



Oklahoma  
Historical  
Society

# Student Research Workbook

Updated Summer 2022

Created with help from the Minnesota History Center

**Name**

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**History Day Topic**

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**Class**

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This packet was designed to help you in the research portion of creating your History Day project. Print or download this packet and print multiple copies of note sheets linked on the next page as needed. Keep this packet in a safe place and use it in a way that helps you. If you have any questions, ask a teacher or go to [okhistory.org/historyday](http://okhistory.org/historyday) for more resources.

# Download Editable Versions of the Research Workbook

Follow the links below to download your own editable versions of the resources listed in this workbook. After you open the link, click **File>make a copy** to download your own.

Sections of My Project

<https://docs.google.com/document/d/13YYGwU10Z38dJPBErXuBdeI92s-QVyjMke1fD-B2hBM/edit?usp=sharing>

Primary and Secondary Source Brainstorm

[https://docs.google.com/document/d/1qPev62WKJUAFxT7KyaYkqmXXdV2qy6QhmoL\\_iUZr54g/edit?usp=sharing](https://docs.google.com/document/d/1qPev62WKJUAFxT7KyaYkqmXXdV2qy6QhmoL_iUZr54g/edit?usp=sharing)

Illustration and Media Brainstorm

<https://docs.google.com/document/d/1F88eSZqYTiH0ja6kAECY1qv6ko9nN8Td1cE93WbdPIA/edit?usp=sharing>

## **CORNELL NOTES**

[Cornell Notes.docx](#)

Write Your History Day Thesis

[Writing Your Thesis.docx](#)

## **WRITE YOUR TEXT**

[Writing Your Text.docx](#)

## **SOURCE CARDS**

[Source Cards.docx](#)

# Research: Getting Started

Research is the most important part of putting together your History Day project. While you research, you will find many different types of **sources**. These sources could be in the form of books, websites, journal articles, interviews, and other formats. You will take notes on these sources, which will help you build your historical thesis and the text of your project.

**When you research, go beyond the main events in your topic.** Start searching the background of that topic and what happened before, during, and after it occurred.

**Use the table on the next page to help you get started.**

When deciding what information goes where, start with the heart of the story or the events being focused on in your historical thesis. Then, you can research the causes of and buildup to the main events. Lastly, look at events that occurred as an after effect to the main event and how things were changed by it.

## Before

## During

## After

<p style="text-align: center;"><b>Background or <i>Long Before the Event</i></b></p> <ul style="list-style-type: none"><li>• What background information does your reader need to know about your topic?</li><li>• What events, ideas, or people happened before your topic to influence it?</li><li>• What was going on in the world?</li></ul>	<p style="text-align: center;"><b>Heart of the Story or <i>During the Event</i></b></p> <p>Look for the 5 Ws and an H:</p> <ul style="list-style-type: none"><li>• What happened?</li><li>• How did it happen?</li><li>• When did it happen?</li><li>• Why did it happen?</li><li>• Who was involved or affected?</li><li>• Where did it happen?</li></ul>	<p style="text-align: center;"><b>Short-Term Impact or <i>Right After the Event</i></b></p> <ul style="list-style-type: none"><li>• What are some things that happened or changed right away?</li><li>• Think about positive and negative changes.</li><li>• How did this event impact different groups of people?</li></ul>
<p style="text-align: center;"><b>Build-Up or <i>Right Before the Event</i></b></p> <ul style="list-style-type: none"><li>• Who are the main players?</li><li>• What are they doing to get ready for the main events of your topic?</li><li>• What events or ideas led up to the main event?</li><li>• What was life like at this time?</li></ul>		<p style="text-align: center;"><b>Long-Term Impact or <i>Long After the Event</i></b></p> <ul style="list-style-type: none"><li>• So what?</li><li>• Why is your topic important in history?</li><li>• How has your topic changed history?</li><li>• Why is the event still important today?</li></ul>

## Fill Out Your Timeline

Use the blank version of the above table below to fill in the information surrounding the main events of your topic.

**Before**

**During**

**After**

<p>Background or <i>Long Before the Event</i></p>	<p>Heart of the Story or <i>During the Event</i></p>	<p>Short-Term Impact or <i>Right After the Event</i></p>

<b>Build-Up or <i>Right Before the Event</i></b>		<b>Long-Term Impact or <i>Long After the Event</i></b>

# Primary and Secondary Sources

While doing your research, you will see many different sources. The two main categories they fall into are primary and secondary. To tell the difference between the two, you will look at the author and the time period in which the source was made to decide whether it's primary or secondary.

<u>Primary Sources</u>	<u>Secondary Sources</u>
<p>These sources are connected to the event by time or participation and were:</p> <ul style="list-style-type: none"><li>• Created at the time of the event, or</li><li>• Created by someone who participated in the event</li></ul>	<p>These sources were created after the historic event occurred. The author wasn't present or participated in the event in any way.</p>
<p><b>Examples of primary sources</b></p> <ul style="list-style-type: none"><li>• Letters/Diaries</li><li>• Newspapers from that era</li><li>• Autobiographies</li><li>• Manuscripts</li><li>• Photographs</li><li>• Original film footage</li><li>• Government records</li><li>• Interviews with someone present at the event</li></ul>	<p><b>Examples of secondary sources</b></p> <ul style="list-style-type: none"><li>• Biographies</li><li>• Textbooks</li><li>• Books about the topic</li><li>• Journal articles</li><li>• Interviews with scholars or professors</li><li>• Websites</li><li>• Media documentaries</li><li>• Encyclopedias</li></ul>

## Common Misunderstandings

- **Primary sources aren't always reliable or the most important source.** It's important to investigate the author of that source and how they were involved in the event. Consider author biases that could occur and how they could affect how the author told the story. Also, decide whether or not the account is relevant to your topic.
- **Whether or not the copy of the primary source is original doesn't matter.** As long as the copy of the source maintains the same wording or is the same image as the original, it still counts as a primary source.
- **Primary sources can still count if they were made after the event.** As long as the author participated or witnessed the event, it does not matter if they wrote about their experience during or after the event.

- **Go beyond photos for primary sources.** Though photos are often the easiest primary source to access, there's often more information to be gained from newspapers, diaries, and letters written during the time.
- **Not all photos are primary sources.** Unless the photo was taken during the event or by someone who participated in the event, it doesn't count as a primary source.
- **Not all short quotes from a historical person are reliable.** Quotes should come from an actual source rather than a website or book of quotations. Reading the context of the quote will help you understand its meaning and whether or not the historical figure actually said it.

## Primary and Secondary Source Brainstorm

1. **What are some important words, dates, or people related to your topic?** These words will help you to search for sources. When searching the internet, use keywords instead of typing in questions. Remember to check your spelling!
  
2. **What types of secondary sources might exist about your topic?** Circle the types of sources you think you could find about your topic.

Historical Book  
Video  
Biography  
Website  
Journal Article

Textbook  
Documentary  
Encyclopedia  
Interview with Scholar

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

Diary  
Manuscript Collection  
Government Records  
Historic Objects or Sites

Interview with Participant  
Autobiography  
Photographs  
Newspapers from the Period

Original Film Footage  
Music from the Period  
Letters

4. **Where can you go to find this information?** Fill out the following table to help you brainstorm different places to find primary and secondary sources.

Name of location	Found Sources	Didn't Find Sources
<b>School Library</b> - Name:	<input type="checkbox"/>	<input type="checkbox"/>
<b>Public Library</b> - Name:	<input type="checkbox"/>	<input type="checkbox"/>
<b>College/University Library</b> - Name:	<input type="checkbox"/>	<input type="checkbox"/>
<b>History Textbook</b> - Title:	<input type="checkbox"/>	<input type="checkbox"/>
<b>Virtual Library of Oklahoma:</b> <a href="https://okvirtuallibrary.overdrive.com/">https://okvirtuallibrary.overdrive.com/</a>	<input type="checkbox"/>	<input type="checkbox"/>
Encyclopedia Britannica-	<input type="checkbox"/>	<input type="checkbox"/>
Academic Search Premier-	<input type="checkbox"/>	<input type="checkbox"/>
ProQuest-	<input type="checkbox"/>	<input type="checkbox"/>
<b>Oklahoma Historical Society</b> - <a href="https://www.okhistory.org">https://www.okhistory.org</a>	<input type="checkbox"/>	<input type="checkbox"/>
The Gateway to Oklahoma History- <a href="https://gateway.okhistory.org">https://gateway.okhistory.org</a>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma History Publications- <a href="https://www.okhistory.org/publications/index">https://www.okhistory.org/publications/index</a>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Google</b>	<input type="checkbox"/>	<input type="checkbox"/>
Google Search	<input type="checkbox"/>	<input type="checkbox"/>
Targeted Search- Using "primary source" or "history" with your topic	<input type="checkbox"/>	<input type="checkbox"/>
Google Books- <a href="https://books.google.com/">https://books.google.com/</a>	<input type="checkbox"/>	<input type="checkbox"/>
Other Idea:	<input type="checkbox"/>	<input type="checkbox"/>
Other Idea:	<input type="checkbox"/>	<input type="checkbox"/>
Other Idea:	<input type="checkbox"/>	<input type="checkbox"/>
Other Idea:	<input type="checkbox"/>	<input type="checkbox"/>

# Illustration and Media Brainstorm

Most History Day categories require you to have various forms of media or illustrations to complete your project. Look into types of media that you think you could find on your topic and take notes on what you find.

## Photographs:

This is the most common source for illustrations. Try to find high-resolution photos that will show up more clearly on your project. Keep in mind that photography wasn't invented until the 1820s and wasn't common until the 1840s.

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## Artwork:

How did artists represent your topic through painting, sculpture, or drawing?

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## Political Cartoon:

Often, political cartoons are made at the same time as an event.

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**Film Footage:**

Film wasn't invented until the 1920s, but if your topic occurs after this, look into primary footage of events.

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**Interviews:**

You could conduct your own interview with a participant or expert or find one that has already been recorded.

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**Charts and graphs:**

Graphs can function as an easy way to show simplified information.

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**Ephemera:**

These are items that were meant to be used for a short period. Things such as posters, movie tickets, and postcards count as ephemera.

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**Maps:**

Historic and contemporary maps allow the viewer to understand where the event happened.

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**Newspapers:**

Headlines from newspapers can be an eye-catching way to illustrate a point or event.

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**Music or Sound Recording:**

Look for music, audio, and sheet music from the era.

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**Artifacts:**

This could include a number of items, like clothes, tools, buildings, or items from a museum collection.

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**Documents:**

Records and letters can add interesting visuals to a project.

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**Propaganda or Ads**

These illustrations, often in the form of posters, commercials, or flyers, are made to persuade people and could give insight into a specific era.

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# Organizing Information #1: Index Cards

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One way that you can organize information is with index cards. While doing your research, you will make two groups of index cards: source cards and note/quote cards.

**Step 1: Source Cards:** Write down the bibliographic information of each source on a different card. Each card should contain the type of source, the author, and the year it was published. It can also include a short summary of your findings and how it was used (annotation) as well as the parts of the source you used. For example, if the source is a book, you would include page numbers.

**Step 2: Note and Quote Cards:** Write down big ideas and important points from the sources you find on a different set of cards. You are likely to use many cards for each source, so it's important to keep them together.

**Step 3: Organize your information:** Sort your cards into different stacks when you think you are finished with your research. Organize them into the different parts of your project (background, build up, main event, short-term impact, long-term impact). If there is a section with no cards or significantly fewer cards, you may need to continue researching.

## Source Cards

1	Primary Source	Book
Luper, Clara: <u>Behold the Walls</u> . Jim Wire, 1979		
The memoir covers Luper's experience as a student and teacher in Oklahoma as well as her part in sit-in protests to fight for the end segregation laws.		
Important Pages: 100-250		

## Note and Quote Cards

Clara Luper's Early Fight Against Segregation	1
"I wanted to read the books. I wanted to explore new ideas, but the wall separated us and we were caught behind the walls."	
(Luper, 1979)	

Clara Luper's Early Fight Against Segregation	1
After her 1957 play <i>Brother President</i> gained popularity, Luper and the cast of the play were invited to perform it in New York City. During the journey there, they were able to see the difference between segregated and desegregated diners, thus sparking the idea for the sit-in movement.	













# Writing Your History Day Thesis

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

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

**Task:** Use your notes to answer the questions below. Summarize your information into a thesis that will form the argument of your project and should be around two sentences long. You should answer the five Ws within your thesis and relate the thesis to the History Day topic.

Question:	Answer:
<u>Who</u> was involved? <u>Who</u> was affected?	
<u>What</u> happened?	
<u>Where</u> did it take place?	
<u>When</u> did it happen?	
<u>Why</u> did it happen? What caused it?	
<u>Why</u> is it important? <u>How</u> did it change history? Think about the theme.	

**Thesis Sentence 1: 5Ws Summarized**

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**Thesis Sentence 2: How did it change history and how does it relate?**

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### Illustrations

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

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_
- 4.) \_\_\_\_\_

### Quotes

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

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_
- 4.) \_\_\_\_\_









# Source Cards: Database Illustration

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**Task:** Take notes on each source you use. You will use this to put together your **Annotated Bibliography**. These citations can be handwritten or use a website like EasyBib or CitationMachine. You will need several copies of this page.

**Database**

Author's last name: \_\_\_\_\_

Author's first name: \_\_\_\_\_

Article title: \_\_\_\_\_

Database name: \_\_\_\_\_

Publisher/service provider of database: \_\_\_\_\_

Date published: \_\_\_\_\_ Date you used it: \_\_\_\_\_

How you used this source: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Illustration**

Title of illustration: \_\_\_\_\_

Creator: \_\_\_\_\_ Date created: \_\_\_\_\_

I found this image:  In a book  On a website

Book title: \_\_\_\_\_ Website title: \_\_\_\_\_

Publisher: \_\_\_\_\_ Sponsor of site: \_\_\_\_\_

City: \_\_\_\_\_ Date created: \_\_\_\_\_

Year: \_\_\_\_\_ Date accessed: \_\_\_\_\_

How you used this source: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Source Cards: Database Illustration

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**Task:** Take notes on each source you use. You will use this to put together your **Annotated Bibliography**. These citations can be handwritten or use a website like EasyBib or CitationMachine. You will need several copies of this page.

## Encyclopedia

Article title: \_\_\_\_\_

Encyclopedia title: \_\_\_\_\_

Volume: \_\_\_\_\_ Edition: \_\_\_\_\_

Publisher: \_\_\_\_\_ City: \_\_\_\_\_ Year: \_\_\_\_\_

I read this article:  In print  On the web  In a database

How you used this source: \_\_\_\_\_

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

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## Newspaper

Author's last name: \_\_\_\_\_

Author's first name: \_\_\_\_\_

Newspaper title: \_\_\_\_\_

City: \_\_\_\_\_ Date published: \_\_\_\_\_

Pages: \_\_\_\_\_

I read this article:  In print  In a database  On the web

How you used this source: \_\_\_\_\_

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

# Source Cards: Database Illustration

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**Task:** Take notes on each source you use. You will use this to put together your **Annotated Bibliography**. These citations can be handwritten or use a website like EasyBib or CitationMachine. You will need several copies of this page.

**Book**

Author's last name: \_\_\_\_\_

Author's first name: \_\_\_\_\_

Title of book: \_\_\_\_\_

Publisher: \_\_\_\_\_ City: \_\_\_\_\_ Year: \_\_\_\_\_

I read this article:  In print       On the web       In a database

How you used this source: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Website**

Author's last name: \_\_\_\_\_

Website title: \_\_\_\_\_

Publisher/sponsor: \_\_\_\_\_

URL: \_\_\_\_\_

Date published: \_\_\_\_\_ Date accessed: \_\_\_\_\_

How you used this source: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_