

**LESSON: PROJECT ORGANIZATION – PROCESS PAPER
AND ANNOTATED BIBLIOGRAPHY**

Essential Questions: 1. What else do I need to know? 2. Are we done yet?

Objective: Students will complete a research project taking many weeks.

Grade Level: 6 – 12

Time Needed: 100 minutes

Materials: Handout: Process Papers and Annotated Bibliographies, Students will need to provide their own materials to create their bibliographies, including note sheets, check lists, and any other tools they have used to record information about materials they have used.

Procedure

1. Pull up the websites from the “Introduction to History Day” lesson:
<http://62437547.nhd.weebly.com>.
2. Walk through it again while asking the students, “Have you completed this for your project?” They should say yes to every portion until you get to Process Paper and Annotated Bibliography.
3. Distribute the **Handout: Process Papers and Annotated Bibliographies** instruction sheet.
4. Ask students: Why are the process paper and bibliography important?
5. **Process Paper:** In the Process Paper, students reflect on the project, what they have done, how it relates to the theme, and what challenges or triumphs they encountered. It is a way to share that with the judges or whoever is reading their project. Walk through the Process Paper outline and tell students they will write that today.
6. **Annotated Bibliography:** The information students need to include should be verifiable by another person.
 - a. We include bibliographies for the integrity of the project and to make sure it is not plagiarized. With the note sheet, students have already documented the

information and taken notes on how they used the source. Now it needs to be put into the proper format and annotated to be included in the project.

- i. **Handout: Bibliographies Made Easy:** Tips for putting together bibliographies.
 - ii. Sample: Bibliography Citations in MLA Format: Samples of commonly used citation formats.
 - iii. **Handout: All About Annotations:** Explains the purpose of annotations, including samples.
 - iv. Sample: Selected Annotated Bibliography: Selected bibliography for an actual History Day project.
7. Have students begin to assemble their bibliography using the tools provided and the notes they should have been taking throughout the History Day process. The note sheet being used has all of the information they need for citations and hopefully to start annotations.

Lesson Extension/Alternative

Online Citation Generators: For students who struggle with bibliographies, there are online bibliography tools such as BibMe or NoodleTools.

NoodleTools: NHD has a partnership with Noodletools to give History Day teachers free access to this resource! Visit www.nhd.org and click on the Noodletools logo on the Teacher Resources page for more information.

HANDOUT: PROCESS PAPERS AND ANNOTATED BIBLIOGRAPHIES

Your Process Paper and Annotated Bibliography are important parts of the judging process. These are the first things that judges read, so you don't want to save this part of your History Day project until the last minute. The written materials include three parts:

1. TITLE PAGE

- a. Title of Entry
- b. Student Name(s)
- c. Age Division and Entry Category
- d. Word Count:
 - i. Exhibit: Include the student-composed word count for the exhibit and the total word count in the process paper
 - ii. Documentary and Performance: Include the total word count in the process paper
 - iii. Paper: Include the student-composed word count for the paper and the total word count in the process paper
 - iv. Website: Include this information on the homepage of your website. Include the student- composed word count for website and the total word count in the process paper
- e. **DO NOT** include your grade, school name or teacher name!

Title Name Junior Division Historical Paper Paper Length: 2,234 words	Title Names Junior Division Group Exhibit Student-composed Words: 489 Process Paper: 410 words	Title Name Senior Division Individual Performance Process Paper: 425 words	Title Name Senior Division Individual Documentary Process Paper: 410 words
---	---	--	--

2. PROCESS PAPER (500 words, 4-5 Paragraphs)

- a. How did you choose your topic and how does it relate to the annual theme?
- b. How did you conduct your research?
- c. How did you create your project?
- d. What is your historical argument?

- e. In what ways is your topic significant in history?
3. ANNOTATED BIBLIOGRAPHY
- a. Separate into primary and secondary sources and alphabetize. Use MLA or Chicago guide for your citations. (Chicago preferred)
 - b. Use a two-sentence annotation format:
 - i. How did you use this source?
 - ii. How did the source help you understand the topic ?

REMEMBER: All materials must be printed on plain white paper and stapled in the upper left-hand corner. NO COVERS! NO ARTWORK OR SPECIAL PAPERS! Bring at least four copies of your process paper when you are judged.

SAMPLE: STUDENT PROCESS PAPER (2005)

Before I began my research, Jack the Ripper conjured for me an image of a silhouette clad in cap and cape, cloaked by the fog of Victorian London. It was this dramatic mystery and morbid romanticism that drew me to a documentary about the Whitechapel murders at the library. I was drawn to a small section of the video in which the narrator speaks briefly of how the Democratic-Socialists used the 1888 murders to promote liberalism in England. I was fascinated by the concept presented here: that of fear being used as a political tool to communicate reform. I wanted to learn more about how these killings managed to influence Victorian politics.

I began my research by reading secondary sources. From these I learned about the murders, and briefly about how they influenced politics and the social situation of Britain. This led me to want to know more about Victorian society, so I turned to descriptions of London written in the 19th century. I learned about how there was a large rift between the bourgeoisie and the working class, and many reformers wished to help the proletariat. This led me to a letter written by one reformer. Here, he speaks of how the murderer accomplished more to promote reform than even the Democratic-Socialist Party. I wanted to know how the Ripper achieved this reform, so I found a collection of primary newspaper articles about how some citizens were losing faith in the government because of its inability to catch the murderer, and many wanted top officials to resign because of this. I also learned that liberals in London used the killings as ammunition to use against the incumbent conservatives to persuade citizens to vote socialist in upcoming elections.

Now that I had an extensive amount of research, my task was to hone this knowledge into a story that could be told in ten minutes. Fitting into this narrow time limit proved to be the most daunting task of all. I chose to present my research with a documentary because I have experience with the media category, and I didn't want to be hindered by the word limit of an exhibit.

My documentary relates to both aspects of this year's theme: communication, and understanding. It concerns communication because the fear instigated by the murders communicated to the public an awareness of the horrid conditions in London's East End, the ineffectiveness of the conservative rule in Britain, and provided an opportunity for reformers to

communicate urgings for liberal reform in England. Because of the ideas communicated as a result of the murders, people began to understand the plight of the proletariat, and started to understand that Britain needed social and political reformation. The liberal foundations laid by these killings expanded into reform that affected history. If it were not for the social understanding and political reform communicated by the Whitechapel murders, leftists would not have had such an opportunity to urge for progress, and politics today might be vastly less liberal.

HANDOUT: ALL ABOUT ANNOTATIONS

Annotations are brief descriptions (two to three sentences) of how each source contributed to your understanding or to the project. They generally include the following elements:

- A brief description of what the source was (the format of source or what it contained).
- An explanation of how it was useful in shaping your understanding or how it was used in your project.
- Optional: An explanation of why you categorized the source as primary or secondary – only if it would be unclear or confusing to the judges.

Example Annotations:

- “This book was a collection of the letters that Joe Kennedy wrote from 1914 until his disabling stroke in 1961. Although there were not letters speaking of Rosemary receiving the lobotomy, Joe did write of his concerns for his daughter and the prospect of getting her the operation.”
- “We used this book to learn more about recent events in the Israeli- Palestinian conflict, especially the war. It also contained some maps in it, which we used to get a better picture of the partition.”

Annotation Sentence Starters

- Try not to use “this source...” to start each annotation. Change it up by trying any one of the following. Remember: If you are working in a group, your annotations should use words like “we” and “our.” If you are working alone, your annotations should use words like “I” and “my.”
 - This book helped me / us to understand...
 - This document was important to my/our topic because...
 - After reading this newspaper article I / we
 - I / We used this speech to...
 - This website was...
 - I / We found out that...
 - This memoir provided me / us with...
 - I / We learned that...
 - This manuscript showed me/us that...

- I / We had a new perspective on the topic after reading this source because...
- This interview talked about...
- This book helped me / us to understand our topic better because...

Stuck? Feel like you're repeating yourself?

Pretend that you're describing the book to your teacher. Try describing the author's point of view in the source.

- Did this source surprise or shock you? Tell us more.
- Was this one of your favorite sources? Describe why.
- Be specific. Was there one particularly important part of the source?

HANDOUT: BIBLIOGRAPHIES MADE EASY!

- Bibliographies are required for all entries. Your bibliography is a reflection of the depth of your research, making it a crucial part of your project. We know that they can be one of the most frustrating and difficult parts of the History Day process! With the invention of online reference and citation websites, the process is far less painful. Below are tips to make the process easier.
- Historians cite their sources for a few important reasons. First, it is important to give credit to someone else for their work. In fact, not giving them credit is essentially stealing their work (called plagiarism). Second, citing sources proves to readers that you have done the hard work of learning about your topic and they can trust that your facts are accurate.
- Finally, citing sources shows that the argument you are making has a firm foundation. It shows that you have taken time to understand how others have researched the topic and built your argument based on those sources.
- What do I need to find for each citation? When you find a new source, write down all the required information for each source. Keep track of it somewhere safe! Depending on the citation style you use, different information may be required.
- You can use MLA or Chicago format for your citations. The required information for the Chicago style includes:
 - Author/creator of the source (including any editors or translators)
 - Title (including the title if it's part of a larger work -- not just the webpage title, but the website title as well)
 - Publisher Information: Name, City, and Year
 - Where the source can be accessed
 - For online sources: Website URL
- Use of an online citation generator is allowed. Students will want to be sure that their citation style is available through the online generator they would like to use; Turabian is not always a free citation style to use. It is free through citationmachine.net and bibme.org. If your school subscribes to Noodle tools or Grammarly, you might be able to use them to create your citations. Whatever you use, you will still need to check to make

sure all the information is included. If the generator says that it could not find a date or publisher, it is your job to go back to the source and see if there is one.

- Sample Chicago (9th Edition)
 - Citation Formats
 - Books (Print)
 - Last Name, First Name. Book Title: Subtitle of Book. City of Publication: Publisher, Year of Publication.
 - Journal Article (Online)
 - Last Name, First Name. “Article Title: Subtitle of Article.” Title of Journal Volume Number, Issue Number (Date of Publication): page numbers. URL of database and the article
 - Newspaper Article (Print)
 - Last Name, First Name. “Article Title.” Newspaper Name [City] Month Day, Year Published.
 - Newspaper Article (Online)
 - Dibble, R.F. “She Blazed a Trail for Suffrage: Now a Shrine Will Honor Susan B. Anthony Whose Slogan Was: ‘Woman Was In Chains.’” New York Times. April 12, 1925.
<https://nyti.ms/2G1GL54>.
 - Websites
 - Last Name, First Name. “Article Title.” Title of Website. Name of Institution/organization who sponsored or published site (if not the same as Title of Website). Date last modified or date published. URL. Accessed Month Day, Year.
 - Films
 - You have a choice here! You can list the film either by its name first or by the director first.
 - Name of Film. Directed by First Name Last Name. Name of Company that produced or distributed the movie, year the movie

was released or created. Running time of film. URL if you watched it online.

OR

- Last Name, First Name, director. Title of Film. Name of Company that produced or distributed it, year the movie was released or created. Running time of film. URL if you watched it online.
- For More Information:
 - Easy Bib: www.easybib.com
 - Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/>

SAMPLE: SELECTED ANNOTATED BIBLIOGRAPHY (2005)

Primary Sources

The Day Before Yesterday. Introduction by Peter Querrell. New York: Charles Scribner's Sons, 1978.

This is a volume of photographs of daily life in Victorian and Edwardian England that I used in giving a visual representation of the poor living conditions of the East End.

Shaw, George Bernard. "To the Editor: Blood Money to Whitechapel." The Star (London). 24 Sep. 1888.

This was one of my most helpful primary sources, and it helped me redirect my project's focus. In it, Mr. Shaw, a socialist writer for the Fabian society, writes to the editor of The Star about how the Ripper has done more to help reform than the Democratic-Socialist Party has.

"Sir Charles Warren Resigns." New York Times. 13 Nov. 1888: Page 1. ProQuest Historical Newspapers. <<http://proquest.com>>

This is a short newspaper article declaring that the Metropolitan Police Commissioner of London has resigned after citizens had called for him to step down. I used this information to show the effects the Ripper had on London's political scene.

Secondary Sources

Colby-Newton, Katie. Jack the Ripper: Opposing Viewpoints. San Diego: Greenhaven Press, 1990.

This book offers a good, easy to understand description of Jack the Ripper, and provides a handful of historical pictures that I used as visual aids.

"Events in 1901." Exhibitions and Learning Online. The British National Archives. Feb. 17 2005. <<http://nationalarchives.gov.uk/pathways/census/events>>

This site run by the British national archives contains vintage Victorian social reform posters that I use in my documentary to provide a visual aid concerning the Democratic-Socialist party and its reforms.

Hunt For Jack the Ripper. Dir. Sueann Fincke. Narr. David Ackroyd. Videocassette. A&E Home Video, 2000.

This documentary was the first source that I looked at, and influenced me greatly in picking my thesis. While it focuses on who committed the murders, it does dabble a little in the social aspects of the incidents.

Sweet, Matthew. Inventing the Victorians: What We Think We Know About Them, Why We're Wrong. New York: St. Martin's Press, 2001

This is a book that focuses on common myths we have about the Victorian period, and enlightens us with the truth of these matters. From it, I used pictures of wealthy London society to illustrate the class rift in England.