TIPS FOR RESEARCHING

IDAHO

INTRODUCTION

Whether investigating a topic out of personal curiosity or for a school history project, Idaho's past makes for fascinating research. To this end, the following is intended to act as a guide to assist researchers in finding topics and accessing information within the state. The guide includes general how-to's and where-to's, as well as a comprehensive guide for 4th – 12th grade students wishing to participate in the National History Day program.

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CONTENTS

RESOURCE SITES FOR COMMUNITY AND FAMILY HISTORY PROJECTS

ARCHAEOLOGY   artifacts, site plans, foundations, etc.

ARCHITECTURE   houses, churches public buildings, businesses, ruins, sites, etc.

BUSINESSES   business records, employee information

CEMETARIES   stone cutters, names and dates, inscriptions, burial practices, etc.

CHURCHES   membership rolls, minutes, architecture, baptismal records

CLUBS   membership rolls, official histories, financial records

COURTHOUSES   birth records, death records, tax rolls, census records, court Proceedings

FAMILIES   albums, diaries, journals, letters, genealogies

FOLKCRAFTS   quilting, spinning, soap making, food specialties, toy making

HOSPITALS   medical records

LIBRARIES   census records, reference works, newspapers, maps

STATE LIBRARIES government records, letters, newspapers, census records,
 & ARCHIVES   diaries, photos, etc.

MAPS   geological survey maps, soil & conservation maps, insurance maps

MUSEUMS   exhibits, special collections, reference rooms

NEWSPAPERS   advertisements, news, photographs, editorials, political cartoons

PEOPLE   oral history, traditions

PRINTED WORKS   old books, magazines

SCHOOLS   yearbooks, attendance records, grades, student papers, board minutes

VISUAL MATERIALS scrapbooks, photographs, lithographs, art, sculpture

MISC. RECORDS   military records, insurance records, fire records, police records

RESEARCHING COMMUNITY HISTORY

The following suggestions for investigating local history are organized into general topics, with prompts that might help direct research.

1. LOCATION of communities, principal towns and settlements, approximate size, distances: how the location affected the town's history

2. TOPOGRAPHY AND CLIMATE, including valleys, plain, mountains, streams, rivers, rainfall, snowfall, seasons, storms, variations in normal conditions, etc: how citizens and cultures have been influenced by the environment

3. HISTORY AND POPULATION:
    a. History of the community: events that shaped or influenced it
    b. First settlers: impact native-born Americans or other ethnic groups had on the environment, community, etc
    c. Places of origin: states or areas from which a people came
    d. Reasons for selecting a particular locality for settlement: land, gold, religious reasons; results
    e. Types of people who came: occupations, religions, social class, ethnic groups
    f. Native Americans: native tribes that were here and their relation with immigrants
    g. Ghost towns: where they are, who lived there, and why no one there now
    h. Social issues: strong disagreements, such as cattle-sheep wars; epidemics

4. ECONOMY: how did the early settlers make their livings, get their property, acquire necessities, earn money, or make purchases?
    a. Basis of the economy: types of crops harvested, nature of industries in the area
    b. Problems and successes: in marketing, transportation, health issues, etc.
    c. Failures: droughts, fires, severe winters, foreclosures, abandonment, emigration
    d. Travelers: how traveling merchants, peddlers, craftsmen, medicine vendors, catalog buying, etc. impacted the community
    e. Property: how it was transferred; claim-jumping or other issues
    f. Local businesses: what they were and their effect on town

5. COMMUNICATION:
    a. Basic transportation: road building, various types of conveyances, main routes, railroads, etc.
    b. Mail delivery: post office, methods of getting mail, personnel involved
    c. Newspapers: editors, writers, readers; the development of the paper and its influence on the community
    d. Telephones: the companies, exchanges, influence, use, leaders, development
    e. Library: the size, extent, influence, development
    f. Radio and television: the development and influence of transmitted media
    g. Magazines and other journals: what they were, their purposes and biases

6. HOUSE AND HOME: consider the houses, specific rooms and outbuildings
    a. Food: methods of preparation and storing, cooking issues, favorite foods, source of foods including scarcities & availabilities

b. Meat supply: wild or domestic animals-- butchering, storage, cooking
c. Gardening: domestic foods, food from the wilds
d. Home industries and handicrafts: articles, methods, distribution, purpose
e. House keeping: home decorating, cleaning, chores, routines, home construction, lighting, utilities, heating, cooling
f. Fire hazards: cooking, fuels, home protective devices, practices
g. Hardships and annoyances: out-houses, slops, insects, other pests
h. Water: supply and usage

7. GOVERNMENT:
   a. Structure: designation of authority, hierarchy
   b. Townships or counties: their history
   c. Districts: water, fire, school, poling, irrigation, school
   d. Local politics: prominent issues of time

8. SOCIAL STRUCTURE:
   a. Man's role: responsibilities, standards, dress, freedom, restrictions
   b. Woman's role: responsibilities, standards, dress, freedom, restrictions
   c. Child's role: responsibilities, standards, dress, freedom, restrictions
   d. Community expressions of approval: methods, customs
   e. Community expressions of disapproval: behaviors are not approved of
   f. discipline, control deviants, keeping order
   g. Recreations, amusements: school entertainments, community programs, socials, picnics, celebrations, drives, sports, dances, religious celebrations, fairs, festivals, holidays, Chautauqua's, gambling, alcohol
   h. Fraternal organizations: influence on community by which ones, when, to what extent, purpose
   i. Churches: establishment, growth, influence, achievement, size
   j. Social taboos: identify what they were, why they were, and consequences of breaking

9. HEALTH:
   a. Medical and dental services: obstetrical care, hospitals, nurses, epidemics and their consequences, home remedies
   b. Funerals: practices, cemeteries, morticians

10. EDUCATION:
    a. Schools: buildings, equipment, facilities, transportation, length of term, legal requirements for students
    b. Teachers: qualifications, certification, status or influence in community, housing, salary, duties, disciplinary tactics, methods
    c. Curriculum: practices of promotion, grades, marks, subjects, banned books or issues
    d. Supplements: additional things taught beyond basic school subjects

11. LOCAL ORGANIZATIONS AND ASSOCIATIONS: organizations and the influence on or from community
    a. Military, patriotic: veterans of Spanish-American war, World Wars I & II, Korean War, Vietnam War, Desert Storm, Afghanistan/Iraqi War; American Legion, D.A.R., G.A.R., V.F.W. posts, honor rolls
    b. Farming: cooperatives, unions, granges, Farm Bureau, F.H.A., 4-H, Women's Bureau
    c. Fraternal organizations: women's groups, lodges, auxiliaries
    d. Business organizations: trade unions, associations
    e. Service clubs: Rotary, Kiwanis, Masons, Shriners. Lions, Exchange Clubs, other groups
    f. Performance groups: music, theater, symphony, band
    g. Political organizations: government, youth
    h. Civic groups: who as involved, charitable drives, fund raising, forums, laws governing them
    i. Law enforcement: police, sheriff's department, court records
    j. Youth organizations or organizations to educate youth: Boy Scouts, Girl Scouts, Campfire, YWCA, YMCA, FHA, FFA, 4-H, school organizations, etc.

12. PEOPLE:
    a. Rituals and practices: courtship, marriage, divorce, birth, death, burial, help for dependents, family structures
    b. Child rearing: expected behaviors, routines, infancy, childhood, adolescence, work opportunities
    c. Senior citizens: their status, influence, work, responsibilities, provisions for their housing, support, care, etc.
    d. Community leaders: political, heroes, figures of authority from past and present

13. FOLKLORE: legends, community stories, jokes, tall tales, games, local authors, local heroes & heroines

14. LEGAL STRUCTURE:
    a. Laws, lawmakers, codes, lawyers
    b. Dispensation of justice, courts, jurisdictions (how determined), judges
    c. Any extra-legal settling of disputes by groups such as vigilantes, lynchings, Ku Klux Klan, etc.
    d. Places for retention: jails, reformatories
    e. Law enforcement: police force, personnel, qualifications, terms of service, pay
    f. Major problems requiring the attention of the courts, police, or other community disciplinarians

15. NAMES: their origins and prevalence

16. ARCHITECTURE:
    a. Community buildings: history, construction, builder, materials used, uses, renovations, various owners, etc.
    b. Stories associated with buildings

17. LANGUAGE OF THE COMMUNITY:
    a. Business language: the linguistic code of the mart
    b. Courtship and marriage expressions and phrases
    c. Worship: set patterns of language of different religious groups; those making up the greater part of the community
    d. Expressions showing "approval" and "disapproval" over time
    e. Greeting and leave-taking rituals: the linguistic ritual of each
    f. Linguistic taboos: words that the "good" person does not use (these change with time)
    g. Profanity or patterns of language to let off steam under pressure of anger, frustration, or other intense emotion: punitive uses, patterns of cursing, sources it draws from for its power to demean
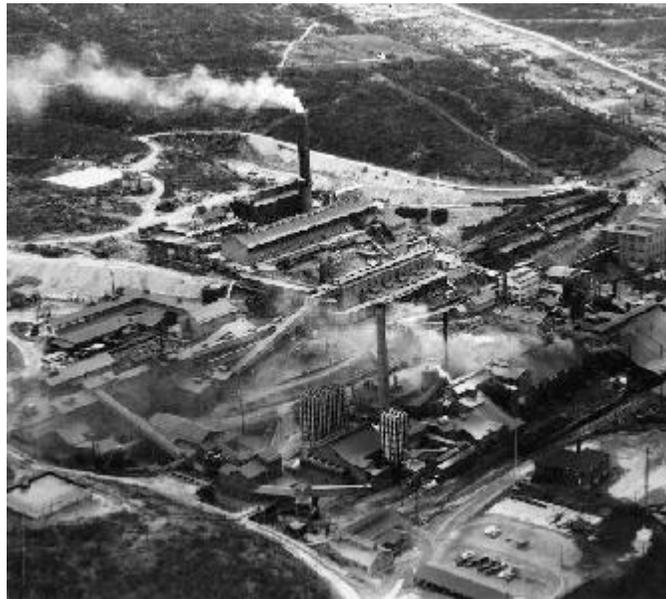
Bunker Hill Mining Company ~ Kellogg, ID

RESEARCHING FAMILY HISTORY

Creating an interesting and lively family history can be accomplished through many different approaches. Listed below are a few suggestions to help students go beyond a recitation of family records and events.

1. Prepare a character sketch of a family member, adding to the vital data: a) a physical description, b) special clothing or typical details, c) special character traits, d) vocational details, e) social life information, f) relation to other people, g) phrases person used, h) other anecdotal information.

2. Describe the home of a family member: a) its physical features, b) favorite and least favorite aspects of the home, c) remembered objects, smells, sounds, textures, d) daily routine in the home as compared to today's home.

3. Describe a family member's childhood: a) special remembered toys, b) games, c) playmates, d) school days and play days, e) accidents or injuries, f) chores, g) the world as seen through the eyes of a child of earlier days.

4. Describe a person's school years: a) schools attended, b) courses taken, c) teachers remembered, d) special friends, e) humorous incidents, f) "outstanding" students (for a variety of reasons), g) special activities, clubs, or sports, h) the heroes and heroines of the time.

5. Describe a relative's military service or life during wartime years.

6. Describe socio-economic conditions of a particular period and its effects on the family (e.g., making ends meet).

7. Describe the entertainment of an era: a) radio, b) movies, c) television, d) other recreation.   Mention when they entered your subject's life and what impression they made.

8. Describe travel: a) interesting experiences, b) accommodations and conveniences (or lack of them), c) modes of transportation, perhaps how it differed from today, d) insights gained by the person through travel experiences.

9. Describe special celebrations and holidays: a) Christmas, b) Thanksgiving, c) birthdays, d) family reunions, f) funerals, g) special traditions, foods, decorations, people involved.

10. Describe a move the family made; a) reason for the move, b) time it was made, c) attitudes retained toward their former home after many years had passed, d) the traditions and attitudes they took with them to the new home, e) descriptions of the new locations (another country, region, town, home).

11. Describe pets that have worked themselves into the hearts of the family: a) the role of a pet in earlier times, b) a "character sketch" of a pet family member.

12. Select specially treasured photographs from the family's past and tell the story behind each photo.

13. Ask a family member in what ways she/he is most aware of the changing ways of life in our society. What aspects of life that were important to that person have disappeared or are changing? What new technologies have changed family life in their estimation?

INTERVIEWING FOR FAMILY HISTORY

1. *Start doing your Family History now*! Time passes so quickly and people are gone before you get a chance to visit with them. And remember, your own experiences will be valuable reminiscences to your grandchildren and their children before you know it, so don't hesitate to start with yourself, especially if you are in your family's' elder generations.

2. Labeling your pictures is a first step. Most families have boxes of wonderful old pictures now useless because no one is left who knows who the people are. You can't begin this labeling process too soon.

3. A collection of recorded family memories is invaluable. When interviewing a family member, ask the same types of historical questions as you might for a stranger. Specific questions can help jog a person's memory more than simply asking them to tell you about their past. To help you develop your questions, it will be helpful to research the era in which the person and his parents lived.

4. Research interviews often provide a wealth of rich and exciting historical information. Memories of the Depression, World Wars, the town's growth, changes in farming techniques, etc., can be valuable for future generations.

5. A few things to think about:

   a. Courtesy – often we treat our family members with a familiarity we would never extend to a stranger we were interviewing. Because of this, basic tips for interviewers are doubly important for those investigating family history – and doubly difficult. *Behaviors to avoid* when interviewing include:

      i) Interrupting

      ii) Contradicting

      iii) Contributing one's own stories

      iv) Letting your attention wander, even though some stories may be familiar

b. Time – it is especially important in family history to talk to one person at a time. It may be the only time Uncle Joe will get to talk without Aunt Mable contradicting him and he may turn out to be a tremendous source of information.

c. Processing – the processing that is done for a project is equally important for family tapes. You will want future generations to be able to keep track of and use your recordings so it will be especially important to:

    i) Label CD's or tapes

    ii) Keep an index of data including who, what, where, when, etc.

    iii) Record an introduction or a lead for each interview

    iv) Take pictures of interviewee

STEPS IN WORKING WITH FAMILY HISTORIES

1. Develop a timeline—important events in one's life – personal history
2. Genealogy chart – family tree
3. Chronology – who and when – family group sheets
4. Cause and effect – take a different dimension, such as ancestor's response to environment or an important event
5. Mapping – show locations involved
6. Answer all the 5 W's + H for your ancestor or topic, not just the who (name), when (date) and where (place)
   (e.g.) What was happening in the area, or in the U.S.?
       Why did it happen?
       How is it significant?
       What was the result?
       What was this place like then?
       What stresses did the people encounter? What obstacles?
       If the person moved, why did they and what was the result?
7. Place ancestor in historical perspective. What were some probable experiences?
       (Homesteading? war? frontier life? religion? woman's role?)

If the research is being completed for History Day, consider the following:
(See pg. 28 for further information)

8. Trace ancestor through an era (by expanding or projecting from a date, picture, or experience into an area not known). Through research, draw a logical conclusion or conjecture in knowledge of an unknown area.

a) Purpose: to enable someone to see himself as part of human growth and as a product of the past.

b) Possible method:
   1) Compile facts from various sources (documents, oral history, pictures)
   2) Flesh out family history with historical narrative
   3) Select point of view for relating story
   4) Analyze and interpret historical data; draw logical conclusions to help show historical significance
   5) Select type of presentation for project (essay, exhibit, documentary, performance, web page)

Researching the family history

GENERAL RESEARCH PROJECT IDEAS

Below is a list of project ideas for showcasing research. Students doing the History Day program and competition should be sure to examine each topic with the current year's theme in mind, and through analysis and interpretation of facts, show their topic's historical significance and impact on history. See "Researching for the National History Day Program", pg. 28, for further information.

1. Using maps such as the Sanborn maps, show how an area of your town—your neighborhood, a shopping area, area near your school—changed over a given period of time. Excerpts from oral history recollections could supplement the project.

2. Dramatically portray a turning point in your family's history. Use family records, photographs and oral histories. Example: Decision to move to America, to Idaho, from farm to city, the effects of the Depression on the family, etc.

3. Show how the introduction of mechanized farm equipment changed the family's farm, or how it changed farm sizes and land control in your county

4. Use census records, county records, oral histories, newspaper accounts to document why a once flourishing community in your area lost its population and prominence

5. Dramatize changes in the daily life of a young housewife between your mother's, grandmother's, and great-grandmother's eras.

6. Make a map of your region showing the locations of trails, roads and highways over a period of 120 years. Discuss their impact on the state or region

7. Make a map of Idaho or a section of the state, and show and interpret the physical features that determined Idaho settlement.

8. Compare changes in teen-age or community dances over a period of three generations. Look through old school annuals to supplement oral histories.

9. Give a brief history of the forest service in your area. Interview people past and present affiliated with the forest service and compare their work over the periods represented.

10. Compare the activities of a typical week in your family with that of your parents and grandparents when they were your age.

11. Compare different types of maps of your region over a period of time. Use the panorama or "birds eye" artistic impressions of the late 1800's through geological survey maps, railroad maps, forest service maps, and a series of road maps.

12. Examine community recreational facilities now as compared to those of your parent and grandparent's eras.

13. Consider the local movie houses. Research where they were, when they were introduced to your town, when innovative changes in movie making were introduced to your town, how movies differ over a period of time (i.e. facilities, added attractions, the Saturday matinee, etc.), and how the movies impact people over the generations

14. Study your neighborhood: How long it has been there, how the land on which it is situated was used before its construction; compare ethnic types and length of time people live in the homes with similar data of an earlier period.

15. Research how your school district changed over the past 50 years: where rural schools located, what they were called, how long they were there, and when and why the districts consolidated. Compare advantages and disadvantages of consolidation. Use oral histories and interviews with school personnel.

16. Do a dramatization of the decision to move the state capitol from Lewiston to Boise.

17. Examine a section of the state to show how the land use has changed from the early 1800's through the present.

18. Compare newspapers of three or four different eras to show changes in commodity prices and availability, items featured in the "society page", and overall difference in newspaper layout and emphasis. Interview someone with the newspaper.

19. Do a pictorial history of a local church, including its impact on the community. Use oral histories.

20. Using archives, determine changes a dam brought to the appearance, economy and recreation of an area.

21. Prepare a brief history of your town's hospital. Include information on medical help available before its construction, some early doctors in your area, what help they were able to provide, and "home remedies" that were widely used. Geographically, point out how the area served today by the hospital compares with the area served by the early doctors.

22. Trace the history of an organization such as YWCA, Boys' or Girls' Clubs, Boy Scouts, etc., in your town. Identify specific turning points in its history and the impact on youth in your community.

23. Use oral histories to find out how daily life and personal habits changed with the introduction of indoor plumbing.

24. Examine immigration patterns in your community. Include national and ethnic origins, as well as state origins and areas "back East." Try to determine when the groups came and why. Use county records, newspapers, and censuses.

25. Research how the railroad changed your area.

26. Women were the "gentle tamers" of the west, often introducing schools and churches to their communities. Research your town's history. Dramatize changes women brought to it.

27. Based on oral histories, learn about social contacts made on an individual basis between early settlers and people of different ethnic backgrounds—Indians, Chinese, Mexican-Americans, Blacks, or Basques.

28. Dramatize highlights or moving episodes of a personal diary, journal or letters from earlier times.

29. Using a diary or journal, show on a map the route followed west to Idaho. If available, include excerpts from the journal and photos of significant events along the route.

30. Research old newspapers and other sources of advertisements at the archives. Determine how your town's shopping patterns changed over a given period of time because of advertising. Develop maps and charts to show your findings.

31. Select your school or any prominent building in your town. Through an examination of building permits, etc., learn about who built it, what regional material sources (brickyard, granite quarry, lime source) were used in its construction, what different uses the building has had over its lifetime, and what its current status is.

32. Find out about your school's history: when it was built and if it had a prior location. If the school is new to the district, learn about where the students attended before it was constructed. Interview students of earlier generations to find out what they remember about the school or its predecessor's appearance, facilities, etc.

33. Find out if your area once supported an extensive orchard or truck garden economy. Determine when and why it was started, what crops were grown, how crops were shipped to market, where those markets were, and when and why the business was discontinued or changed.

34. Examine a past local industry such as a brewery, commercial fishing business, packing plant, gristmill, or sawmill. Research when it served your area, where it obtained its raw materials from, and why it was discontinued.

35. Use maps, photographs, or sketches to determine how methods for crossing rivers in your area, or at a specific site, have changed in the pat 150 years.

36. Many of Idaho's waterways were either navigated for commercial use, or attempts were made to establish commercial navigation on them (i.e. the Snake River south of Lewiston, the Clearwater east to Kamiah, Hell's Canyon, the Snake upriver from present Hell's Canyon Dam, the Harry Guleke between Salmon and Riggins). Steam powered riverboats, scows constructed upriver and dismantled at destination, and gasoline-powered launches were all experimented with. Prepare a history of one type of conveyance, showing when and how it was used, for what purpose, for how long, and what the historical impact was at the time it was in use and when it stopped running.

37. Try to learn what life was like in Idaho's remote areas prior to WWII including why so many of those areas were vacated around the period of that war. Include a map showing travel routes into the area studied, including pictures of the terrain.

38. Research the history of an area such as Sun Valley. In a media presentation, show life there during a specific decade, such as the 1930's.

39. Do a historical survey of changes in women's sports in your school. Use oral histories, old school annuals, and other available records.

40. Research and dramatize a monumental court case or town lynching in your area.

41. Trace the development of the fire department in your town. Find out how the equipment and knowledge of fire fighting techniques has changed over a period of time. Interview firemen, retired and on active duty. Seek permission to use the department's historic records.

42. Construct a replica of an Indian village before Euro-American contact as it would have appeared in your region.

43. Construct replicas of Indian artifacts, which were used in your region and demonstrate their uses.

44. Perform an Indian dance and describe or narrate its meaning, including the significance of the costumes worn.

45. Describe an Indian's care, training, and use of his horse. Explain the historical impact the horse had on the Indians of your area.

46. Examine local political cartoons and interpret the issues of the time.

47. Describe changes brought by irrigation to the upper Snake River region.

48. Describe jobs available to women around 1900. Compare their wages, working conditions, and advancement opportunities to other wage earners.

49. Study the role of a mission or missionary in your area. Show how the mission or missionary temporarily or permanently affected the Indians' lifestyle.

50. If there was a street car in your community, describe it. Include what part of town it served, how much it cost to ride, its schedule, when it was used, and when and why was it discontinued. Use oral histories and town records.

51. Use old maps to locate, name, and date sawmills in operation from 1880-1950 in a given area. Explain why so many are not operating today.

52. Build a replica or sketch a picture of a cable tramway used to transport grain from highland farms to river valleys. (i.e., tramway on the Clearwater River) Describe its use and explain why it was discontinued.

53. Re-enact a selection from a dramatic or musical presentation given in a local theater or opera house of an earlier era.

54. Sketch or make a model of an early opera house or performing theater as they were prior to 1920.

55. Learn about a typical community band in an early Idaho community. Read old newspapers from the period you select. Include what occasions the band performed for and what instruments were included. Determine why the town band lost its popularity. (A natural presentation for a media or performance project)

56. Do a dramatization or media presentation of a typical day in school of an earlier period. Use oral histories of past teachers and students.

57. Make a model reconstruction or sketch of an early schoolhouse and describe it. Explain why and when such schoolhouses were discontinued, and the effect on the students and community.

58. Sketch or make a model of a quartz mining operation in Idaho. Explain it.

59. Describe an early day train trip, including a description of the train's accommodations, the train's personnel, and interesting aspects of the trip. Use oral histories.

60. Dramatize the Haywood Trial, and/or events leading up to it.

61. Map the progression of the early Idaho mining "booms" throughout the state, beginning with the first discovery at Pierce and continuing on to other central and southern Idaho booms. Identify the mining towns and date their peak periods. Include roads used during the time.

62. Make a map showing the railroads built in Idaho. Date the period of the constructions of each line, the company constructing the line, and, should it be the case, the period when the line was discontinued. Explain the impact the lines had on the state, both while they were working and when they were abandoned.

63. Interview people involved in the Civilian Conservation Corps program in the 1930's to find out what special service it provided. Make an exhibit showing your findings.

64. Show through photographs or sketches the architectural changes in a sample section of your community over a period of time.

65. Create an exhibit showing what "natatoriums" were and when they popular. Research the function they served in your community, and when and why they went "out of fashion."

66. Research and make a scale model or sketch of one of Idaho's spectacular bridges, such as the Lawyer's Canyon railroad trestle or the Perrine Bridge at Twin Falls. Include the difficulties the engineers faced and overcame in its construction, and how the structure changed the community.

67. Describe the surveying and construction of early roads such as Whitebird Grade and the Lewiston spiral highway. How were those early roads constructed and financed? Compare to today's highways.

68. Make a model or sketch the floor plan of Fort Boise, Fort Hall, or one of Idaho's other forts. Explain change of the fort's role from the trapping era to the arrival of emigrants to Idaho.

69. Describe life on a cattle or sheep ranch prior to 1930. Include a map showing ranch location, extent of land holdings, and summer ranges. Describe the annual drive to summer ranges, and if applicable, fording a river or stream to reach the range or market. A similar study could be made of hog ranches or turkey farms.

70. Consider telegraph and telephone communication. Find out how they changed your town, and how the time your town received telephone communications compared with telephone service in rural neighboring areas. Through oral histories, learn how people coped without telephones. Trace the changes in telephone service in your town. Look at old phone books; interview someone acquainted with the company's history in your area. Dramatize the changes.

IDAHO-SPECIFIC TOPICS

If you are looking for an interesting Idaho-related research topic, consider the following:

EVENTS

Idaho Territory
Idaho statehood
Mining wars of early days
The Pullman strike of 1894
Women's suffrage in Idaho
Assassination of Governor Frank Steunenberg
Idaho agricultural products—potatoes, sugar beets
Red Scare in Idaho
Idaho's quarantine war
Fire of 1910
Lava Hot Springs
Capital is moved from Lewiston to Boise
Prohibition in Idaho
Automobile age
Idaho during the Depression
WPA and the CCC impact on Idaho
Dr. Robinson and the "Psychiana" religion
The birth of Sun Valley
Idaho during WWII
Idaho Japanese internment camps
German POW's
Civilians caught in war zones
Gambling ordinances of the 1940's
Albertson's supermarket
Timber industry
TV comes to Boise
Communism in Idaho
Steamboats on the Coeur d'Alene
The Arco atom
The death of Ernest Hemingway
Civil Rights protests in Idaho
Idaho dams and their impact
Hells Canyon Dam
Erosion kills the South Fork
Wilderness battle
Idaho recreation
Tax revolt
Teton Dam collapses
Sunshine Mine fire
Challis earthquake
The Idaho lottery

Preserving the Cataldo Mission
Lead pollution in the Silver Valley
INL and the nuclear problems
The EPA's impact on the Silver Valley
Bunker Hill Mine
Ruby Ridge
Micron and the high tech industries
Whooping Cough scare
Returning of the wolves to Idaho
Children vs. police standoff
University of Idaho clones mule
Idaho's burning: forest fires and their impact
Woes of the University of Idaho's "Water Center"

PEOPLE

Jack "Diamondfield" Davis
Peg Leg Annie
Butch Cassidy
Noah Kellogg
Abigail Scott Duniway
Molly Hall (Molly B'Damn)
James Hawley
Harry Orchard
Frank Steunenberg
May Arkwright Hutton
Senator Weldon Heyburn
Permeal French
Thomas Croft Neibaur
George L. Crookham, corn king
Ed Pulaski, hero of 1910
Walter Johnson, baseball hero
Moses Alexander
Philo Farnsworth, father of TV
Lady Bluebeard, murderess
William Borah
Morrison-Knudsen
Vardis Fisher, author
C. Ben Ross
J.R. Simplot
W. Lloyd Adams
Harry "Kid" Matthews
Gracie Post
Joe Albertson
Paul Revere and the Raiders
Harmon Killebrew
John Evans

Robert Smylie
James Angleton, the spy catcher
Frank Church
Claude Dallas
Richard Butler and the Aryan Nations
George Hansen found guilty
Cecil Andrus
C.L. "Butch" Otter
James A. Risch
William Craig
Larry Craig
Gunslinger's of Murray
"Pappy" Boyington

For additional ideas, go to http://gov.idaho.gov>>Idaho Facts>>History for a Chronological History of Idaho.

The trial of
Harry Orchard

Gov. Frank Steunenberg,
Idaho's Youngest Governor

ACCESSING LEGAL DOCUMENTS

Primary documents add depth and meaning to historical research. Following is a list of possible documents to help in your research, many of which are accessible online.

CITY/COUNTY RECORDS

City Hall:
1. City ordinances
2. City-council minutes
3. Municipal code
4. City building permits
5. Contracts adopted by resolution   e.g., public works contracts
6. Copies of Idaho Code
7. Bids   e.g., for city improvement

District Court – Clerk:
1. Court cases
2. Probate records
3. Criminal/felony cases
4. Traffic cases
5. Judgment dockets
6. Probate dockets
7. Misdemeanors

School Districts:
1. School board minutes
2. Attendance records
3. Architectural plans

County Courthouse – Auditor:
1. Transcripts of deeds—indexed, warranty, quick claim, trustee
2. Powers of attorney
3. Plats—indexed; records of survey
4. Notices of court action
5. Marriage licenses
6. Orders affecting real estate
7. Mining claims
8. Military discharges
9. Mortgages
10. County commissioners' minutes and files
11. Leases—indexed and agreements
12. Homesteads & land grants, including Presidential grants
13. Certificates of sale—indexed
14. 8th grade exams
15. School and census reports
16. Birth/death registers to c. 1920--Boise Bureau of Vital Statistics
17. Brand books
18. Community property agreements—indexed
19. Index grantee/grantor
20. Index of corporations; Index of certification of names
21. Records of chattel mortgages
22. Abstracts of elections

23. Voter registration—four years back only
24. Budget, expenditures, salaries, etc.

County Courthouse – Assessor:
1. Tract indexes – run title search of property back to mayor's deeds of town's beginnings
2. Assessments of real and personal property
3. City & county maps
4. Field-appraisal sheet
5. Property tax records

RESEARCHING THE IDAHO STATE ARCHIVES

The Idaho State Historical Society Public Archives and Research Library holds a large collection of material relating to the history of Idaho and the Pacific Northwest. The collection is widely varied in subject, geographic area, and time period. It includes both historical and genealogical information and covers a wide variety of mediums including manuscripts, state documents, books, periodicals, oral history interviews, motion picture films and videos, microfilm, and maps. In addition, the Library and Archives collection supports the Historical Society's other collections as a repository of general reference materials.

Public Archives and Research Library
2205 Old Penitentiary Road
Boise, ID 83712

COLLECTIONS
Books and Periodicals
Genealogy
Manuscripts
Maps
Microfilm
Newspapers
Oral History
Other Resources
Photographs
View a slide show of Sigler photographs
State, county & city official records

SERVICES
Information Requests
Interlibrary Loan
Library and Archives Catalog
Photocopying
Photo Reproduction

To access information, logon to http://idahohistory.net and go to "Research and Collections".

Archival Research Tools
and the Information They Can Provide:

Sanborn Maps:

<u>What they are:</u> Historic Fire Insurance Maps of Boise Fort Street houses

For Boise, the following years are available: 1884, 1888, 1893, 1903 w/ pasteovers to 1907, 1912, 1910 w/ pasteovers to 1922, 1912 w/pasteovers to 1945, 1912 w/pasteovers to 1947, 1912 w/ pasteovers to 1949, 1912 republished in 1956, 1956, 1959, 1976. In addition to hardcopy and microfilm, Sanborn Maps are available for certain towns and years in digital format on the computers in the Public Archives and Research Library.

Sanborn maps are available for: Aberdeen, Albion, American Falls, Arco, Ashton, Bancroft, Bellevue, Black Bear, Blackfoot, Bliss, Boise, Bonner's Ferry, Boville, Bruneau, Buhl, Burke, Burley, Caldwell, Cambridge, Carey, Cascade, Clarks Fork, Coeur d'Alene, Cottonwood, Council, Craigmont, Culdesac, Deary, Downey, Driggs, DuBois, Eagle, Eagle Rock, Eden, Elk River, Emmett, Fairfield, Ferdinand, Filer, Firth, Franklin, Frisco, Fruitland, Gem, Genesse, Glenn's Ferry, Gooding, Grace, Grangeville, Hagerman, Hailey, Hansen, Harrison, Hazelton, Heyburn, Hollister, Idaho City, Idaho Falls, Ilo, Jerome, Juliaetta, Kamiah, Kellogg, Kendrick, Ketchum, Kimberly, Kootenai, Kuna, LaClede, Lapwai, Lava Hot Springs, Lewiston, McKay, Malad City, McCall, McCammon, Middleton, Meridian, Midvale, Milner, Montpelier, Moscow, Mountain Home, Mullan, Murray, Nampa, New Meadows, New Plymouth, Nez Perce, Oakley, Orofino, Paris, Parma, Paul, Payette, Plummer, Pocatello, Post Falls, Potlatch, Preston, Priest River, Rathdrum, Reubens, Rexburg, Richfield, Rigby, Roberts, Rogerson, Rose Lake, Rupert, Salmon City, Sandpoint, Shelley, Shoshone, Silver City, Soda Springs, Soldier, Spirit Lake, St Anthony, St Joe City, St Maries, Star, Stites, Sugar City, Troy, Twin Falls, Victor, Vollmer, Wallace, Wardner, Weiser, Wendell, Weston, White Bird, Wilder, Winchester.

<u>Research value:</u>
  - ➢ *Can provide approximate construction date*
  - ➢ *Show footprint of building*
  - ➢ *Provides information about number of stories, type of building, construction materials, etc*
  - ➢ *Progression of maps can show changes to building over time*
  - ➢ *Can give idea about setbacks*
  - ➢ *The State Historical Preservation Office (SHPO) has hard copies of all but the 1976 - Library has microfilm copies - film - although scratched, does allow you to see in a bit better detail.*
  - ➢ *Can also be helpful with discovering address changes*

How to access:
  ➢ Need to know address or general area of building
  ➢ Access maps by date

Architecture Index:

What it is: Card catalog of newspaper references

Research value:
  ➢ *Provides newspaper citations for buildings*
  ➢ *Original citations can refer to construction date, cost, original owner, architect, details about building (e.g., # of rooms)*
  ➢ *Future citations may refer to sale or alteration of structure*
  ➢ *Directs user to newspapers on microfilm*
  ➢ *Reference citations may be brief or in-depth*

How to access:
  ➢ Access reference citations by NAME—property owner or builder. If no name available, researcher may go through each individual dwelling card in the index
  ➢ If approximate date of construction known, December or January 1st 4edition of the Statesman often had summaries of all building that took place in Boise the previous year.

Building Permits:

What it is: Required city/county permits for architectural construction or renovation

Research value:
  ➢ *Boise City has building permit records starting in 1910.*
  ➢ *Can provide date of construction, architect, builder, materials, cost, etc.*
  ➢ *Can provide dates and details of interior or exterior alterations*

How to access:
  ➢ For Boise: Records in office of Boise City Clerk. Complete a Records Search Form and submit to the clerk - response should be within a week (more likely a day or two).   This form can also be found on the internet at CityofBoise.org For other towns and cities, contact the City Clerk's Office for information.

Historic Photographs Collection:

What they are: Photos of buildings

Research value:
  ➢ *Can provide historic views of properties which can help document original appearance and/or alterations*
  ➢ *There is a fairly large collection at the library, especially of grander old homes*

How to access:

➢ Look under "dwelling" category, especially for older, grander homes
➢ Look under "schools" and "parades" that may also show nearby homes
➢ May also look through all existing photos, time permitting

City/Polk Directories:

What they are: Historical records of residences and public city buildings

Research value:

➢ *Can provide information on original and subsequent owners/occupants (which can then be used to access the Architecture Index)*
➢ *Can provide documentation regarding conversion of house to multi-unit structure*
➢ *Can help pinpoint a name needed to find a property in the Architecture Index*
➢ *Can pinpoint a construction dates of building built 1927 or later*
➢ *Can indicate when certain changes may have been made - e.g., when a single-family home may have been converted to apartments.*
➢ *Can tell something about the social history of the house since the directories indicated the profession of the person occupying it.*
➢ *Can also help pinpoint those address changes.*

How to access:

➢ Boise Directories start at 1891
➢ Research by name of occupant or address, if known
➢ If they were constructed 1927 or later, can pinpoint year of construction with reverse directory.
➢ When all else fails in terms of pinpointing dates earlier than 1927, if you have infinite patience, you can go through all the polks looking for address.
➢ The library staff at the Public Archives and Research Library is available and happy to assist you.

Idaho State Archives & Library
Boise, ID

MUSEUMS IN IDAHO

Following is a list of history museums in Idaho. Included are area historical societies and archives, as well as sites to find regional folk and cultural history, American and Native history, historical photographs, and historical markers . . . all with a specific focus on the state of Idaho. This page is one of a series of guides about **Museums in Idaho**. Although not a complete list, it does provide a starting place for state research.

MUSEUM	LOCATION
Bannock County Historical Museum	Pocatello
Basque Museum and Cultural Center	Boise
Bicentennial Historical Museum	Grangeville
Blaine County Historical Museum	Hailey
Boise Art Museum	Boise
Bonner County Historical Museum	Sandpoint
Bonneville Museum	Idaho Falls
Boundary County Historical Society	Bonners Ferry
Cambridge Museum	Cambridge
Canyon County Historical Museum	Nampa
Cassia County Historical Society	Burley
Center For Arts and History	Lewiston
Clearwater Historical Museum	Orofino
College of Southern Idaho	Twin Falls
Discovery Center of Idaho	Boise
Eagle Rock Art Museum and Education Center, Inc.	Idaho Falls
Elmore County Historical Museum	Mountain Home
Gem County Historical Society and Museum	Emmett
Glenns Ferry Historical Museum	Glenns Ferry
Hagerman Valley Historical Society Museum	Hagerman
Herrett Museum and Planetarium	Twin Falls
Historical Museum at St. Gertrude, the	Cottonwood
Idaho Botanical Garden	Boise
Idaho City Historical Museum	Idaho City
Idaho Heritage Museum	Twin Falls
Idaho Heritage Trust	Bellevue
Idaho Historical Museum	Boise
Idaho Military History Museum	Boise
Idaho Museum of Mining and Geology	Boise
Idaho Museum of Natural History	Pocatello
Idaho State Historical Society	Boise
Idaho's World Potato Expo	Blackfoot
Jefferson County Museum	Rigby
Jerome County Historical Museum	Jerome
Ketchum-Sun Valley Historical Society	Ketchum
Latah County Historical Society	Moscow
Lemhi County Historical Museum	Salmon
Luna House Museum and Heritage	Lewiston

Museum of North Idaho	Coeur d'Alene
Museum South Bannock County	Lava Hot Springs
Nez Perce County Historical Society Museum	Lewiston
Northern Pacific Depot	Wallace
Oasis Bordello Museum	Wallace
Old Idaho Penitentiary Site	Boise
Oneida Pioneer Museum	Malad City
Our Memories Museum	Caldwell
Owyhee County Museum and Library	Murphy
Pioneer Museum	Oakley
Shoshone Bannock Tribal Museum	Fort Hall
Snake River Heritage Center	Weiser
Staff House Museum	Kellogg
Stanley Museum	Stanley
Tautphaus Park Zoo	Idaho Falls
Twin Falls County Historical Society and Museum	Filer
Upper Snake River Valley Society	Rexburg
Valley County Museum	Donnelly
Wallace District Mining Museum	Wallace
Warhawk Air Museum	Nampa
Zoo Boise	Boise

Museum of Idaho
Idaho Falls

RESEARCHING FOR THE

NATIONAL HISTORY DAY PROGRAM

"It's Not Just a Day, It's an Experience!"

(Reprinted with permission of NHD and Acuity Marketing Communications, Inc)

WHAT IS HISTORY DAY?

National History Day (NHD)—"It's not just a day, it's an experience!" The National History Day program is a year-long education program that culminates in a national contest every June.

For more than twenty-five years the NHD program has promoted systemic educational reform related to the teaching and learning of history in America's schools. The combination of creativity and scholarship built into the NHD program anticipated current educational reforms, making National History Day a leading model of performance-based learning.

The NHD education program engages students in grades 6-12 (4-12 in Idaho) in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, multimedia documentaries, websites, and research papers based on research related to an annual theme. These projects are then evaluated at local, regional, state, and national competitions.

WHY PARTICIPATE?

Many different people participate in the NHD program:

Students
Teachers
Colleges and Universities
Libraries, Museums, and Archives
Community Businesses

The NHD program serves as a vehicle to teach students important literacy skills and to engage them in the use and understanding of museum and library resources. The program inspires students to study a topic, perhaps from their local history, and then challenges them to expand their thinking and apply knowledge of local events to the national or even worldwide scene. The program also teaches students to become technologically literate with computer and Internet research methods, and the use of technologically advanced applications in their presentations.

"The true benefits from participating in National History Day go way past a certificate or medal. The program teaches kids the writing, analytical understanding, and reading comprehension skills that will make them a success in life, no matter what their career," states parent Susan Moose.

TIPS FOR EFFECTIVE HISTORY DAY PRESENTATIONS

1. <u>PLAN</u>: Key into a specific point.
   a) Focus

   b) Design

   c) Layout

2. <u>FAST PACE</u>: Keep it short and visual for most impact; don't overkill.

3. <u>PURPOSE</u>:

   a. Tell a story or describe the person or event or idea.

   b. Analyze the historical data about the topic, and interpret in view of other circumstances (e.g., the effect of the Great Depression or War on your family or hometown).

4. <u>UNIQUE</u>: Try to be unique to capture the eye of the judge.

5. <u>HISTORICALLY ACCURATE</u>: Document your research. Use maps, diaries, records, photos, publications, and other documents.

6. <u>ANALYSIS AND INTERPRETATION</u>: Facts alone are not enough. You must include your own analysis and interpretation of the data you are using.

   ➢ **Analysis** = Examining facts methodically by separating into parts and studying their interrelations
   ➢ **Interpretation** = Explaining the significance or meaning of something; to present the meaning of something by critiquing

7. <u>LAYOUT</u>:

   a. Choose appropriate color backing

   b.   Mount photos, text, titles

   c.   Use large enough lettering for titles, captions

   d.   Make presentations visually appealing

CREATING AN ENTRY

Following is a step-by-step process of creating a project. Complete information on all categories and rules may be found on the National History Day website (**http://nationalhistoryday.org**). Read all the requirements carefully before beginning the history research project.

1. Read about the contest Theme and Curriculum Book

2. Determine if you want to do an individual or group project.

3. Select a topic.

4. Select the type of entry: documentary, exhibit, paper, performance, or website.

5. Read the Contest Rule Book

6. Research a topic.

7. Design the entry following rules.

8. Self-evaluate your entry.

9. Contact your state coordinator to find out how to enter the contest.

10. Complete your Annotated Bibliography.

11. Write your Process Paper.

12. Enter your project in the appropriate local or regional competition.

For further information, contact the Idaho state History Day Coordinator at: idahohistoryday@ishs.idaho.gov

or go to the History Day website at http://idahohistory.net >>Programs>>History Day>>Regional Coordinator Schedule

NARROWING DOWN AN AREA OF INTEREST

Selecting a History Day topic is a process of gradually narrowing down the area of history in which students are interested and then focusing on a manageable subject. To start out, students should think about what historical events or periods most interest them. They can then look at the annual theme to see if there are specific subject areas that fit their preferences. For example, if they are interested in Native Americans and the theme is *Rights in History*, a natural topic would be treaty rights. At this point, they may realize that it is impossible to look at the thousands of treaties between Native American tribes and the United States government. This means that they have to take another step in the narrowing process and select a specific issue within the topic. Keeping in mind the available resources, they could perhaps select a treaty involving Native Americans in New York State.

For instance, between 1784 and 1838 many treaties were made between the United States Government and the Six Nations of the Iroquois Confederacy. These treaties often resulted in the loss of Iroquois lands. In the 1788 Fort Schuyler Treaty, the Onondagas lost all their lands in New York except a 100-square-mile tract of land in Onondaga County, which includes the land on which the city of Syracuse now stands. In 1793, 1795, 1817, and 1822, the Onondagas lost sections of the 100 square miles until only 6,100 acres of land remained to them. If the theme were Rights in History, the issue of the loss of Native American lands in New York State would be an appropriate topic.

The following summarizes an example of the topic selection process.

Interest: Native Americans
Theme: Rights in History
Topic: Treaty Rights
Issue: 1788 Fort Schuyler Treaty

Choosing a Title

The topic and issue selected will also be reflected in the title of an entry. Titles do two things for an audience. First, they explain immediately what the topic is, and second, they can give a clue about the student's point of view on this topic. For example, the title for the above topic could be Your Gain is Our Loss: The 1788 Fort Schuyler Treaty with the Onondaga Nation. This title not only explains the topic and issue, but also gives a sense of the impact of this treaty on the Onondaga Nation.

Tips on Topic Selection

- The topic should be of interest to the student.
- The topic should clearly fit the year's theme.
- The topic should be in-depth and narrow in scope. It is better to focus on one issue in detail than to cover many issues superficially.

See http://nationalhistoryday.org for a list of sample topics for the current theme.

TOPIC SELECTION WORKSHEET

The topic should reflect the availability of primary and secondary resources. A local topic is often a good choice, since primary documents are more likely to be available in the community in which an event occurred or in which a person lived

This year's NHD theme:
_____

My/our general area of interest: _____
_____

Preliminary topic idea:
_____
_____
_____
_____

Issues/questions to be explored in my/our research (how to compare, contrast, or interpret using your own ideas):
1)_____
_____
2)_____
_____
3)_____
_____
4)_____
_____

Working title (and subtitle if appropriate):
_____
_____

Thesis statement (my/our NHD project will examine, compare, discuss, show, etc.):
_____
_____
_____
_____
_____

RESEARCH SOURCES

SECONDARY SOURCE MATERIALS

excerpted from "A Research Roadmap," by Jodi Vandenberg-Daves, University of Wisconsin-La Crosse. The complete site is available on www.nationalhistoryday.org

It is important to start your research journey by looking at some secondary sources. This will help you understand how to place your topic in the larger historical context. History books and other reference materials help you understand why your topic is important and how it relates to economic, social and political developments of the period. A good National History Day project draws on several kinds of secondary sources, in addition to your own original interpretation of primary sources. Look at monographs as well as general reference books to get background on your topic. You will discover that professional historians bring their own biases to the topics they research, and you should seek more than one perspective on the issues you are researching.

Reference Books

Look for general information in encyclopedias, special historical dictionaries, and historical atlases. General encyclopedias such as World Book can provide you with basic information, while subject encyclopedias such as the Encyclopedia of the North American Colonies or the Encyclopedia of American Economic History provide a bit more detailed information. Encyclopedia articles often have bibliographies, which can direct you to some of the major secondary sources for a topic.

Popular Periodical Literature

Popular magazines (indexed in the Readers' Guide to Periodical Literature, or in online databases such as ProQuest or Ebsco Host, available through local and school libraries) can give you ideas for and some general information about particular topics. National Geographic provides general information on provocative topics. Many other magazines and newspapers publish articles dealing with individuals or historical issues. For example, in the mid-1990s, many U.S. newspapers and magazines wrote about Nelson Mandela, whose political activism helped revolutionize South African society by ending apartheid, and who became president of South Africa in 1994 after spending 28 years in prison for his politics. Starting a project on apartheid, you might begin here, and get ideas for interesting topics about the events that led to this revolution.

History Textbooks

Yes, really! Your textbook can be a great place to get ideas for topics and find out about the general context of your topic. If you're interested in the invention of the telescope as it revolutionized astronomy, first do some background reading on the scientific revolution as a whole, perhaps in a general textbook on European history. This will help you understand how your topic fits in with the big picture.

General Historical Works and Monographs

Begin your research with the "general" subject and then move to the "specific." A book on the history of astronomy will provide more detail than a general text on European history. Try a keyword search at a larger library and you'll find dozens, if not hundreds, of books on the history of astronomy and related sciences. Another way to find secondary sources on your topic is to check the notes and bibliographies of books you've already found. In addition, sometimes you might be able to find an entire book that is a bibliography on your topic; these books will be in the reference section, especially at university libraries. A good guide to the best books in just about any area of history is The American Historical Association's Guide to Historical Literature, 3rd ed. (New York: Oxford University Press, 1995).

Journal Articles

Historians don't always write books. Smaller essays on specific topics can be found in scholarly journals. These are periodicals similar to magazines, only they are specifically focused on history topics. There are general journals, such as "The Journal of American History", and more specific ones, such as "History of Education." Academic journals can usually be found at college and university libraries, and there are often indexes to help you find an article on a specific topic. Peruse some of these journals to see what kinds of questions professional historians are asking about your topic.

Using the Internet for Research

The Internet has redefined the way in which many students do research by providing them with immediate access to seemingly unlimited resources, and it's getting better all the time. It is an inexpensive way to get connected to people, major research library catalogs and online primary sources. Vast collections of primary and secondary sources are available for local, national and international topics. The National History Day website home page provides links to the National Archives and Records Administration, Library of Congress, Smithsonian, History Education Resources, U.S. Holocaust Museum, Colonial Williamsburg, and many others.

While use of the Internet has opened up many new possibilities for doing research, it does bring with it several limitations. Remember, it is only one source of information and should be used only as one part of a well-balanced research process that includes libraries, museums, archives, and oral history interviews. At the present time, most repositories include only about 2% of their actual holdings online. Some of the most significant information related to a research topic may not be available online.

It is also important for students to understand that not all sources on the Internet are legitimate or credible. The fact that information is provided on various web sites in no way guarantees that it is relevant or even accurate. Students should learn to evaluate their sources, both in print and online, by asking questions about a source's origin and authorship.

PRIMARY SOURCE MATERIALS

What Is a Primary Source?

Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event.

Some materials might be considered primary sources for one topic but not for another. For example, a newspaper article about D-Day (which was June 6, 1944) written in June 1944 was likely written by a participant or eyewitness and would be a primary source; an article about D-Day written in June 2001 probably was not written by an eyewitness or participant and would not be a primary source. Similarly, Lincoln's Gettysburg Address, delivered soon after the 1863 battle, is a primary source for the Civil War, but a speech given on the 100th anniversary of the battle of Gettysburg in 1963 is not a primary source for the Civil War. If, however, the topic was how Americans commemorate the Civil War, then the 100th anniversary speech would be a primary source for that topic. If there's any doubt about whether a source should be listed as primary or secondary, you should explain in the annotation why you chose to categorize it as you did.

Frequently Asked Questions about Primary Sources:

* Are interviews with expert's primary sources?
No, an interview with an expert (a professor of Civil War history, for example) is not a primary source, *unless* that expert actually lived through and has first-hand knowledge of the events being described.

* If I find a quote from a historical figure in my textbook or another secondary source and I use the quote in my project, should I list it as a primary source?
No, quotes from historical figures, which are found in secondary sources, are not considered primary sources. The author of the book has processed the quotation, selecting it from the original source. Without seeing the original source for yourself, you don't know if the quotation is taken out of context, what else was in the source, what the context was, etc.

* Should I list each photograph or document individually?
You should handle this differently in *notes* than in the *bibliography*. When you are citing sources for specific pieces of information or interpretations, such as in *footnotes* or *endnotes* in the Historical Paper category, you should cite the individual document or photograph. In the *bibliography*, however, you would cite only the collection as a whole, not all the individual items. You should include the full title of the collection (i.e., Digges-Sewall Papers or the Hutzler Collection), the institution and city or city/state where the collection is located (i.e., Maryland Historical Society, Baltimore). You can use the annotation to explain that this collection provided seven photographs that you used

in your exhibit, or that collection provided 14 letters that were important in helping you trace what happened. The same treatment applies to newspaper articles. In the footnotes or endnotes, you should cite the individual articles and issues of a newspaper. In the bibliography, you would list only the newspaper itself, not the individual issues or articles; you can use the annotation to explain that you used X number of days of the newspaper for your research.

Finding and Using Primary Source Material

Once you have collected the basic information and sources on your topic, you will need to locate primary source materials. Primary sources should make up a substantial share of the research for all History Day entries. It is important to remember that primary sources provide firsthand accounts about people and events.

Places to Look for Primary Source Material

Consider the following sources when looking for primary source material:

- Municipal and College Libraries
- Local and State Historical Associations
- Museums
- Idaho Public Archives and Research Library
- Corporate Archives
- Town and County Historians
- Town Hall Records
- Town Planning Offices
- Schools
- Churches
- Community Groups, such as the VFW, DAR, Ethnic Organizations, etc.
- Community Residents
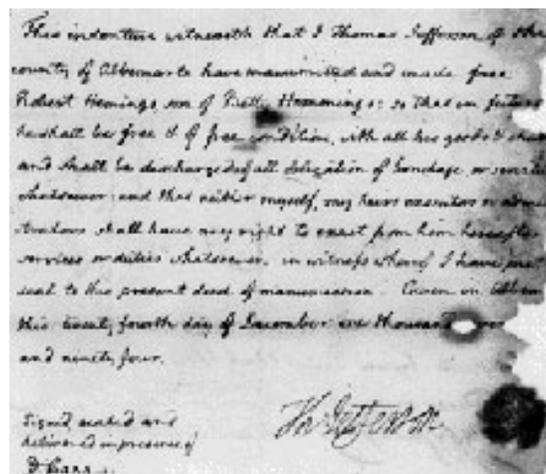
Primary Document of Manumission by Thomas Jefferson

CREATING AN EXHIBIT

Exhibits are designed to display visual and written information on topics in an attractive and understandable manner. They are similar to exhibits found in a museum. People walking by should be attracted to an exhibit's main idea and, therefore, stop to learn more about the topic. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

The most common form of exhibit entry is a three-panel display. This style is the least complicated to design and build but is still a very effective way to present information.

Here are some tips for this style:

- Be sure the title is the main focus of the center panel.
- Use the center panel to present the main ideas.
- The side panels are best used either to compare issues about the topic or to explain related detail.
- Artifacts or other materials may also be placed on the table between the side panels.

Labeling

The labels used for the title and main ideas are very important because they direct the viewer's eye around the exhibit. One way to make labels stand out is to have the writing on a light-colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes labels easier to read.

Photographs and written materials will also stand out more if they are placed on backgrounds.

Exhibit Design

Although the student will be able to explain their exhibit during the initial judging, a successful exhibit must be able to explain itself. This makes it important to design an exhibit so that the photographs, written materials, and illustrations are easy to understand.

It is always tempting to put as much onto the panel boards as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for the exhibit board. Clarity and organization are the most important goals for an exhibit.

Three-Dimensional Exhibits

A three-dimensional exhibit is more complicated to construct but can be especially effective in explaining themes in which change over time is important. As in the three-panel display, one side should contain the title and main idea. As viewers move around the exhibit, the development of the topic can be explored. It is not necessary for the exhibit itself to be able to spin. It may be set on a table (or on the floor) so that people can walk around it.

See http://nationalhistoryday.org for complete rules.
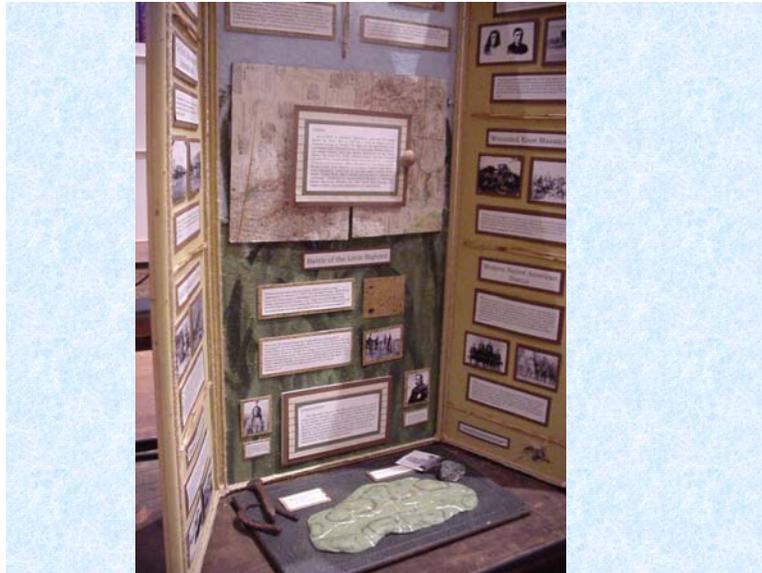
CREATING A DOCUMENTARY

Constantly changing technology offers limitless possibilities in developing media-based presentations for the documentary category. A documentary may be created using slides, film, videos, and/or computers. Whatever presentation format is chosen, students must be able to operate all equipment, both during production and at each level of competition. In the documentary category, all narration, music, etc. must be imbedded into the video, or pre-recorded in some fashion. Students are not allowed to speak during the presentation.

Important: The most important aspect of any entry is its historical quality. Students should not get so caught up in the production of a documentary that they lose sight of the importance of the historical quality. Judges are not looking for glitzy productions; rather, they are looking for solid research and a thorough analysis of the chosen topic.

Slide Presentations

Although the use of video and computer-based presentations in the documentary category is growing, slide presentations are still popular and effective. Slides can be either purchased or produced by students. The key to an effective entry is a good combination of visual images and recorded narrative. Here are some things to keep in mind:

* Make a storyboard of the types of images that explain the theme.
* Photograph pictures from books to build a slide collection and avoid too much repetition
* Music is an important addition to the recorded narrative.
* Make sure the narrative fits with the image on the screen.

Film and Video Presentations

The availability of home video cameras has increased the popularity of this entry category, although movie cameras are still used by some students. If students are able to use editing equipment in their school or elsewhere, this can be an exciting and educational project. Many communities have cable access stations that have video equipment available for public use. Following are some suggestions for film and video entries.

Students should:

- Operate all camera and editing equipment.
- Draw up a storyboard of the scenes they will be shooting.
- Present a variety of panning shots, interviews, live action, and still subjects.
- Keep track of the scenes in a notebook or on index cards to make editing easier.
- Include music as an effective addition to the sound track.

Computer-Based Presentations

The computer has become a very important tool for creating documentaries. Students are using computer technology to create special effects, animation, graphics, and other visuals for use in slide or videotape presentations. Students who choose to use the computer to create their entries should have access to computers with multimedia capabilities and should be familiar with at least one type of presentation software. Many software programs such as Studio or Movie Maker are available for creating high-quality documentaries. Students should also have access to editing equipment that they can operate themselves.

While most students are using computers as tools to help them to create various aspects of their presentations, some students are using computers as their vehicle for presentation. Although doing so is acceptable, there are a number of limitations to using the computer as the presentation device: computer equipment is not supplied at the various levels of competition—students will have to provide their own equipment; computer presentations cannot be interactive (judges cannot push buttons, etc.); computer monitors are often too small for the judges and the audience to see; and computer presentations often inadvertently focus on the technology behind the presentation rather than providing an in-depth analysis of a historical topic.

To avoid potential equipment problems on the day of competition, it is advisable to have documentaries transferred to VHS or CD-R's.

See http://nationalhistoryday.org for complete rules.

CREATING A WEB SITE

Computer technology has added another dimension to the world of communication. Almost everything one wishes to find can be accessed online via the Internet. As with documentaries, the web offers limitless possibilities in developing presentations for the web site category that incorporate text, videos, and other multi-media options. Web sites may be created by an individual or a group, but all web site entries will be judged against each other regardless of whether it was created by one student or five.

Important: The most important aspect of any entry is its historical quality. Students should not get so caught up in the production of the web site that they lose sight of the importance of the historical quality. Judges are not looking for glitzy productions; rather, they are looking for solid research and a thorough analysis of the chosen topic.

Developing a Web Site:

A web site should reflect the student's ability to use web site design software and computer technology to communicate the topic's significance in history. The historical quality, analysis, and interpretation of the topic must be clear and evident to the viewer. Web sites are the most interactive of all NHD categories. In designing the entry, the student should include elements that actively engage the audience in learning about the topic. These elements do not have to be technologically complex, but they should let the audience participate in exploring the topic, rather than passively viewing information. The web site presentation should include primary materials, but must also be an original production. To produce a web site, the student must have access to appropriate software and equipment and be able to operate it.

General Web Site Rules

- Web site entries may contain no more than 1,200 visible, student-composed words (see rules for exclusions). The entire site, including all multimedia, may use up to 100MB of file space.
- One page of the web site must serve as the "home page."
- All pages must be interconnected with hypertext links.
- Automatic redirects are not permitted.
- The web site must include at least one multi-media
- All entries must be original productions.
- Students must operate all software and equipment in the development of the web site.
- Citations -- footnotes, endnotes or internal documentation -- are required.
- The content and appearance of a page may not change when the page is refreshed in the browser. Random text or image generators are not allowed.
- The pages that comprise the site must be viewable in a recent version of Microsoft Internet Explorer.
- Entries may not link to live or external sites, except to direct viewers to plug-ins.

Submitting Entry for Judging

Students will submit their web sites on CD-R for advance evaluation by the Web Site deadline. CD-Rs must be labeled only with student's name, division, and entry title; decorations or illustrations are not appropriate. CD-Rs must be accompanied by four hard copies of: 1) the student's process paper, 2) annotated bibliography, and 3) print-outs of the entire site.

Judges will evaluate the web site prior to the contest date and then interview the student at the contest.

See http://nationalhistoryday.org for complete rules.

Students may use any design software to create their web sites.

CREATING A HISTORICAL PAPER

After a topic has been selected, a historical research paper involves three basic steps:

1. Collect information.
2. Organize the information.
3. Present it to the reader in a clear and interesting fashion.

The paper should consist of an introduction stating the thesis of the work, a main section addressing the theme, and a conclusion flowing logically from the thesis statement and body. There are many books available that deal with the writing and documenting of research papers; one that is highly recommended is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations (*The University of Chicago Press; sixth edition, 1996).

Students should read the student contest rule book carefully and follow its guidelines. Particular attention should be paid to the length of a paper: it must be between 1500 and 2500 words, or approximately six to ten pages.

Allow at least an inch of margin top and bottom, and both sides of each page. The paper should be double-spaced. If you write the paper in longhand, you should use paper with widely spaced lines so it is easier to read. Your footnotes or endnotes (recommended), and your bibliography should be on separate pages at the end of the paper. All paper should be standard 8 ½" X 11" in size, and each page should be numbered

Note: Typically, there are 25 double-spaced lines on a page and ten words per line, so if the paper runs over ten pages, it should be shortened.

"Writing Essays That Make Historical Arguments" is an article that will help students prepare their paper. A copy of this essay is available on the National History Day website.   http://www.nhd.org/WritingEssays.htm

Every paper must have an annotated bibliography that is divided into primary and secondary sources. The entries should be in alphabetical order and written in proper format following the Turabian or MLA citation style format. Students should cite *only* those sources that they *actually used* in researching the paper. They should not add a lot of extraneous materials unless these are truly relevant to the text and should be careful about using a large number of pictures or maps. If there are too many, the judges may think that the student should have chosen a different category.

Papers should include *footnotes* or *endnotes*-- explanations provided by writers stating that ideas or quotations presented in the paper are not their own. Footnotes or endnotes not only give credit to the originators of ideas, but also serve as evidence in support of a student's ideas. Use footnotes or endnotes in the following instances:

* Quoting a primary source. Students should footnote any original material used, such as a selection from a speech or an interview.

> Merle A. Roemer, interview by author, tape recording, Millington, MD, 26 July 1973.

* Quoting a secondary source. Direct quotations from someone's book must be footnoted.

> Henry S. Canby. <u>Walt Whitman: An American </u>(Boston: Houghton Mifflin, 1943), 110.

* Paraphrasing a secondary source. Even if a student describes an author's ideas in his or her own words, the source of the information must still be footnoted.

> Basil de Selincourt, "The Form," in Walt Whitman: A Critical Study (London: M. Secker, 1914), 94-115.

MAKING A HISTORICAL PAPER LOOK AND SOUND LIKE A PRIZE WINNER

If a paper cannot be read, it will not be judged. If the judge cannot evaluate your sources, he will have no way of knowing how accurate your information is likely to be— and you are not apt to be given the benefit of the doubt. If you misspell words or misuse language, a judge may wonder if you have also misused your information.

Generally, it is your language and your interpretation that the judges are interested in. Nevertheless, you may well want to include quotations within the text of your paper to make a point more precisely and more entertainingly than you could in your own words. <u>Any time you use another person's words in a paper, you must make it clear that you are quoting and you must cite the source of the quotation</u>. To not do so is to plagiarize—which can, in school and college, be grounds for failure or more extreme penalties. Changing only a word or two and claiming the language as your own is plagiarism, too.

Short quotations that are no more than three text-lines long should be set off with quotation marks. If the quotation is four or more text lines long, do not use quotes. Instead, type the quotation as you would a paragraph, single spacing all lines; then, indent both sides of the entire paragraph 1″ from the normal margin lines. Remember to footnote or endnote the source of the quote.

Also, make clear where the information used in your paper came from, even if it is not quoted directly. Do this by citing sources using footnotes or endnotes. Sources are cited: 1) to allow others to check the accuracy of your information and 2) to allow others to investigate the subject further themselves.

There are several guides available to help you with proper formatting of a historical paper, such as Write On!: Your Easy-to-Follow Guide for Writing Essays and Term Papers by Dan Mulvey. Free guides for both styles are also available online. For National History Day, bibliographies and endnotes may be written following either the Turabian or Modern Language Association (MLA) format. Whichever style you use, *be consistent.*

See http://nationalhistoryday.org for complete rules.

Writing a Historical Paper

CREATING A PERFORMANCE

The performance category can be one of the most exciting ways to participate in History Day, since it is the only category in which students present their research live. Entries in this category must have dramatic appeal, but not at the expense of historical information. Creativity is the key here, and students must make effective use of their 10-minute time allowance. *See http://nationalhistoryday.org for complete rules.*

Here are some suggestions for students who are preparing performances:

- Choose a theme-related topic that has personal interest and that will work particularly well as a performance.
- Decide whether the chosen topic will be most effective as a group or as an individual performance.
- Research the topic first. Write important facts or quotes which might be important to the performance; write a thesis statement, supporting statements, and a conclusion; think about how these might become a part of the performance.
- Prepare a script. Brainstorm about general ideas and the ways they might be presented. If a group is performing, each member should describe different ways that the characters might interact. When writing the script, make sure it contains references to the historical evidence found in the research. Using actual dialogue, quotations, or excerpts from speeches are good ways of putting historical detail into the performance. Remember that the script should center on the thesis statement, supporting statements, and the conclusion.
- Be careful not to simply present oral reports on individuals that begin when they were born and end when they died. Instead, become the historical figure and write a script around an important time or place that will explain the major ideas.
- Prepare the set. Think about different types of sets, which might help in depicting the topic. Is there a prop that is central to the story?

Important: Don't get carried away with props. Content is the most important factor, and any props used should be directly related to the theme. Remember that performers have only five minutes to set up and take down their props.

- Prepare the costuming. Use the most authentic costumes possible. Good costumes help make a performer convincing, but be sure they are appropriate to the topic. Consult photographs or costume guides if unsure about appropriate dress.
- Prepare the blocking. To block a performance is to determine where the actors will stand, move, and/or relate to the set. Students should think about these movements when deciding what type of set to design.
- Practice, practice, practice! Work on the delivery, speaking clearly and pronouncing all words correctly. Practice voice projection so that the judges and the audience can hear every word. Practice with the set and full costumes as often as possible.

Annotated Bibliography How-To's

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.

Standard formats for bibliographies include the Turabian and MLA citation styles. Either is acceptable, but once you choose one, *be consistent*.

The following examples are excerpted from "Facing Riotous Conflict, Yet never Compromising the Rule of law—John Adams, the Boston Massacres, and the Trials of 1770" by Joel, Jordan Diann, and Isaac Schaefer:

Garrett, Elisabeth Donaghy. <u>At Home: The American Family, 1750-1870.</u> New York: Harry N. Abrams, 1990.

> **This book provided much insight into the every day life of a family in the Revolutionary War. While providing a resource for the comings and goings of a regular New England family, it also explained the difference that families would have due to their location. The families in the south being focused more on crops, while those in New England occupied with the sea.**

<u>--The Wisdom of John and Abigail Adams</u>. Edited by R.B. Bernstein. MetroBooks, 2002.

> **This collection of excerpts of letters by John and Abigail Adams has been divided into themes by the editor, which made it much easier to find relevant dialogue for our performance. It was here that we found an excerpt from John Adams' letter to Abigail in which he dramatically tells posterity the cost of preserving freedom that we use in our script.**

GENERAL RULES FOR WRITING ANNOTATAED BIBLIOGRAPHIES:
- Sort annotations into Primary and Secondary Sources sections
- Alphabetize sources within each section.
- Keep annotations 1-3 sentences long—lengthy ones are not appropriate
- Explain how the source was used and how it helped you understand your topic.
- For information on citing photographs or documents from collections, see http://nationalhistoryday.org/AnnotatedBibliography.htm

The more good sources you have, the better, but don't pad your bibliography. Only list items that you actually use; if you looked at a source but it didn't help you at all, don't list it in your bibliography.

Title Page & Process Paper How-To's

A **<u>title page</u>** is required as the first page of written material in every category. The title page must include *only* the title of the entry, student name(s) and the contest division and category in which entered. No other information or graphics should be included.

> **From Potatoes to Politics: the Impact of the Irish Migration on American Society**
>
>
>
> G. French & A. Madden
> Senior Division
> Group Documentary
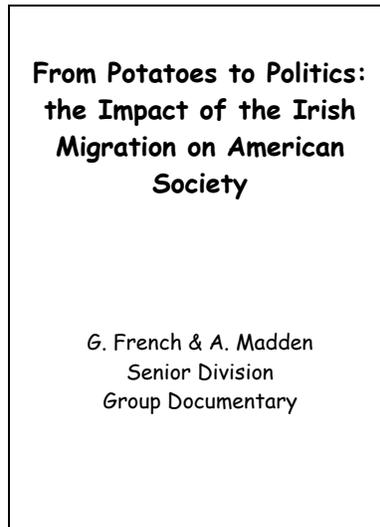
A **<u>process paper</u>** is a description of no more than 500 words explaining how the research was conducted and the entry developed.   The following information should be included:

 - ➢ How and why was the specific topic chosen?
 - ➢ What was your "thesis statement" and how did it give you direction to your research?
 - ➢ What steps were used to complete the entire research project?
 - ➢ How and why was the particular category chosen for this project?
 - ➢ How does the project relate to the annual History Day theme?

<u>Sample Process Paper:</u>

While searching for an appropriate topic for history day we looked for three major things: interesting, emotional, and new. The topic had to be more than a little intriguing since we would be living with it for months. We felt the topic we picked needed to be one that would grab us and make us live our topic. When we completed the project, we wanted to be left with the feeling that we not only overcame something huge, but that we had changed something.

After hours of debating over topics, and almost deciding to work independently, we came upon the topic of the Great Potato Famine of Ireland. We knew that it had

to be a turning point in history but it turned out to influence so many places and people that narrowing it down was difficult. With a topic in mind, we began the long and not so exciting task of research.

We began our research by paying a visit to the children's section of the public library. The books there are informative and brief which seemed like a good place to start. Our most important resources were found at the Idaho State University Library in Pocatello. We found a much wider selection than at our local library, and we found detailed books, magazines, and articles. Through our local library, we were able to borrow these books through inter-library loan. However, the resources that proved to be the most useful were the periodicals that we emailed home from the University. After our research was complete, we looked at our information. As it turned out, we each had information on a different aspect of the famine. It worked out great because we each wrote different sections of the script and combined them.

Then we went through books to look for pictures. When we found the pictures that we wanted to use, we copied them with a digital camera and transferred them to the computer. Once we had our pictures the way we wanted them, we began to edit using Avid Cinema. We recorded our scripts onto the computer and added music. This sounds much easier than it actually was!

The Irish migration to America was a huge turning point in history. The Irish changed American culture, politics and labor unions, and their lives changed with their migration to America because they had to overcome cultural and language barriers. For centuries, the Irish people had been suppressed. Yet the Potato Famine created a social setting which forced them to break away from their past, move to America, overcome prejudice, and prove their usefulness, innovativeness, and intelligence. It was a turning point that changed the Irish immigrants and America for the better.

HOW AN ENTRY IS JUDGED

Regardless of which category a student enters, the following criteria will be used in the judging of National History Day entries.

Historical Quality

The most important aspect of an entry is its historical quality, which determines 60% of the total evaluation. The judges' evaluation will rest on the students' success at conducting historical research, interpreting their research, and drawing conclusions. A superior rating generally reflects positive responses to the following questions:

- Is the entry historically accurate?
- Does the entry provide analysis and interpretation of the historical data in addition to an accurate description? The entry should not simply recount facts but interpret them.
- Does the entry demonstrate an understanding of the historical context – the intellectual, physical, social, and cultural setting?
- Does the entry reflect historical perspective – the causes and consequences of an event, for example, or the relationship of a local topic to larger events?
- Does the annotated bibliography demonstrate solid research?
- Does the entry demonstrate a balanced presentation of materials?
- Does the entry use a variety of viewpoints (e.g., those who suffered as well as those who benefited, males, females, people from different racial or ethnic socioeconomic groups, as appropriate to the topic)?
- Does the entry demonstrate the use of available primary sources and secondary sources?

Clarity of Presentation

Although historical quality is most important, entries must be presented in an effective manner. This section is worth 20% of the total evaluation. Do not be carried away by glitz; simpler is often, but not always, better. The following questions will be considered by judges when looking at clarity of presentation:

- Is the entry original, creative, well organized, and imaginative in subject and presentation?
- Is the entry effective in communicating the significance of the topic?
- Is the written material clear, grammatically correct, and free of spelling errors?
- In exhibits, are the title, sectional divisions, and main points easy to discern?
- Are photographs and images appropriate in terms of content and location?
- Is the overall project pleasing to the eye?
- In a documentary or performance, is the script clear?

- In a performance, do the students display stage presence?
- Is the visual material clear and appropriate for the type of entry?
- Do the students display adequate familiarity with their equipment?

Adherence to Theme

The entry must clearly explain the relation of the topic to the annual National History Day theme. This section is worth 20% of the total evaluation. The topic should be placed in historical context, and the entry must demonstrate the student's understanding of the significance of the topic in history. The entry should not confuse fame with significance. In other words, the entry should answer the questions, "So what? Why was this important?" It should not be just descriptive. The relationship of the entry's topic to the yearly theme should be explicit and should be integrated into the entry itself.

CONTEST FAQ's
(Frequently Asked Questions)

How do I count words for the 500 Word Limit in the Exhibit Category?

Student-composed written materials that are used on an exhibit (excluding the title page, process paper, and annotated bibliography) must contain no more than 500 words.

This limit does not apply to words found in materials used for illustration, such as documents, artifacts, graphs, or timelines which where not created by the student(s). It also does not apply to quotations from primary sources such as oral history interviews, letters, or diaries. These materials are not student-composed. However, if a student does use his or her own words in a timeline or on a graph, those words do count.

The 500 word limit applies to any student-composed written materials used in any media devices (computers, slides, video) and/or any supplemental materials.

The following are examples of how student composed words are counted on exhibits:

   A date counts as one word, while each word in a name is individually counted. For example, "January 1, 1990" counts as one word, but "John Quincy Adams" counts as three.
   Words such as "a," "the," and "of" are counted as one word each.

Is the 500 word limit in an exhibit category separate from the 500 word limit for the process paper?

Yes, the title page, process paper, and bibliography are considered as being separate from the exhibit and do not count towards the 500-word limit for the exhibit itself.

How do you count words for the paper category?

The text of the historical paper (Title page, notes, annotated bibliography, illustration captions, and appendix materials that are directly referred to in the text do not count) must be no less than 1, 500 words and no more than 2, 500 words in length. Each word or number in the text of the paper counts as one word. Unlike exhibits, words in quotations do count against the word limit in papers. Each part of a name counts as one word, so "Mark Van Doren" would count as 3 words. Each part of a date counts as a word, so "June 13, 2002" would count as 3 words.

Please note that only words in the text of the paper count. Words in the title of the paper do not count, although words in subtitles dividing parts of the paper do count, as they are part of the text. Words in notes, annotated bibliographies, illustration captions, and appendices do not count against the limit, as they are not part of the text of the paper.

Can I use a fictional 1st person in a paper or performance?

Yes. At the beginning of the Category Rules for Papers in the National History Day Contest Guide, there's a description of 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." The Rules state, "A performance is a dramatic portrayal of your topic's significance in history and must be original in production." A performance is not simply an oral report or a recitation of facts. You can make up characters to make a broader historical point, but don't make up history. While performances must have dramatic appeal, that appeal should not be at the expense of historical accuracy.

Therefore, clearly it is possible to have fictional characters, for example, writing a fictional diary. However, you need to make sure that you cite sources just as you would for a traditional paper or in a performances use primary sources like letters where appropriate. Most importantly, it still has to be good history. You can make up the character, but the circumstances and events of the character's life and events the character witnesses or participates in should be based on historical facts.

If you are writing a traditional research paper, not a creative paper, it is best not to use a fictional character. The judges would find that quite jarring, and would be likely to think less of your paper for it.

How many sources should I have for my annotated bibliography?

We can't tell you a specific number of sources, as that will vary by the topic and by the resources to which you have reasonable access. For some topics, such as the Civil War or many 20th-century US topics, there are many sources available. For other topics, such as those in ancient history or non-US history, there likely are far fewer sources available. The more good sources you have, the better, but don't pad your bibliography. Only list items that you actually use; if you looked at a source but it didn't help you at all, don't list it in your bibliography.

You do need to find both primary and secondary sources. Secondary sources help you to put your topic in context, that is, to see how your topic relates to the big picture and to understand its long-term causes and consequences. Primary sources help you develop your own interpretation and make your project lively and personal.

As much as possible, your research should be balanced, considering the viewpoints of all relevant groups. That means losers as well as winners, males and females, different nations, different socioeconomic/ethnic/religious groups, etc.

How do I cite sources for an annotated bibliography?

Click on this link for examples: Citing Sources for an Annotated Bibliography.

How much and what type of information should be included in the annotation?

An annotation normally should be about 1-3 sentences long. You might be tempted to create page-long annotations to impress the judges. Don't do it! Lengthy annotations are usually unnecessary and inappropriate, and most judges consider them an effort to "pad" the bibliography.

The Contest Guide says the annotations "must explain how the source was used and how it helped you understand your topic." Be sure that you explain that rather than making the mistake of recounting what the source said. In addition to explaining how you used a source or how it helped you, you sometimes need to include some additional information in an annotation. Here are some examples:

- **Classification as primary or secondary source.** You should use the annotation to explain why you categorized a particular source as primary or secondary, IF that is likely to be at all controversial. Historians do sometimes disagree and there's not always one right answer, so justify your choice to the judges.

- **Secondary source that included primary sources.** You also may use the annotation to explain that a book or other secondary source included several primary sources used for the paper. Examples: "This book included three letters between person X on the frontier and person Y back in New England, which provided insight into the struggles and experiences of the settlers." "This book provided four photos of settlers on the Great Plains and their homes, which were used on the exhibit."

- **Fuller explanation of credits for documentaries.** You are supposed to give credit in the documentary itself for photos or other primary sources, but you can do this in a general way. For example, you might write "Photos from: National Archives, Ohio Historical Society, A Photographic History of the Civil War" rather than listing each photo individually in the documentary credits, which would take up too much of your allotted 10 minutes. You then can use the annotation for the collection or book (or whatever) in the bibliography to provide more detailed information.

FUTURE THEMES FOR N.H.D.

The following list of themes for National History Day is subject to change. Students should go to http://nationalhistoryday.org to verify the annual theme before beginning research.

- **2009 The Individual in History**

- **2010 Innovation in History**

- **2011 Geography in History: Impact, Influence, Change**

- **2012 Revolution, Reaction, Reform in History**

- **2013 Turning Points in History: People, Ideas, Events**

- **2014 Diplomacy and Dialogue in History: Successes, Failures, Consequences**

- **2015 Rights and Responsibilities in History**