

Week 17

Mid-Project Evaluation

There is no formal workshop for week 17; instead, this is a chance for your students to work on their projects and get your feedback.

Throughout the class period, try to connect with each group or individual and conference with them about their project. Check these points:

- Does the project express a clear, strong thesis statement?
- Does the project give evidence to support the thesis?
- Is the project balanced in its presentation?
 - Does the project examine the issue from many perspectives or is it one-sided?
- Does the project show a wide range of research?
 - Is there a balance of primary and secondary source material?
- Does the project demonstrate analysis and interpretation?
- Does the project demonstrate an understanding of the historical context?
- Does the project relate to the annual theme?
- Is the project visually appealing?
 - Is the material well organized?
- Can the student(s) defend the thesis?

An evaluation form is available on the flash drive if you would like to give your feedback in a more formal manner. You might also wish to give the evaluation form to the students and let them do a self-evaluation. Encourage students to improve in any areas that are weak before the project is due.

Mid-Project Evaluation

Title:

Student(s):

Evaluation Question	Superior	Excellent	Good	Needs Improvement
<ul style="list-style-type: none"> • Does the project express a clear, strong thesis statement? 				
<ul style="list-style-type: none"> • Does the project give evidence to support the thesis? 				
<ul style="list-style-type: none"> • Is the project balanced in its presentation? --Does the project examine the issue from many perspectives or is it one-sided? 				
<ul style="list-style-type: none"> • Does the project show a wide range of research? --Is there a balance of primary and secondary source material? 				
<ul style="list-style-type: none"> • Does the project demonstrate analysis and interpretation? 				
<ul style="list-style-type: none"> • Does the project demonstrate an understanding of the historical context? 				
<ul style="list-style-type: none"> • Does the project relate to the annual theme? 				
<ul style="list-style-type: none"> • Is the project visually appealing? --Is the material well organized? 				
<ul style="list-style-type: none"> • Can the student(s) defend the thesis? 				

See the back for comments

Week 18

The Process Paper and Annotated Bibliography

Every National History Day project requires additional supplements: a process paper and an annotated bibliography. The process paper is simply an opportunity for the judges to learn a bit more about the student(s) decision-making process with regard to the project. It helps the judges understand how the student created the final project. It is also an opportunity for the student(s) to tell the judges anything they would like them to know about the process of completing the project.

In addition, every National History Project must have an annotated bibliography. The bibliography is an account of the research sources used on a project. This document shows the judges how deeply the student researched. It also demonstrates how balanced the research was.

Mini-Lesson:

Share a process paper with your students. Because students have varied writing styles, point out that there is not a right or wrong way to complete the process paper as long as they include the required elements in their writing. Some will wish to be a bit more creative with their writing. This is acceptable if they do not go too far from the format. Others will wish to write a simple essay. That is also acceptable. The process paper cannot be longer than 500 words.

Information on formatting the process paper is included. Show the students the break-down of what needs to be included in their process paper.

Title Page: The title page should be on plain white printer paper. It should include the title, student(s) name, category and division (i.e., senior individual documentary). It may **NOT** include the school name or images. It should be stapled in the corner. It should **NOT** be in a report cover or binder.

The first section should explain how the topic was chosen.

Did the student look at other ideas first? Did something else lead them to the choice they made? Is there a personal connection?

The second section should explain how the student(s) conducted their research.

Did they do any special interviews? Did they take a research trip? What was there a source that was particularly helpful?

The third section should explain how the format was selected the project and

how the project was created. Why did they choose a documentary and not a paper? Did they have any particular difficulty in the creation of the project?

The fourth section should explain how your project relates to the NHD theme. This is an opportunity for the student to “make their case” to the judges that their project is appropriate for the theme.

Now, share an annotated bibliography with them. You showed them one at the beginning of their research, so hopefully they have been keeping track of their sources. Remind them about these points:

- The bibliography should be divided into primary and secondary sections. The judges want to see that they know the difference. Each section should be labeled.
- The bibliography should be alphabetized in each section.
- The student should include a one or two sentence annotation with each entry. This is just a short statement about how they used the source.
- If the student has a source that could be either primary or secondary, they should choose a category and be ready to defend their choice. The annotation is a good place to do this.
- Judges are not looking for the most sources. They are looking for the best use of sources. Remind students that they should not pad their bibliography with sources that were not actually used in the project.
- Neatness, organization and clarity are very important in the bibliography. The judges only have a minute or two to look at it. If it is difficult to read, the judges will not be able to spend time deciphering.

Have a discussion with your students about web-based bibliography services such as “BibMe” or “EasyBib”. There are pros and cons to using such a service...

Pros	Cons
Easy to use	Some do not capitalize titles properly
Convenient	Some leave errant symbols within the entry
If a student no longer has access to a source, they can find the publishing information	Primary sources are often not available in the search features. Students must manually enter primary source information
Many students will already be familiar with their use	Services often do not distinguish between primary and secondary sources
Some allow for annotations to be added	The “final product” is not always neat.

Ultimately, you must decide whether you will allow your students to use a web-based bibliography service. If they are allowed to do so, they **MUST** proofread and clean up the bibliography for it to be ready for the NHD competition. They also must be sure that primary and secondary sources have been sorted into their own labeled categories and that appropriate annotations have been added.

There are resources available on the flash drive for your use. You will find sample bibliographies, a resource for how to notate different types of sources, and a bibliography guide.

The requirements for each type of project vary slightly:

Papers: require an annotated bibliography, but do not require a process paper. Students will bring this to the judges' interview for the judges to look at. They will leave a copy for the judges.

Websites: the process paper and annotated bibliography **MUST** be incorporated into the website. Students should create a separate tab on the website for these documents. Students will not bring actual copies to the judges' interview.

Documentaries, Exhibits and Performances: require an annotated bibliography and a process paper. Students will bring printed copies to the judges' interview for the judges to look at. They will leave a copy for the judges.

The number of copies needed for the contest varies. Be sure to check with the contest director to determine how many to bring. In general, copying facilities are not available to students at the contest.

Work Time:

Now, give students time to work on their process paper and annotated bibliography. If they are working as a group, the entire group will submit only one process paper, but you might wish to require each student to write their own. After the papers are written, they should be proofread before they are brought to the competition. The judges expect the written portion of the project, whether it be on an exhibit board, in the text of a website, or as part of the process paper, to be free of spelling and grammar mistakes. The projects and accompanying papers represent your class and school. It is worth the time to proofread and require revisions.

WRITING A PROCESS PAPER

As judging takes place at National History Day, students will present their judges with a process paper and bibliography. There are two exceptions: in the historical paper category, no process paper is necessary, but an annotated bibliography is required. In the website category, the process paper and annotated bibliography must be integrated as part of the website. These papers allow the judges some insight into how the project was completed and how extensive the research into the topic was. In all cases, the words in the process paper and bibliography DO NOT count as part of the word count rules for each category. Do not put your required papers in a folder. Simply staple them at the top left corner.

The first page of these written materials must be a title page. The title page must contain only the following information:

the title of your entry
your name(s)
contest division (junior or senior)
category (i.e.: group documentary)

Do not include your school name, grade, age, etc. on your title page. In addition, you should not use pictures or borders on your title page.

The Process Paper

A process paper is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. You must conclude your description with an explanation of the relationship of your topic to the contest theme.

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s) and the contest division and category in which you are entered. Do not include your age, grade or school name. Do not place your process papers in covers or folders. It is best to simply staple them with your bibliography to be presented to the judges.

The first section should explain how you chose your topic.

The second section should explain how you conducted your research.

The third section should explain how you selected your presentation category and created your project.

The fourth section should explain how your project relates to the NHD theme.

Dinner with the President
Annotated Bibliography

Primary Sources:

"Cabinet Dinner in Honor of the President and Mrs. Roosevelt." *New York Times* [New York City] 3 Feb. 1904: 9. Print.

From this source, I got an idea of who was invited to state dinners.

"The Booker T. Washington Papers, Vol. 6, 1901-1902." *University of Illinois Press*. Web. 25 Feb. 2011. <historycooperative.org/btw>.

This particular volume of Booker T. Washington papers allowed me access to telegrams sent between Roosevelt and Washington.

Roosevelt, Theodore to Booker T. Washington. Sept. 14, 1901. Booker T. Washington Papers Collection. University of Illinois Press. Web. Feb. 2011. <historycooperative.org/btw>

This source also provided me with telegrams between Roosevelt and Washington.

Roosevelt, Theodore. Lincoln Day Dinner Address. New York City. Feb. 13, 1905. Keynote address. Web. Feb. 26, 2011. <www.emersonkent.com/speeches/lincoln_dinner_address>

This speech gave me some insight into the views and values of Theodore Roosevelt.

Secondary Sources:

Beyer, Rick. "Guess Who's Coming to Dinner?." *The Greatest Presidential Stories Never Told: 100 Tales from History to Astonish, Bewilder & Stupefy*. New York: Collins, 2007. 122-123. Print.

This chapter gave me several quotes and an improvement on my understanding of the impact of Roosevelt's invitation to Booker T. Washington. It also explained how the newspapers portrayed his actions.

Donald, Aida D. *Lion in the White House: A Life of Theodore Roosevelt*. New York: Basic Books, 2007. Print.

This book offered me a better understanding of the inner workings of Roosevelt's administration and the Roosevelts life in the White House.

Gonzalez, Ariel . "Guess Who's Coming to Dinner: From Booker T. Washington to Barack Obama." *Breaking News and Opinion on The Huffington Post*. . N.p., n.d. Web. 9 Dec. 2010. <www.huffingtonpost.com/ariel-gonzalez/guess_whos_coming_to_dinn_b_137764.html>.

This news article gave me a better understanding of the breakage of social barriers throughout the history of the White House.

Landau, Barry H.. *The President's Table: Two Hundred Years of Dining and Diplomacy*. New York, N.Y.: Collins, 2007. Print.

This book offered me a better understanding of the inner workings of Roosevelt and the White House, and its impact. This book was my best source about the history of White House dinners.

Meyers, Robert Cornelius V. *Theodore Roosevelt, Patriot and Statesman; The True Story of an Ideal American*,. Philadelphia, Pa. and Chicago, Ill.: P. W. Ziegler & co. [c1902], 1902. Print.

I took several quotes from this source. It helped me comprehend Mrs. Roosevelt's responsibilities in the White House. It also led me to understand the importance of Prince Henry's visit.

Miller, Nathan. *Theodore Roosevelt: a life*. New York: Morrow, 1992. Print.

This biography of Roosevelt provided me with several quotes.

Mitchell, Patricia, and Sarah E. Mitchell. *Plain Food & High Thinking: An Anecdotal History of White House Entertaining, 1901-1953*. Chatham, Va.: Patricia B. Mitchell, 2005. Print.

This small book gave information about the food served at the White House and Oyster Bay. I started to understand the simplicity of the food at the Roosevelt table.

Morris, Edmund. *Theodore Rex*. New York: Random House, 2001. Print.

This was the most informative biography I read. It helped me to understand the character of the President, and gave me several quotes.

Thayer, William Roscoe. *Theodore Roosevelt: an Intimate Biography* . Boston: Houghton Mifflin, 1919. Print.

This source gave me a better understanding of the diplomacy that happened around the table during Prince Henry's visit. It helped me to understand what protocol demanded in this situation.

“The White House State Dinners,” The White House Historical Association. Web. March 21, 2011. <www.whitehousehistory.org>.

This website provides the history of the White House. This particular article gave information about how “State Dinners” have changed over time.

Willeys, Gilson. *Inside History of the White House* . New York: The Christian Herald, 1908. Print.

Because this book was printed at the end of Roosevelt’s Presidency, it gave information that was relevant to the time period. It was an accurate description of life in the White House.

Soap Box Justice: Judge Ben B. Lindsey and the Juvenile Court Annotated Bibliography

Primary Sources

'Beast After Me with Recall, so Come On'-Lindsey. Denver Republican. Sept. 6, 1913.

This short article describes Lindsey's reactions to the attempts to remove him from office after the publication of The Beast, which detailed corporate corruption in Denver.

Buckwalter, Harry H. *Denver Juvenile Court - "Children of the slums after first bath by Juvenile Court"*. c 1904. Photograph. Denver Public Library Western History Collection, Denver, Colorado.

This photograph is part of the Benjamin B. Lindsey archive in the Western History Collection at the Denver Public Library. It led me to learn about the installation of the shower in the county courthouse for the use of "Lindsey's Boys."

Casey, Lee. *Judge Ben B. Lindsey Dies at 73.* Rocky Mountain News. March 27, 1943.

Lee Casey was a columnist for the Rocky Mountain News. He was a staunch supporter of the work Ben Lindsey did in Denver. He was one of the few voices that did not abandon Lindsey after his publication of The Beast. This article, written after Lindsey's death, notes the love/hate relationship many in Denver had with Ben Lindsey.

Gilbert, W.. *A Fair Chance for Every Boy.* N.d. Art Original. Denver Public Library Western History Collection, Denver, Colorado.

This political cartoon is part of the Ben B. Lindsey archive in the Western History Collection at the Denver Public Library. The drawing shows John D. Rockefeller writing Lindsey a check to support his work. This showed me the extent to which Lindsey's work was renowned.

Hines, Lewis. *Children in Rail Yard.* January 29, 1917. Photograph. Library of Congress, Washington, DC.

This picture is one of my props during my performance.

Hine, Lewis . *Children in Textile Mill.* 1920. unknown, Macon, GA.

<http://www.historyplace.com/unitedstates/childlabor/hine-empty.htm>. Web. 16 May 2013.

This picture is one of my props during my performance.

Judge Lindsey Dies; Children's Friend: Noted Jurist Who Founded the Juvenile Court. New York Times. Mar. 27, 1943.

Judge Lindsey's obituary appeared in many newspapers worldwide, including this article from the New York Times. It recounts his work with the juvenile court and the influence that court had on the development of juvenile courts across the country.

Judge Makes it a Personal Matter with Incurable Boys. Denver Times. Nov. 24, 1904.

This Denver Times article describes the personal interest that Judge Lindsey took in the boys who came through his court. It describes the expectations he had of the boys and how they responded to his trust and encouragement.

Lindsey, Benjamin Barr. Benjamin Barr Lindsey Collection. Western History Collection. Denver Public Library. Denver, Colorado.

I spent many hours combing the collection of personal papers and documents housed at the Denver Public Library's Western History Collection. These papers gave me great insight into the work done by Judge Lindsey, but also the personality of the man.

Lindsey, Ben B., and Wainwright Evans. *The Revolt of Modern Youth.* New York: Boni & Liveright, 1925. Print.

This book articulated some of the problems Judge Lindsey saw with the methods of disciplining minors, and the doctrine of forced morality that had become a sort of panicked solution to changing social attitudes of the day. In it, he recommended increased education, respect instead of coercion, and changed social attitudes toward children's offences. These goals informed everything he did with the juvenile court.

Lindsey, Ben B.. *Twenty-five Years of the Juvenile and Family Court of Denver, Colorado being an account of its contributions to the cause of humanity, truth and justice : presented by friends of the Denver Juvenile and Family Court in commemoration of its foundation.* Denver: s.n., 1925. Print.

This report was a comprehensive picture of the full impact of the Juvenile Court during Lindsey's time as judge.

Lindsey, Ben B., and Harvey Jerrold Higgins. *The Doughboy's Religion and Other Aspects of our Day.* 1920. Reprint. New York: Harper & brothers, 2012. Print.

Another of Judge Lindsey's works, this gave me an insight to his perspective on the young men in the US Military during WWI.

Lindsey, Benjamin Barr. *The Juvenile Court and Probation of Juvenile Offenders*. Lawrence, KS: Unknown, 1902. Print.

This was a paper Judge Lindsey wrote and read at the Union Convention of the Kansas Society for the Friendless and Kansas Conference of Charities and Correction. It helped me form an understanding of his opinions on juvenile delinquency.

Lindsey, Benjamin Barr. *The Reformation of Juvenile Delinquents Through the Juvenile Court*. Atlanta, GA: Press of F. G. Heer, 1903. Print.

This was a paper Judge Lindsey wrote and read at the National Conference of Charities and Correction. He presented information about what causes delinquency in children, and how to combat these problems.

Lindsey, Benjamin Barr, and Harvey Jerrold Higgins. *The Beast*. New York: Doubleday, Page & company, 1910. Print.

This book was one of many works Lindsey produced during his lifetime. In it, he details the corruption of the "Boss Evans" era in Denver, the abuses of the utility companies, and the many social problems they had caused among the working class. This book was part of the reason Judge Lindsey was run out of Denver. A first edition of the book is one of my props.

Pride of the Rockies Soap labels. Dunwoody Brothers Soap Company. Denver, CO. 1904.
www.victortradingco.com/TinCans.html.

These original labels from Dunwoody Soap Products, the company that supplied soap for the Juvenile Court shower, led me to the idea of "Soapbox Justice". Reproductions of the labels are used on my soapbox, as well as the bar of soap I use as a prop.

Saved By The Juvenile Court. Dir. Otis Thayer. Perf. Benjamin Barr Lindsey, Ida L. Gregory. Columbine Film Company, 1913. Film.

This video was a great silent film about Judge Lindsey's interactions with the kids he worked with. It is easy to see the mutual admiration that existed.

The Denver Juvenile Court of the City and County of Denver. "Facts and Figures." *Problem of the Children and How the State of Colorado Cares for Them; A Report of the Juvenile Court of Denver*. Denver: Merchants Pub. Co., 1904. 147. Print.

This report is part of the Lindsey Collection in the Denver Public Libraries Western History Collection. I used this chapter to analyze the drop in delinquency and truancy in the first three years of the Juvenile Court in Denver. The "Chart Showing the Number of Charges for Truancy in the Years 1901, 1902 and 1903" and the "Summary of All Charges" chart are part of the props for my performance.

The Denver Juvenile Court of the City and County of Denver. "The Expense." *Problem of the Children and How the State of Colorado Cares for Them; A Report of the Juvenile Court of Denver.* Denver: Merchants Pub. Co., 1904. 175. Print.

This report is part of the Lindsey Collection in the Denver Public Libraries Western History Collection. I analyzed data from this report and compared these amounts with an inflation calculator to determine the per-case savings for Judge Lindsey's court. The "Expense Chart" from this chapter of the report is used as a prop in my performance.

Unknown artist. *Benjamin B. Lindsey portrait.* Denver Juvenile Court. c 1940.

I had the opportunity to go to the new Lindsey-Flannigan Juvenile Court Center to see the original portrait. The artist is unknown. From a photograph, I had a poster made of the image for use as a prop in my performance.

Unknown. *Judge Lindsey with crowd of boys.* N.d. Photograph. Library of Congress, Denver, CO.

This picture is one of my props used during my performance.

Unknown. *Judge Lindsey with Children.* 1906. Photograph. Library of Congress, Washington, DC.

This picture is one of my props during my performance.

"Whole edition." *Silverton Standard* 10 Mar. 1904: Whole edition. Print.

I use a scan of this newspaper as one of my props during my performance.

Secondary Sources

Abbott, Karen. *'Little Giant' had Big Impact on Justice*. Colorado Milestones. Rocky Mountain News. April 20, 1999.

Colorado Milestones was a project with Colorado Historical Society and the Rocky Mountain News to detail people and events in Colorado's history. This comprehensive article gave a good description of Lindsey's work and personality.

Benjamin Barr Lindsey Newspaper Collection. Western History Collection. Denver Public Library. Denver, Colorado.

The Western History Collection houses an extensive newspaper clipping file about Judge Ben Lindsey. While each article on it's one was not always noteworthy, the collection as a whole helped me to understand the worldwide popularity and influence of Judge Lindsey.

Bosley, Barbara. Personal interview. 18 Jan. 2012.

Ms. Bosley is a Family Court Facilitator at the Denver Juvenile Court. She has done a lot of personal and professional research about Judge Lindsey, and was able to give me a professional insight into his legacy through the Juvenile Court.

Casey, Lee. *Judge Lindsey was a Great Man*. Rocky Mountain News. March 29, 1943. p 15.

Lee Casey wrote this article about Judge Ben Lindsey just after he passed away. From this article I learned of the London Times poll designation of one of the 3 most influential Americans of the early 20th century.

Casey, Lee. "A Storied History". *The Rocky Mountain News*. N.p., n.d. Web. 26 Jan.

2013.<<http://www.rockymountainnews.com/news/2009/feb/27/a-storied-history-lee-casey-1889-1951/>>..

This is a short biography of journalist Lee Casey, a long-time friend and supporter of Judge Lindsey's court.

Filler, Louis. *Crusaders for American Liberalism*. Yellow Springs, Ohio: Antioch Press, 1950. Print.

This book gave me a good picture of Judge Lindsey's contemporaries in the Progressive Movement.

Fox, Sanford. "The Early History of the Court. *The Future of Children Journal*. Princeton University, 1996. Web. 26 Apr. 2013.

<http://futureofchildren.org/publications/journals/article/index.xml?journalid=55&articleid=311§ionid=2061>

This article gave me a scholastic perspective on Judge Lindsey's impact on legal history. It also helped me to understand whether Chicago or Denver had the first juvenile court.

Goldman, Eric Frederick. *Rendezvous with Destiny; a History of Modern American Reform*. New York: Knopf, 1952. Print.

This book gave me an insight to the overall structure of the Progressive Era's reforms, and Lindsey's place in the social turmoil of the early 1900s.

Goodstein, Phil H. *Robert Speer's Denver 1904-1920: The Mile High City in the Progressive Era*. Denver, Colo.: New Social Publications, 2004. Print.

This book was a great resource for uncovering some of the corruption in the Denver city government and the Colorado State government around the turn of the 20th century.

Hare, Sheila, and Alphild Dick. *Wicked Denver: Mile-High Misdeeds and Malfesance*. Charleston: History Press, 2012. Print.

This book gave me a feel for the atmosphere of Denver at the turn of the 20th century--the chapter on juvenile delinquency was, as you might imagine, especially helpful for getting a good grasp of what kind of cases Judge Lindsey would have seen.

Hiner, N. Ray, and Joseph M. Hawes. *Growing up in America: Children in Historical Perspective*. Urbana: University of Illinois Press, 1985. Print.

This book helped me gain an understanding of how juvenile law grew and developed in America, and the long-term impact Judge Lindsey had on Juvenile Law.

Judge Lindsey Set Pattern For Juvenile Courts. Pueblo Chieftain. Oct. 7, 1962.

This article from the Pueblo Chieftain gave a good overview of Lindsey's career in the Juvenile Court.

King, Laoise. "Colorado's Juvenile Court History: The First 100 Years." *The Colorado Lawyer*, Vol. 32, No. 4. April 2003. Web. January 23, 2013.
<http://100.juvenilelaw.net/History.htm>.

This website helped me understand how Lindsey's court came into being, and the changes that have happened since he left the bench. This website also led me to the discovery of the painting of Ben Lindsey that is part of my performance.

Larsen, Charles. *The Good Fight; The Life and Times of Ben B. Lindsey*. Chicago: Quadrangle Books, 1972. Print.

This book was a very comprehensive biography of Judge Lindsey, and provided a great jumping-off point for my research.

Laugen, R. Todd. Personal interview. 31 Oct. 2012.

*Dr. Laugen wrote *The Gospel of Progressivism; Moral Reform and Labor War in Colorado*. He gave me some further, more specialized insight into how Judge Lindsey affected and was affected by the Progressive Movement in Denver.*

Laugen, R. Todd. *The Gospel of Progressivism; Moral Reform and Labor War in Colorado, 1900-1930*. Boulder, Colo.: University Press of Colorado, 2010. Print.

This book was a great over-all view of the morality that fueled the Progressive Movement, which in turn fueled Judge Lindsey.

"Manuscript Monday: Benjamin Lindsey," Western History and Genealogy Blog. *Denver Public Library: Western History Genealogy*. N.p., n.d. Web. 19 Aug. 2012.
<<http://history.denverlibrary.org/blog/content/manuscript-monday-benjamin-lindsey>>.

This blog article was part of my preliminary research at the beginning of my project.

"The Future of Children - ." *The Future of Children - Home*. N.p., n.d. Web. 26 Apr. 2013.
<<http://futureofchildren.org/publications/journals/article/index.xml?journalid=55&articleid=311§ionid=2063>>.

This article gave me a scholastic perspective on Judge Lindsey's impact on legal history.

"The Kid's Judge." *The Colorado Magazine*. 1 Mar. 1977: 228-237. Print.

This was where I did my preliminary research on Judge Ben Lindsey. This volume is housed at the Stephen H. Hart Library at the History Colorado center.

"The Kid's Judge." *American History Lives at American Heritage* . N.p., n.d. Web. 3 April 2013.

<<http://www.americanheritage.com/content/kids%E2%80%99-judge>>.

This article gave me more scholastic insight, and anecdotal evidence, into Judge Lindsey's respect and love for the kids he ruled for during his career.

"The Kid's Judge: Benjamin Barr Lindsey." *Between the Lions Weblog*. N.p., n.d. Web. 26 Jan.

2013. <<http://mollybrownbtl.wordpress.com/2011/06/06/the-kids-judge-benjamin-barr-lindsey/>>.

This website gave me a great insight into Judge Lindsey's friendship with Margaret Tobin "Molly" Brown, a Denver philanthropist and survivor of the Titanic sinking. She was just one of the "celebrities" who supported his efforts.

Wallace, Elizabeth Victoria. "Crime, Punishment, and the Vigilance Committee." *Hidden*

History of Denver. Charleston, SC: History Press, 2011. 75-77. Print.

This section explained the role of the KKK in 1920s Denver, both socially and politically.

Annotated Bibliography

Please note: The type of source (book, website, interview, etc.) is not listed on the actual Bibliography. Only the information in the right column will be shown on the document. The bibliography should be divided between primary and secondary sources, and be alphabetized.

Primary Sources:

- Interview:
primary source** Inouye, Herb; Japanese American evacuee. Interviewed by Macy Franken; January 30th, 2011. Denver, Colorado.
- Mr. Inouye was one of the first voluntary evacuees out of California. He provided me with a first-hand perspective of the Japanese Americans being forced out of their homes during the evacuation of the West Coast and their opinion of Carr's stand. I believe this is a primary source because Mr. Carr's personal story was told through the interview. This was one of my favorite interviews because it was such a personal story about Governor Carr.
- Newspaper
collection:
primary** Ralph Carr Collection; newspaper archive—1938-1950. Western History Collection. Denver Public Library. Denver, Colorado.
- Most, if not all, of the newspaper articles printed by the Denver Post and the late Rocky Mountain News pertaining to Gov. Ralph Carr are housed here. They provide a journalistic perspective on the way that Carr governed, and on the public's reaction to his stand for the Japanese.
- Newspaper
article: primary** "Gov. Carr Stakes Political Future on his Jap Stand." The Denver Post. April 3, 1942.
- This newspaper article described the political costs for the "stand" Carr took for American citizens of Japanese ancestry.
- Speech** Carr, Ralph. "Address at Lamar, Colorado." March 19, 1942. Ralph Carr Collection, Colorado State Archives.
- The text of Carr's speeches helped me to understand his character and his political stance. I quoted this speech in my documentary.
- Photograph** "Ralph L. Carr." Denver Public Library Digital Collection.
<http://digital.denverlibrary.org>. Accessed February 12, 2007
- This photograph of Ralph Carr was featured in my documentary.
- Historical
Document** Roosevelt, Franklin D.; "Executive Order 9066". February 19, 1942. National Archives
Digital Collection. www.ourdocuments.gov. Accessed January 26, 2008.
- This Presidential order placed all persons of Japanese descent living on the West Coast in internment camps. I used the wording of the document and a photograph of it in my documentary.
- Personal
Correspondence
Collection** Ralph Carr Collection; Governor's archive—1940-42. Colorado State Archives. Denver, Colorado.
- I was able to spend an afternoon researching at the Colorado State Archives. Several invaluable pictures and actual letters that had been written to the governor, along with his response to each, are housed in this collection. Many of these were used in my documentary.

Secondary Sources:

- Book** Schrager, Adam. The Principled Politician—The Ralph Carr Story. Fulcrum Publishing; Golden, CO. 2008.
- The only full biography of Ralph Carr in existence, it was my most helpful resource for quotes and facts about his life. This book has had the most impact on my understanding of the convictions and actions of Governor Carr.
- Article in a book** Lamm, Richard D. and Duane A. Smith. "Forgotten Hero: Ralph L. Carr"; Pioneers and Politicians—Colorado Governors in Profile. Fulcrum Publishing; Golden, CO. 2008.
- I came to understand a view of Ralph Carr from someone who had occupied the governor's office himself. Because this short excerpt was written from an "insiders" viewpoint, it gave a new dimension to my research.
- Website** Discover Nikkei website. Japanese American National Museum. www.discovernikkei.org ; 2008.
- This website was a valuable resource because it is maintained by the Japanese American National Museum. This organization is dedicated to the remembrance of and advancement beyond the camps for Japanese Americans. I found many helpful primary source documents on this website.
- Interview: Secondary Source** Dyck, Stan, Dr.; Professor of American History—Colorado Christian University. interviewed by Macy Franken, January 16th, 2008. Lakewood, Colorado.
- Dr. Dyck provided me with an opinion of Ralph Carr from an academic standpoint. As a professor of American History, he was knowledgeable about Ralph Carr and the impact he had on Colorado. He helped me to understand that there were many aspects to Gov. Carr's decision to allow voluntary evacuation.
- Article online** "Person of the Century." America's Byways. Rocky Mountain PBS website. 2006. http://www.rmpbs.org/byways/sft_governor.html. Accessed February 10, 2008.
- This online article gave me biographical information about Ralph Carr. There were also several helpful pictures on this website.
- Newspaper article: secondary** "Ralph Carr: Colorado's Person of the Century." Denver Post. December, 1999.
- I used the words from this article to conclude my documentary about Ralph Carr. This newspaper article summarizes the stand he took for the constitutional rights of all people.
- DVD/Video** A Time of Fear. DVD. Sue Williams, director. PBS Home Video. 2005.
- This video details life in the internment camps.

Bibliography Dos and Don'ts

DO:

- Keep track of all of your sources as you go, and note what you used them for.
- Write down all required information for each source. The information is slightly different for different types of sources.
- Group your sources into different sections: Primary Sources and Secondary Sources. Keep a separate section for images and pictures.
- Use annotations wisely. Make sure to note sources that were extremely helpful. This is also your opportunity to explain less well known sources, especially websites.
- Make sure your websites are credible sources of information. Check the homepage to find the author or producer.
- Remember your bibliography is a reflection of the depth of your research, making it a crucial part of your project.
- Proofread your bibliography, especially if you used a web-based bibliography service.

DON'TS:

- Cite Google, Bing, Ask, etc. as a source. These are search engines. It would be like citing the library where you found a book as the author.
- Cite Wikipedia in your bibliography. Judges tend to view it as unreliable.
- Put your entire bibliography on your exhibit or documentary.
- Wait until the last minute. Bibliographies can be time-consuming, detailed work. It is much easier to complete citations for each source as you go along.
- Forget to annotate. Make sure to include what type of source it is and what information you found in the source. Also explain how it helped you understand your topic better.
- Number your sources. This may help you keep track of your information but it is unnecessary for the bibliography.
- Use a web-based bibliography service unless you understand its weaknesses and are committed to proofreading and editing the final product.