

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

Book Title: _____ Website Title: _____

Publisher: _____ Sponsor of Site: _____

City: _____ Date Created: _____

Year: _____ Date You Used It: _____

How did you use this source?

_____

_____

Source Cards: Encyclopedia, Newspaper

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

Encyclopedia

Article Title: _____

Encyclopedia Title: _____

Volume: _____ Edition: _____

Publisher: _____ City: _____ Year: _____

I read this article: ☐ In Print ☐ On the Web ☐ In a Database

How did you use this source?

_____

_____

_____

_____

Newspaper

Author's Last Name: _____

Author's First Name: _____

Newspaper Title: _____

City: _____ Date Published: _____

Pages: _____

I read this article: ☐ In Print ☐ On the Web ☐ In a Database

How did you use this source?

_____

_____

_____

Organizing Info Option #2: Table

Task: Copy key information from and take notes on each source you use. When you are done, talk to your teacher about how to transfer these into your annotated bibliography. **You will need several copies of this page to take notes on all of your sources**.

Tip: To help you organize your notes, highlight each source in a different color for the section of your project it fits best in (example: blue for background, green for build-up, yellow for main event, and so on).

Citation Add the MLA or Chicago citation. Use a generator like Citation Machine or BibMe to help you.	**Type** Primary or Secondary	**Key Quotes or Info** Copy key quotes or pieces of information from your source. Write down the page number, if there is one.	**Paraphrased Notes** Summarize the information from the source **in your own words**.
EXAMPLE: Kenney, Dave. *Northern Lights: The Story of Minnesota's Past*. St. Paul: Minnesota Historical Society Press, 2013.	Secondary	"By 1900, they could vote only in local elections for members of the school and library boards." (p. 265) "Opponents argued that women were homemakers." (p. 265) "Each time the Minnesota legislature met, women brought up suffrage." (p. 265)	Women had the right to vote in local elections, but not in state or national ones. Opponents of women's suffrage believed women should take care of homes and children and stay out of politics. Activists pressured Minnesota lawmakers to pass women's suffrage every session.

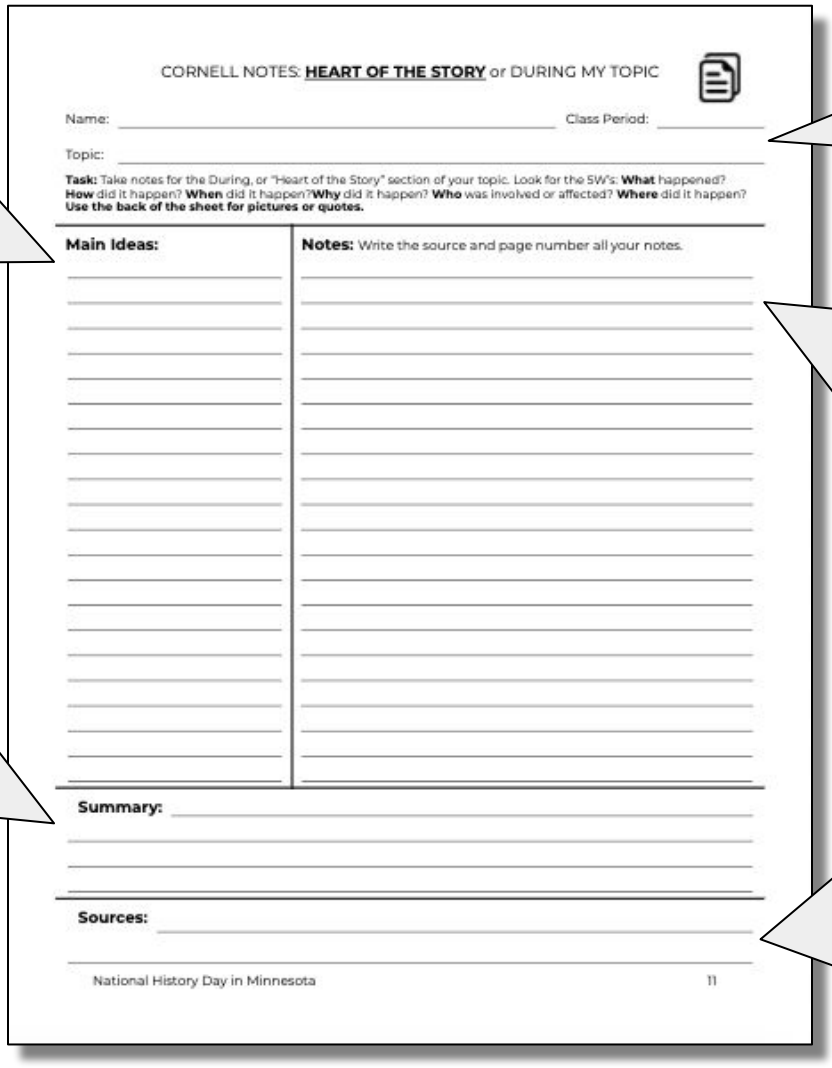
Organizing Info Option #3: Cornell Notes System

The Cornell Notes system is a different way to stay organized while taking notes. It uses a special worksheet which has been divided into sections to help you stay organized.

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

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

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



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

Name: _____ Class Period: _____

Topic: _____

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

Main Ideas:

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

Summary:

Sources:

National History Day in Minnesota 11

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

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

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

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

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

Name: Jenny Lopez Class Period: 8

Topic: The Montgomery Bus Boycott

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

Main Ideas:	**Notes:** Write the source and page number all your notes.
Montgomery citizens	-Jo Ann Robinson and the Women's Political Council made flyers
Organized a boycott	about Parks' arrest that were handed out anonymously. (68)
	-Civil rights leaders agreed on a one-day boycott. (70)
	-The Montgomery Improvement Association (MIA) formed. MLK
	elected president. He was young and new to town. (73)
	-MIA had meeting to see if they wanted to continue. King gave
	speech. People voted "yes" to continue. (76)
Demands of MIA were not to	-MIA had three demands: (77)
end segregation originally	1. Courtesy from bus drivers
	2. Hiring of black bus drivers
	3. Seating on first-come, first-serve basis
Organizers implemented	-Black-owned cabs gave people low-cost fares during boycott.
mutual aid to organize	people with cars organized a transportation system. (78)
	-There was fundraising to help support the cause. (79)
Non-violence and MLK	-MLK preached about non-violence and how it was important to
	the success of the movement. (79)
	-Had read about Gandhi's fight against colonial rule. (79)
	-Christian Pacifism and the Bible. (79)
Why was non-violence	-The Montgomery Bus Boycott's success proved that
important?	non-violence could be used to successfully protest other
	segregation and inequality laws in the South (79)

Summary: Rosa Parks was arrested in 1955 for refusing to give up her bus seat to a white passenger in Montgomery, leading to a year-long bus boycott. The success of this nonviolent protest against segregation was a turning point in strategies used during the Civil Rights Movement that led to other victories.

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

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

Name: _____ Class Period: _____

Topic: _____

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

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

Summary: _____

Sources: _____

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

Name: _____ Class Period: _____

Topic: _____

Task: Take notes for the Build-Up, or the events right before the main event. Think about it as "the spark" for the main event. What events or ideas led up to the main event? What inspired people to get involved? Be more specific than in the background section. **Use the back of the sheet for pictures or quotes.**

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

Summary: _____

Sources: _____

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

Name: _____ Class Period: _____

Topic: _____

Task: Take notes for the Background. What happened long before your topic? This is the historical context, the big picture. What background information does your reader need to know about your topic? What events, ideas, or people influenced it? What was going on in the world? **Use the back of the sheet for pictures or quotes.**

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

Summary: _____

Sources: _____

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

Name: _____ Class Period: _____

Topic: _____

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

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

Summary: _____

Sources: _____

CORNELL NOTES: **LONG-TERM IMPACT** or LONG AFTER MY TOPIC

Name: _____ Class Period: _____

Topic: _____

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

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

Summary: _____

Sources: _____

Write Your History Day Thesis: Option 1

Name: Jenny Lopez Class Period: 8

Topic: The Montgomery Bus Boycott

Task: After you've taken notes on several sources, use what you've learned to answer the questions below. Summarize your information into a two sentence thesis, or historical argument. The first sentence should be a summary of the 5W's of your topic. The second sentence should explain the impact your topic had in history.

Question:	Answer:
Who was involved/ Who was affected?	Rosa Parks, residents of Montgomery, the Montgomery Improvement Association (MIA), Civil Rights Movement leaders, city officials, Martin Luther King, Jr.
What happened?	After Parks was arrested, Civil Rights leaders organized the MIA to lead the bus boycott, which economically hurt the city. A lawsuit followed that went to the Supreme Court, which ruled segregation as unconstitutional.
Where did it take place?	Montgomery, Alabama
When did it happen?	The boycott began December 5, 1955 and lasted 381 days.
Why did it happen? What caused it?	Civil Rights leaders wanted to overturn segregation laws on public transportation and boycotted by organizing ride shares and fundraising to support each other. King and others used a boycott to gain support through non-violence.
Why is it important? How did it change history? Think about your theme connection!	The boycott and lawsuit eventually caused the city and Supreme Court to end bus segregation. This success helped set the stage for other Civil Rights efforts to end segregation throughout the country.

Thesis Sentence 1: Summarize the 5W's.

Rosa Parks was arrested in 1955 for refusing to give up her bus seat to a white passenger in Montgomery, leading to a year-long bus boycott.

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

The success of this nonviolent protest against segregation was a turning point in strategies used during the Civil Rights Movement that opened the door to other victories.

Write Your History Day Thesis: Option 1

Name: _____ Class Period: _____

Topic: _____

Task: After you've taken notes on several sources, use what you've learned to answer the questions below. Summarize your information into a two sentence thesis, or historical argument. The first sentence should be a summary of the 5W's of your topic. The second sentence should explain the impact your topic had in history.

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

Thesis Sentence 1: Summarize the 5W's.

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

Write Your History Day Thesis: Option 2

Name: _____ Class Period: _____

Task: Use your notes to answer the questions below and summarize your information into a thesis.

SAMPLE TOPIC: Rosa Parks and the Montgomery Bus Boycott

WHO: Who was involved? Who was affected? Rosa Parks, Citizens in Montgomery, Civil Rights Movement leaders, Montgomery's government officials

WHAT: What happened? What was the main event? Rosa Parks refused to give up her bus seat to a white passenger, which violated a law enforcing segregation on Montgomery city buses. She was arrested and went to jail. Civil rights leaders, including Martin Luther King, Jr., organized a boycott of buses and challenged the law as unconstitutional.

WHERE: Where was/were the place(s) it took place? Montgomery, Alabama

WHEN: When did it happen? How long of a time period was it? Rosa Parks was arrested on December 1, 1955. The boycott started on December 5 and lasted for 381 days.

WHY: Why did it happen? What caused it? Civil Rights Movement leaders wanted to overturn segregation laws. Rosa Parks attended training for nonviolent protest at the Highlander Folk School.

WHY: Why is it important? What were the outcomes? The boycott forced change in Montgomery and succeeded in overturning the law requiring segregation on public transportation. This success inspired other Civil Rights Movement protests and helped Martin Luther King, Jr. and others develop nonviolent strategies to fight segregation.

THEME CONNECTION: Turning Points in History

- **What was the Turning Point?** The use of the boycott proved that nonviolent protests was an effective method for creating change and changed the strategy of fighting segregation by Civil Rights leaders.
- **How did things change?** The boycott and Supreme Court victory ended segregation on buses. The nonviolent protest showed the power of collective action and became an effective strategy for other Civil Rights Movement protests.

Put it all together into a thesis statement.

Rosa Parks was arrested in 1955 for refusing to give up her bus seat to a white passenger in Montgomery, leading to a year-long bus boycott. The success of this nonviolent protest against segregation was a turning point in strategies used during the Civil Rights Movement that opened the door to other victories.

TOPIC:

WHO: Who was involved? Who was affected?

WHAT: What happened? What was the main event?

WHERE: Where was/were the place(s) it took place?

WHEN: When did it happen? How long of a time period was it?

WHY: Why did it happen? What caused it?

WHY: Why is it important? What were outcomes?

THEME CONNECTION: Turning Points in History

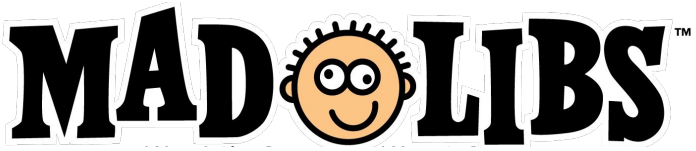
- **What was the turning point?**

- **How did things change?**

Put it all together into a thesis statement.

Write Your History Day Thesis: Option 3 (Page 1 of 2)

Name: _____ Class Period: _____



Note: Steps 1 and 2 are designed to be completed after brief preliminary research. Steps 3 and 4 should be completed after you have done some additional secondary source research. Step 5 focuses on revision. You should wait until you feel you are "done" with your research to complete Step 5.

STEP 1: DRAFT Create a first draft of your History Day thesis in three sentences. Replace the underlines with your own words answering the questions in parentheses..

Sentence 1: Before Your Main Event

In _____ *(general time period?)* the problem/situation in _____

(location?) was _____

(describe specific problem or situation).

Sentence 2: The Five Ws

In/On _____ *(specific year/date?)* _____ *(who: person/group?)*

_____ *(action describing main event including specific location)* because/in order to _____

(why/motivation?).

Sentence 3: Impact in History

Shortly after, _____ *(describe short term impact/s).*

This changed history because/by _____

(describe long term impact/s).

STEP 2: COMBINE Combine your sentences into one thesis. Copy your finished sentences from above without the describing words in parentheses. Paste them into the box below. Keep your sentences in the same order.

Write Your History Day Thesis: Option 3 (Page 2 of 2)

Name: _____ Class Period: _____

STEP 3: BRAINSTORM THEME Brainstorm your theme connection. Fill in the blanks below with your own words.

What was the Turning Point?

_____

_____

What changed? Have you considered different points of view? _____

_____

STEP 4: ADD IN THEME Copy your thesis from the box in Step 2. Paste in the box below. Think about how the theme fits in your thesis. Revise your thesis to include the theme connection from Step 3.

STEP 5: REVISE Your thesis statement is a work in progress. Copy your thesis statement from Step 4. Paste in the box below. Edit your thesis to make changes. Think about making it sound better as well as incorporating any new ideas you have come across in your research.

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

Name: Jenny Lopez Class Period: 8

Topic: Rosa Parks and the Montgomery Bus Boycott

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

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

Rosa Parks' arrest was the spark for a 381 day bus boycott that began in Montgomery, Alabama on December 5, 1955. Community leaders saw her arrest as an opportunity to challenge segregation on public transportation.

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

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

As the boycott went on, the MIA raised funds and coordinated transportation for the boycotters. The bus company and businesses in Montgomery began to suffer economically. Five women then sued the city to end segregation.

Illustrations

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

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

Quotes

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

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

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

Name: _____ Class Period: _____

Topic: _____

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

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

Illustrations

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

1. _____
2. _____
3. _____
4. _____
5. _____

Quotes

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

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

Write Your Text: **Build-Up** or Right Before

Name: _____ Class Period: _____

Topic: _____

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

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

Illustrations

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

1. _____
2. _____
3. _____
4. _____
5. _____

Quotes

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

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

Write Your Text: **Background** or Long Before

Name: _____ Class Period: _____

Topic: _____

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

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

Illustrations

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

1. _____
2. _____
3. _____
4. _____
5. _____

Quotes

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

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

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

Name: _____ Class Period: _____

Topic: _____

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

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

Illustrations

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

1. _____
2. _____
3. _____
4. _____
5. _____

Quotes

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

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

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

Name: _____ Class Period: _____

Topic: _____

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

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

Illustrations

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

1. _____
2. _____
3. _____
4. _____
5. _____

Quotes

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

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