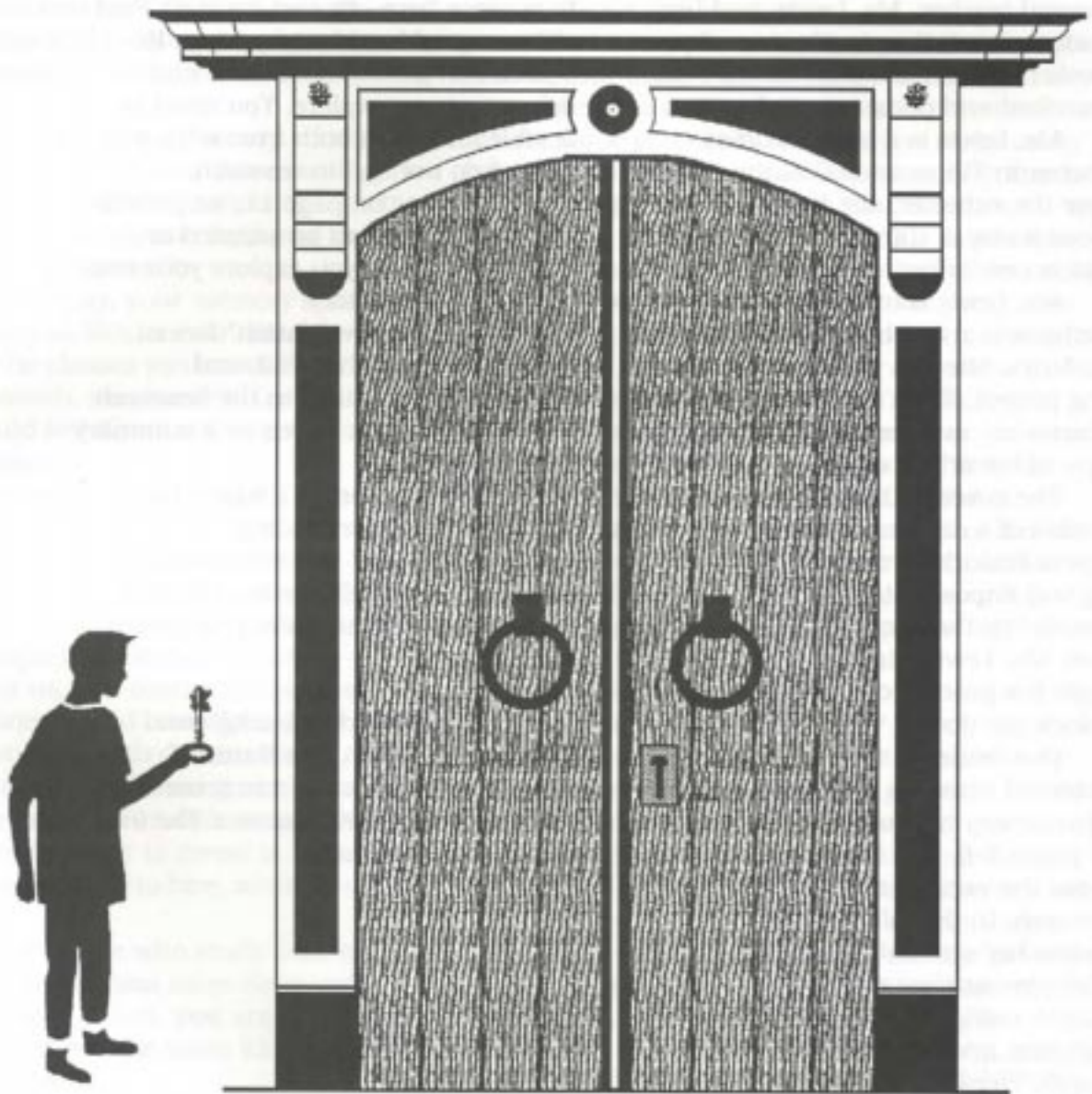


UNLOCKING THE PAST: YOU HOLD THE KEY!



THE INDIANA HISTORIAN EXPLORING INDIANA HISTORY

PUBLISHED BY THE INDIANA HISTORICAL BUREAU, STATE OF INDIANA

Focus

"Unlocking the Past: YOU Hold the Key" is designed to be an introduction to research in local history. Using a fictional teacher, Ms. Lewis, and her student, Paul, the standards and rewards of historical research are both described and demonstrated.

Ms. Lewis is a social studies teacher in Tippecanoe County, Indiana. Over the summer, she has been reading about a way of thinking about history that is new to her.

Ms. Lewis wants to share her excitement about history with her students. She has planned a semester-long project. Each student will become a historian, and research a local history topic of his or her choice.

The cover of this issue uses the symbol of a doorway to show a common view of historical research: a threatening and imposing task. The young man dwarfed by the doorway on the cover is Paul, Ms. Lewis' student. He is about to begin the process of discovery that will unlock the door.

Our leader in the exploration of historical research is Ms. Lewis. Her introductory instructions are contained on pages 3-5. She tells her students about the various skills and methods of research. In the following pages, she assists her students—with Paul as the example—as they proceed with selecting a topic, using repositories, finding evidence, and documenting their research. Her later instructions are provided on the chalkboard.

On page 6, we join Paul. We then go forward with him as he discovers the excitement of local history.

On page 12, Paul has brought that threatening door down to size. He has unlocked the past with his own hard

work. He will also help to unlock that past for others who hear or see his presentation of that research. Ms. Lewis' students have also proved that her new approach to history works.

Paul's experience may seem unrealistic to some. We have shown the path to success here—in part because Paul chose a good local history topic. Research can involve dead ends and failures as you explore. You must be flexible and learn both from what you do and do not find in research.

Beginning on page 11, we provide some tools that can be adapted or copied for use as you explore your own topics in local history:

- a "Document Evaluation" format,
- a repositories checklist, and
- an outline of "Steps in the Research Process," which serves as a summary of the issue.

As usual, there is a page of resources for further reading.

We hope that this introduction helps you to unlock the past as you explore the Indiana history all around you.

P.S. If you want some background for Paul's research, the Battle of Tippecanoe was covered in some detail in the October, 1992 issue of *The Indiana Junior Historian*.

With this issue *The Indiana Historian* takes on a new name, a new look, and more pages. The goals remain the same—to provide interesting and useful Indiana history material in a cost-effective magazine. We hope that our eight issues per year continue to help each of our readers to learn and teach about Indiana history.

Ms. Lewis Explains

History Is More than Books!!

What does the word "history" mean to you? To many people, history is just names and dates to be memorized for the next test. To many people, history is "long ago and far away." In fact, however, history is all around us and is a part of everything we do.

Let's think of **history as memory**—first, on a personal level. When you got up this morning, how did you know where to go for breakfast? Didn't your memory of past breakfasts help you find the kitchen—and the corn flakes?

Throughout the day, your memory reminds you of the clothes you like to wear, the friends you meet at school, the classes you must attend, the way home, and much, much more! Can you imagine how you would feel if you woke up one morning with no memory?

Now, imagine what would happen if, for example, the United States or Mexico or China suddenly lost its memory—the collection of names, dates, events, and customs that we normally call history. Chaos would result!

History is important. Without history—or memory—none of us, our communities, businesses, or countries would have the help of past experiences in working with present needs. History is a tool for business people and government leaders to use to decide what courses of action are possible—what technology to invest in, which legislation to vote for, who to hire, whether or not to go to war.

Historians are people who study past experiences in order to make them more clear and meaningful to others. In fact, **you** are a historian. Many times you perform the same kinds of tasks that historians perform.

For example, when you return home from school, your mother may ask you, "What happened today at school?" You may keep a journal that summarizes what you have done each day. As you answer your mother or write in your journal, you decide what to say and what not to say. Based on your memory of the information you have

received from friends and teachers and the activities you witnessed or participated in, you tell the story of your day at school.

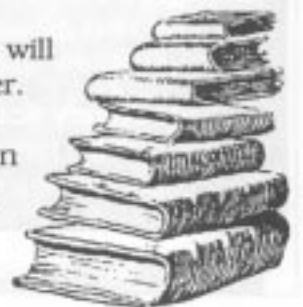
The history processes that you demonstrate in telling your story include observation, organization, analysis, evaluation, and interpretation. These same processes will help you make many decisions during your lifetime, some very important—what career to choose, where to live, whether to marry, for whom to vote—and some not so important—what movie to rent, what to cook for dinner, where to go on vacation. For you personally, history, as memory, can provide one way to know what decisions to make or actions to take.

History sounds easy, doesn't it—it's just memory and storytelling? It is, however, more complicated. Your story is just one of millions occurring each day. Think about all the other students in this school. Do they all have the same memories and tell the same stories? Of course not. But all of these stories are the sources of history. Your journal could someday be part of a history of daily life in Indiana in the 1990s.

How do we know about the memories and stories of people who have died? Which stories are valid? How do historians present these stories? The answers to these questions generally come as a result of careful historical research.

"Doing" history is exciting! You can become historians and learn how to research, write, and present the stories of those who are no longer here. But you need to learn and use the processes I mentioned earlier—observation, organization, analysis, evaluation, and interpretation.

Over the next weeks, we will learn to be historians together. We will learn first how and where to look for stories. Then we will learn what to do with those stories when we find them.



What You Need to Know Before You Begin . . .

Learning history involves much more than simply reading textbooks in a classroom. Learning history is exciting and challenging if you become participants in the whole process of “doing” history.

To produce good written history, certain guidelines and standards must be followed. For example, historians must:

- search for and examine all kinds of information with a critical eye;
- use information to establish the relationships between and among peoples, places, and events;
- recognize the many different points of view which the past and the present offer;
- present their research for discussion, and preserve their work for those who follow.



Where do you find information?

There are many, many locations where you might look for information about your topic. The checklist “Keepers of the Past” will help you identify some standard locations for different types of information and sources. *(See p. 13.)*

What kinds of information and sources are available?

First, you must know the difference between **primary sources** and **secondary sources**. The definitions we will use are provided on the chalkboard.

You should locate and use primary sources as the basis of your projects. Primary sources, because of their direct relation to the person, place, or event, are the building blocks of historical research. Secondary sources provide important background information and a variety of opinions about what happened and why.

Look carefully at the sources you find because they can sometimes be primary and secondary depending on what information is needed.

The Assignment

*Ms. Lewis
Period 3*

- Choose a person, place, or event in Tippecanoe County history.
- Research your topic using the guidelines provided.
- Prepare a paper on that topic.

Primary sources include materials that are directly related to a person, place, or event by time, association, or participation. Written materials may be in manuscript or printed form, and include letters, speeches, diaries, newspaper articles from the time, oral history interviews, and official records. Photographs, paintings, music, artifacts, and anything else that provides first-hand accounts are considered primary sources. Your journal is a potential primary source.

Secondary sources usually include published books or articles that are based on primary or other secondary sources. Your paper will be a new secondary source.

How do you record and organize your information?

Careful historians keep accurate records of all their sources of information. I am providing several handouts on how to take notes and keep records of the sources used. There is also a handout on the use of footnotes and a bibliography in research papers.

[In preparing her handouts, Ms. Lewis used Turabian's Student's Guide for Writing College Papers as a source on how to write a research paper.]

How do you evaluate your information?

After you find and record information, you must evaluate it. Historians are skeptical about the information they find and question everything. Historians compare many different sources to make sure that information is correct or confirmed.

You must, however, be impartial judges of the information that you find. You must determine the points of view of authors of primary and secondary sources in evaluating the information in those sources.

Everyone has a unique point of view that develops from his or her family, culture, race, gender, education, etc. It is, therefore, difficult, if not impossible, to be truly objective. Historians, however, know their own points of view and recognize the value of others' points of view.

Ms. Lewis cautioned her students to look carefully at the information they find because sources can sometimes be primary and secondary depending on what information is needed.

For example, the brochure on the right from the Indiana State Library is a primary source for information about the celebration of the sesquicentennial of the battle; but it is a secondary source on the battle itself.



How do you interpret?

One of a historian's most important tasks is to determine relationships among peoples, places, and events and to explain why things happened when and where they did. This process is called interpretation.

Interpretation, in its simplest form, is selection of information. As you select information to record, and organize that information in your research papers, you are interpreting. You determine what is to be included, what is to be emphasized, and what is to be left out.

How do you present research?

A historical paper is the most traditional way of sharing history with other historians and the public. This traditional presentation of history is currently being challenged by multimedia presentations, dramatic performances, and interactive exhibits.

You must write a paper for this assignment because the research paper should still be the basis for any type of historical presentation. I also want you to have the opportunity to present your research in an additional way.

We are going to have a history fair at the end of the semester and invite parents, students, and teachers. You may continue your work and choose to present your topic as an exhibit, a media presentation, or a drama.

Paul Begins His Assignment

Frame the Topic

Choosing the right topic is extremely important. Your topic should be something you are interested in and will enjoy researching. Your topic must be narrow enough to research well. You should look for and use primary sources. A topic in local or state history increases your chances of finding such sources.

A visit to the local library and historical society can give you ideas and information about the availability of good sources. County histories are good introductory sources. People in your community are valuable resources. Historic sites and monuments are also ways of learning about your town or state.

As you go through the process of deciding on your topic, you must analyze information that you have collected. Look carefully at the information, break it into smaller pieces, and interpret what it means. [See p. 11.]

Based on your findings, your interests, and the limits of your assignment, decide how to limit your topic. Analysis continues throughout the entire research and writing process.



At Home. I'm going to do my project on Tecumseh and the Battle of Tippecanoe. It'll be fun to see what happened out at Battle Ground. I need to get to the library.

Ms. Lewis said we must have bibliography and note cards. I looked them up in Turabian's book. I knew I would never remember everything, so I made example cards. I took 4" x 6" note cards, paper, and pencils, and headed for the public library. Ms. Lewis said that you never use ink pens when you work with documents.



At the Public Library. To start, I asked the librarian for help. He was really nice and showed me how to look up things like books, newspapers, articles, and even videos.

There are so many things at one library!

One of the books I found was a published edition of Harrison's letters and papers. I was disappointed to learn that Tecumseh was not at the Battle of Tippecanoe. The Prophet, Tecumseh's brother, led the warriors.



At the Tippecanoe County Historical Association, Lafayette. I called the museum, spoke with the curator about my research project, and made an appointment to meet with him. He pulled information for me before I got there which saved a lot of time. I decided always to call ahead when I was going somewhere to do research.

In the collections, I saw artifacts from the battlefield and Prophetstown, Tecumseh's village. After putting on white gloves, the curator allowed me to touch certain artifacts. I was really careful, and I remembered to write note cards about everything!



At the Tippecanoe Battlefield Historical Museum, Battle Ground. I walked around the battlefield taking photographs and notes. The battle must have been so exciting. I wish I could have been there! The museum has exhibits that tell the story of what happened before, during, and after the battle. I bought several books about the battle in the museum shop.

In 1991, Native Americans came to the battle site to bless the ground. The curator gave me a copy of the newspaper article that told about it. I couldn't believe it! There are still Native Americans in Indiana who are interested in the battle after 180 years.

Lafayette Journal and Courier
Friday, November 1, 1991

Native Americans to revisit Battle Ground

By KATHY MATTER
Special to the Courier

It has been 180 years since William Henry Harrison and an Indian confederacy led by Tecumseh and The Prophet collided near Battle Ground.

Native Americans have not returned to the spot in a formal way since that cold, rainy Nov. 1, 1811. This weekend they will return to get to rest the spirits of the warriors who died there.



At Home. I analyzed all my information about the Battle of Tippecanoe and the men who fought there. I decided to narrow my topic to "The Battle Strategies of Harrison and The Prophet at the Battle of Tippecanoe: Why Harrison Won."



At School. Ms. Lewis reviewed our research. She looked at our bibliography and note cards. I showed her the newspaper article about the 1991 gathering. She suggested I talk to Native Americans who had participated and gave me a number to call to get in touch with them. She told us that a good research paper must present more than one side of an issue.



Calling the Minnetrista Cultural Center, Muncie. I wrote a note card for every name and phone number the director gave me. I interviewed several Native Americans, asking permission to tape record what they said. I had a lot of fun. They even invited me to a traditional powwow. It was great! But now I realized that there were many different views and opinions of the battle.



At Home. After reading accounts by men at the battle, I decided that it would not have been fun to be there at all. It would have been horrible. Many people on both sides were killed or wounded. The wife of an American officer wrote in her diary that there were 2 and 3 funerals a day as the wounded died. My research also showed that Native Americans, who had lived at Prophetstown, lost their homes and suffered hardships. After thinking about all that I had learned so far, I decided to write on "The Battle of Tippecanoe: Major Impacts from a Minor Skirmish."



At the Indiana State Library and Historical Building, Indianapolis. What a great place! Because I had called ahead, the librarians had already pulled material for me.

First I went to the Manuscripts Section. I found an advertisement called a broadside, about a celebration of the battle. I went to the Newspaper Section and read newspapers, now available on microfilm, from the time of the battle. I paid to have copies made of several newspaper articles.

At the State Archives, I found the muster rolls of the Indiana Militia that fought at the battle! At the Indiana Historical Bureau, I bought several publications.

I then went to the Indiana Historical Society. The original Harrison papers that deal with the battle are at the National Archives in Washington, D.C. I read copies of these papers on microfilm. The librarian made some copies for me. She pulled the William Henry Harrison Collection. It contains letters and other papers he wrote while governor of the Indiana Territory. I actually got to touch them! To protect the old papers, they could not be photocopied. I paid to have several of Harrison's papers photographed and mailed.

On the way home, I decided not to worry about my paper anymore and concentrated on the game I was going to that night.

One of the broadsides Paul found in the Indiana Division, Indiana State Library.



Indiana State Library

Paul Keeps Careful Records

Bibliography and Note Cards

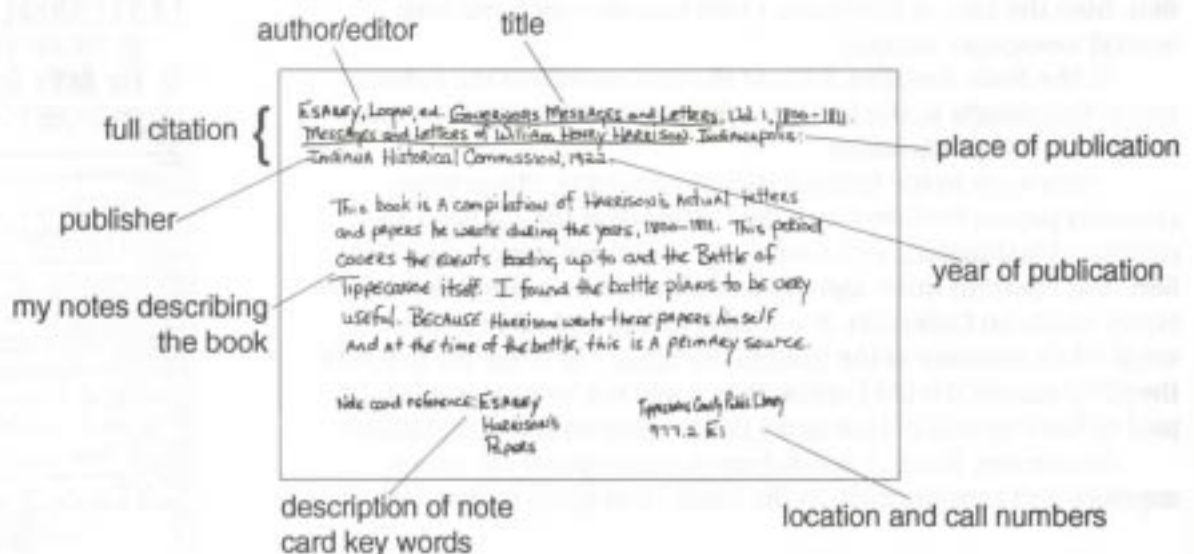
Bibliography cards and note cards are a very important part of the research process. Carefully kept cards provide crucial information about the sources, such as the location of the source and full citations needed for footnotes and bibliography.

When writing your cards keep the following in mind:

- Always have plenty of blank, lined cards with you when you are researching.
- Use the same size cards for both your bibliography and note cards. A recommended size is 4" x 6". You can get a lot of information on them.
- Write cards while you have the source in front of you. Do not rely on your memory.
- Keep cards in a box, organized by subject. Color-coded cards can be helpful.

RECORD SOURCES

One of the best sources I found is a published version of Harrison's papers. The librarian explained that this book is a documentary edition, a printed version of manuscripts and records as they were originally written. Even though this book was published in 1922, it is a primary source because Harrison's papers were printed word for word, just as he wrote them. I used this source more than any other I found for Harrison's viewpoint.



**TAKE CAREFUL
AND COMPLETE NOTES**

Note Cards

Note cards are also used to record direct quotations and summary notes. They contain your comments on authors, texts, and illustrations. The format for note cards varies with the researcher. The important thing to remember is to be consistent. Only one subject should be covered on each note card.



Photograph (Engraving)

Negative # C 3798
Indiana Historical Society

This engraving depicts the meeting between Tecumseh and Harrison in Vincennes on August 20, 1810.

I found a print of this engraving at the Indiana Historical Society. However, no certain information about the date of the engraving or its artist has been located.

I saw the engraving above in many of the books I located. I liked it very much, but could not find any information about the artist or the date it was made. When did this meeting take place? Why was Tecumseh so angry? I decided to look at the book with Harrison's papers. Perhaps I could find some written account there.

In the book of Harrison's papers, I found Harrison's letter of August 22, 1810, which contains an account of the meeting between Harrison and Tecumseh on August 20. The artist's picture does not match Harrison's account of the meeting. According to Harrison, it was not Tecumseh who raised his tomahawk in anger, but his warriors. I'm not sure I'm going to use the engraving even though other historians have.

ESAREY, HARRISON'S PAPERS
Letter, Aug 22, 1810 page 461
HARRISON to Sec. of War, William Eustis - Meeting in Vincennes
- speech took place Aug 20

"... when he interrupted me... with the most violent jesticulations and indications of anger began to contradict what I had said in the most indecent manner. When he first rose, a number of his party, also springing up, held up with war clubs, tomahawks, and spears and stood in a threatening attitude."



Paul Evaluates His Sources

Evaluate Sources

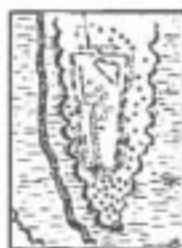
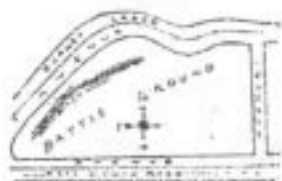
Historians find many sources during their research, but they must determine which sources are the most reliable and accurate. In your research, you will encounter the very same problem. How do you determine a source's reliability and accuracy?

- Find as many primary sources as possible on the topic.
- Analyze the sources and compare them with each other.
- Consider the author and his/her point of view.
- Use reliable secondary sources for interpretations and help in evaluating. You cannot always determine if a source is accurate. You may use a source that cannot be proved historically accurate, but you must explain the problems with it and why you still chose to use it.

Some of Paul's Concerns about Sources

- I have three written accounts of the Battle of Tippecanoe. Do they give the same information? Were they written by soldiers who fought in the battle? Were they written later by people who were not at the battle?
- After the battle, some called the Battle of Tippecanoe a stunning military victory. Others disagreed, saying that the great loss of life was not a victory. It was, however, the Battle of Tippecanoe that helped Harrison become president of the United States in 1840. The battle certainly hurt Tecumseh's efforts to unite Native Americans.

Map 1. From *The Battle of Tippecanoe* by Reed Beard. Published in 1889. There is no information about who made the map or how it was drawn.



Map 2. From *The Battle of Tippecanoe* by Captain Alfred Pirtle. Published in 1900. The map indicates on the legend the name of Adolph Hallenberg and a date of 1897. There is no information about how the map was drawn.

Map 3. From *The Battle of Tippecanoe* by Reed Beard. Revision of 1889 edition, published in 1911. The map was printed in Chicago by A. Zee [illegible] and Co., Engravers. There is no date, artist, or explanation given.



A Special Problem

I located four maps in secondary sources showing Harrison's camp the night before the battle. All are similar, but slightly different. The maps are confusing. What are the maps based on? Which of the four maps is the most correct? Are the maps primary or secondary sources? I used the checklist Ms. Lewis gave me to evaluate each map.

I decided to read carefully the description of the encampment in the primary source, *Governor's Messages and Letters* edited by Esarey, to figure out which map was closest to Harrison's description.



Map 4. From *The Battle of Tippecanoe* by Richard J. Reid. Published in 1983. Reid states that the basic reference for the placement of the troops was Governor's Messages and Letters edited by Esarey.

Paul Evaluates the Pirtle Map

Document Evaluation

I. Identifying the Document

A. Who created the original document? Adolph HALLENBERG

B. Where was it created? Location unknown

C. Title or subject Plot of Tippecanoe Battle Ground, November 7, 1811

D. Date 1897

E. Type of Document MAP

F. Where did I locate this copy of the document? Give proper bibliographic information. Pirtle, Alfred, Captain. The Battle of Tippecanoe. Louisville, Kentucky: John P. Morton and Company, 1900. Note card reference: Pirtle Map

II. Explaining and Putting the Document in Context

A. Describe the purpose of the document. Why was it created? Who would read it?
Geography of battle site, location of officers, Prophetstown
Anyone interested in the battle.

B. What evidence in the document shows why it was created?
Location of officers and men show Harrison's battle strategy.

C. Where would you look for additional information to explain this document?
Harrison's papers, his description of the battle.

III. Testing the Document: Not everything in print or that you find is reliable. You must back up sources that you use with other evidence. If you use a source without such evidence, you must defend your reason for doing so.

A. Is the document reliable? Is there other information that agrees with the document's information?
Similar to other maps in who, what, when, and where. They all seemed to be based on Harrison's papers. The exact locations of men differ.

B. Is there other information that disagrees?
Yes, the other maps.

C. Make a statement about the general usefulness of the document for your particular interest.
Maps were all made by people that were not actually at the battle, only their interpretations. This makes them all secondary sources.

IV. Using the Document: It is important to know how the document fits your topic.

A. List the most important pieces of information that relate to your topic.
Location of officers and men show why the Prophet's plan to sneak into camp failed.

B. What questions are suggested and need follow up after examining the document?
Why did warriors only attack one area of camp? Why didn't the warriors surround the camp? Look up Shabonee's account of battle.

Paul Presents His Research

Presenting and Preserving History

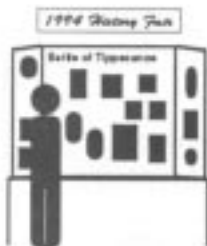
Original historical research has little value to historians or other interested people unless they know about it. Historians usually share their research through publications—such as books, magazine articles, and research papers—and public presentations.

Historical research has been presented to more public audiences in recent years through museum exhibits, historic sites, and popular television programs—such as Alex Haley's *Roots* or Ken Burns' *Civil War* series. Millions of people have experienced the power of primary sources and have heard noted historians.

You are a historian, too, and should share what you have learned with others. In addition to your research paper, there are many exciting ways to present your hard work: an exhibit, a media presentation, a speech, or a dramatic performance.

One final consideration is the preservation of your historical research. You may discover unknown original sources, and your work contributes to the historical record. Public libraries and historical societies are often interested in adding such papers to their local history collections.

Remember, history is fun! Enjoy yourself!



At Home. It was so exciting to get an A on my research paper. I had found so many resources that I decided to make an exhibit for our class history fair. My topic—"The Battle of Tippecanoe: Major Impacts from a Minor Skirmish"—worked really well as an exhibit. I had a lot of fun making it. My mom took lots of pictures. **The library** put our class' exhibits on display for a whole month!

The Tippecanoe County Historical Association called and invited us to speak about our research projects. Everyone told us what a good job we had done. The director asked for copies of our research papers for their files.



The Minnetrista Cultural Center asked for copies of my taped interviews with the Native Americans and a copy of my research paper. I was very excited that they would want my research.

It was an exciting year for Ms. Lewis and her class. Paul, and several of his classmates, went to both district and state Indiana History Day contests in the spring. They told Ms. Lewis how much fun they had researching and that they wanted to form a history club at their school.



Keepers of the Past: A Checklist

re-pos-i-to-ry n.,
A place where things may be stored for safekeeping.

Repositories: Keepers of the Past

Nothing is more exciting to a historian than to discover a source that provides new information about the past. With a little time, some travel, and a lot of patience, you, too, might uncover such sources. The repositories on the checklist "Keepers of the Past" are places to begin your research. Some of the sources listed below may be found in more than one repository. Discover and record others on your own.



LIBRARY

census records
business ledgers
histories
reference works
vertical files
special collections
books
magazines




STATE RECORDS

geological survey maps
soil conservation maps
waterways maps
insurance maps
military records
insurance records
fire records
railroad records
corporation records



HISTORICAL & CULTURAL INSTITUTIONS

artifacts
site plans
foundations
special collections
letters
government records
newspapers
special collections
exhibits
scrapbooks
fire insurance maps



HOME

albums
diaries
journals
letters
private collections
genealogy
quilts
legends
songs
medical records
military records
photographs
oral history




COURTHOUSE

deeds
wills
ledgers
estate settlements
marriage records
city directories
tax records



BUSINESS

employment records
employer newsletters
correspondence
annual reports
photographs



SCHOOL

yearbooks
attendance records
school board minutes
term papers



PLACES OF WORSHIP

membership rolls
names and dates
inscriptions
burial practices
cemetery records

Steps in the Research Process

I. Frame the Topic.

- A. Get an idea (or your teacher assigns you a topic).
 1. Look around your community.
 2. Talk to people.
 3. Think about the topic or idea and think about your interests. Can you make them fit together?
- B. Narrow your topic by asking a question.
 1. What do you want to know about the topic?
 2. Determine through research whether you can answer that question; if not, change your question.
 3. Through further research, continually examine your question to refine your topic.

II. Find information. (Do research.)

- A. Go to the public library.
 1. Tell the librarian your topic/question and ask for help in locating sources of information.
 2. Learn to use the library catalog and other finding aids.
 3. Locate basic sources of secondary information—such as books, magazines, etc.—and check indexes of books to see if the topic is listed.
 4. Read these basic sources; take notes and record bibliographic information on note cards. Footnotes often provide leads to additional materials.
 5. Look for primary sources.
- B. Locate other repositories for primary and secondary sources. See "Keepers of the Past" checklist on p. 13.

III. Evaluate information. (Analyze and interpret.)

- A. Be skeptical about information, and compare many different sources.
- B. Be impartial, and learn to recognize the points of view of authors of both primary and secondary sources.
- C. Select reliable information.
- D. Use the information to explain relationships among people, places, and events. Be sure to relate your topic to the bigger picture—state, regional, or national history, for example.

IV. Decide how to present your research.

- A. Research paper—presents interpretation in traditional written form; should be the basis for the presentation of history in other formats.
 1. Make an outline using the information on your note cards to answer your original question.
 2. Write a first draft using your outline. Have someone else read your draft. Revise.
 3. Check for proper grammar, spelling, and punctuation, and make final corrections to content.
- B. Exhibit—presents visual materials and/or objects based on a written interpretation of a topic.
 1. Use your research paper as the foundation of an exhibit.
 2. Look at museum exhibits to see how materials are presented and interpreted.
- C. Media presentation—uses video, slides, etc. to show and interpret visual materials on a topic.
 1. Use your research paper as the foundation of a media presentation.
 2. Look at documentaries on network and public television stations to see how information can be communicated.
- D. Dramatic Presentation—uses theatrical techniques to interpret a topic.
 1. Use your research paper as the foundation of a dramatic presentation.
 2. Look at live theater and television to see how historical topics can be interpreted and communicated.
- E. Seek places to present your work—school, service organizations, historical and cultural groups, etc.—in whatever format(s) you have selected

V. Preserve your research.

Notify your local library, historical organization, etc. about your work and offer to give them a copy of your paper, sources, or other products that you have.

An Apple for Everyone

Bibliography of Selected Readings

Student Reading

• Cooper, Kay. *Who Put the Cannon in the Courthouse Square?: A Guide to Uncovering the Past*. New York: Walker and Company, 1985.

This book provides a very readable guide on writing local history designed for young people in upper elementary and junior high school. Examples of local history projects for junior and senior high students are included.

• *The Indiana Junior Historian*. "Collecting Your History." Indianapolis: Indiana Historical Bureau, November 1991.

This issue is concerned with discovering your family's history. An excellent bibliography is included. This magazine is available in school and public libraries and from the Indiana Historical Bureau.

• Jungreis, Abigail. *Know Your Hometown History: Projects and Activities*. New York: Franklin Watts, 1992.

The projects and activities in this book are designed to help elementary school students discover their own local history. Projects include making a contour map and model of the town and a patchwork quilt of local history.

• *Old Schoolhouse Gang: Some Guidelines for School Oral History Projects*. Indianapolis: Indiana Historical Bureau, 1990.

Compiled by Janice Montgomery, Southside School, Columbus, Indiana, this booklet prepares elementary school students to record oral histories. This very useful publication and is available in public libraries and from the Historical Bureau.

• Schwartz, Alvin, ed. *When I Grew Up Long Ago*. Philadelphia: J.B. Lippincott Company, 1978.

Older people talk about the days

when they were young. A glimpse of life in America at the turn-of-the-century is provided through these recollections. This book provides a good model for what can be done with oral histories. Recommended for intermediate and advanced readers.

• Weitzman, David. *My Backyard History Book*. Boston: Little, Brown and Company, 1975.

An excellent source for gathering local and family history.

General Sources

• Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 4th ed. New York: Harcourt Brace Jovanovich, 1985.

A classic guide to the theory and practice of research.

• Davidson, James, and Mark H. Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw-Hill, Inc., 1985.

This book demonstrates how careful research with primary sources can shed new light on various historical persons, places, and events.

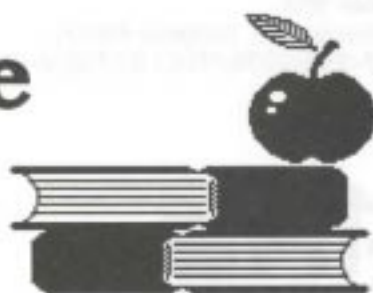
• Felt, Thomas E. *Researching, Writing, and Publishing Local History*. Nashville, TN: American Association for State and Local History, 1981.

This is a wonderful primer for beginning historians. Best for secondary students and adults.

• Furay, Conal, and Michael J. Salevouris. *The Methods and Skills of History: A Practical Guide*. Arlington Heights, IL: Harlan Davidson, Inc., 1988.

This excellent history teacher's guide offers a general introduction to the uses and methods of history for students. Each chapter includes exercises for high school students.

• Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. Nashville, TN: Ameri-



can Association for State and Local History, 1990.

An excellent source for local and family history designed for adult and secondary school readers. The following titles are also available in *The Nearby History Series: Local Schools; Houses and Homes; Public Places; Places of Worship; Local Businesses*.

• Metcalf, Fay D., and Matthew T. Downey. *Using Local History in the Classroom*. Nashville, TN: American Association for State and Local History, 1982.

This is a very useful source for secondary school history teachers but could be adapted for elementary school classes.

• Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th ed. Chicago: University of Chicago Press, 1987.

A standard guide for writing papers, used by National History Day.

• Turabian, Kate L. *Student's Guide for Writing College Papers*. 3d ed. Chicago: University of Chicago Press, 1976.

This is helpful for the beginning writer and can be adapted to any grade level.

Of Special Interest

• The Indiana Historical Bureau sponsors **Indiana History Day**, a competition for students in grades 4-12. Check your public or school library for a current *History Day Student Guide* or call 317-232-2536.

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The Indiana Historian fulfills the mission of the Indiana Historical Bureau by providing resources and models for the study of local history to encourage Indiana's citizens of all ages to become engaged with the history of their communities and the state of Indiana.

The Indiana Historian (formerly *The Indiana Junior Historian*) is issued eight times annually from September to May, except January.

It is a membership benefit of the Indiana Junior Historical Society. It is distributed free to school media centers, libraries, and other cultural and historical groups in Indiana. Annual subscriptions are available for \$7.50. Back issues are available at individual and bulk pricing.

This material is available to visually impaired patrons in audio format, courtesy of the Indiana History Project of the Indiana Historical Society. Tapes are available through the Talking Books Program of the Indiana State Library; contact the Talking Books Program, 317-232-3702.

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The Indiana Historical Bureau provides programs and opportunities for Indiana's citizens of all ages to learn and teach about the history of their state and its place in the broader communities of the nation and the world.

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- Governors' Portraits Collection
- Books on Indiana, midwestern, and local history
- Classroom materials for Indiana history
- *The Indiana Historian*
- Indiana History Day
- Indiana Close Up
- REACH: Resources Educating in the Arts, Culture, and History
- *The Indiana History Bulletin*

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