

# STUDENT RESEARCH AWARDS

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## INTRODUCTION:

The New York State Archives announces its twenty-ninth annual Student Research Awards program to promote and recognize excellence in student research. The main purpose of the awards program is to encourage students to explore the wealth of historical records held in historical records repositories\* in New York State. A secondary purpose is to increase cooperation between schools and organizations that administer historical records useful for education.

Students, working individually, in groups, or a class, develop projects such as research papers, papers reconstructing the past, exhibits, documentaries, performances, PowerPoint entries, websites, or proposals for the designation of a historical marker, property or district. Projects must include an annotated bibliography and use historical records.

Projects are not required to focus on New York State history; however it can be more convenient and engaging to conduct research using historical records that are found locally in libraries, historical societies, local governments, businesses, community organizations, and with individuals and families. Often, the most successful research projects examine an event from a local point of view.

This is a research award contest and, therefore, the final product should answer a research question. Research questions do not have a yes or no answer and can be answered in different ways based on the evidence found in historical records. Research questions often begin with: How, What or Why. For example: Why was New York influential in the outcome of the Civil War?; How did the Erie Canal impact the economy of individual communities?; Why do people break the law?; and How does popular media influence culture? Students are encouraged to work closely with their teachers, school library media specialists, public librarians and local historians while working on their projects.

*\*A repository is a facility organized to collect, hold, care for, and provide access to historical records.*



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### **AWARDS:**

The Student Research Awards program is a statewide competition open to all New York State students in grades 4-12. A total of three (3) awards will be given; one each for students in the following divisions:

- Grades 4-5
- Grades 6-8
- Grades 9-12

Each award consists of a framed certificate and a cash prize. **To qualify for an award, all entries must:**

- Show a heavy reliance on information from historical records
- Provide an annotated bibliography
- Provide a URL in the annotated bibliography for each online historical record found on the Internet
- Provide a signed entry form

**Projects that do not show evidence of the use of historical records; or do not include an annotated bibliography or signed entry form will be disqualified.**

### **TIMETABLE:**

**Entries must be postmarked no later than July 1, 2019.** Award winners will be notified by mid-September. Results of the competition will be formally announced during Archives Month in October 2018. Entries submitted for competition must be researched and developed during the July 1, 2018 – June 30, 2019 school year. Projects can be sent by FedEx, UPS, or USPS to the address on page 1 of these guidelines. Entries submitted by email will not be accepted.

### **ENTRY FORMATS:**

Students may submit a project on any topic. Project formats include: Research Papers, Papers Reconstructing the Past, PowerPoint Presentation, Exhibits, Documentaries, Performances, Websites, or Proposal for a Historic Marker. Entries must show analysis of the topic, not just the facts, and be presented in the student's own words.

#### **RESEARCH PAPER**

Two categories of research papers are eligible for an award:

- (1) Traditional research paper, based on a subject of choice;
- (2) A research paper that reconstructs the past by analyzing and interpreting the issues and events mentioned in a historical story, ballad, folksong, folktale, diary, letter, poem, or an oral history interview. (For example: a student uses an 1863 letter written by Colonel Barber in Virginia to his wife in upstate New York as part of a study to reconstruct the colonel's life, in order to show the impact of the Civil War on the life of a New York soldier and his family.) Students must use historical records to analyze and interpret the issues and events mentioned in the folksong, diary, letter, poem, etc. they are using.

Papers must be typed or computer-printed on 8 ½" x 11" paper, 12-point font and double-spaced with pages numbered and no less than 1,000 words (excludes notes, annotated bibliography, illustration captions, and supplemental or appendix materials). Citations such as footnotes or endnotes are required for all sources. Five (5) copies of the paper are required. Papers will not be returned. Feel free to print using both sides of the paper.

### **POWERPOINT PRESENTATIONS**

PowerPoint presentations can be viewed as a virtual exhibit. There is a 500-word count limit for student-composed words including labels and captions. Citations and quotations do not count in the word limit. Students are encouraged to incorporate images of historical documents that can do the speaking for them; and use quotes from historical figures. This allows the students to use the student-composed words to analyze and narrate the topic. Information should be properly cited. Copies of the entry must be submitted on five (5) individual DVDs/CDs and must be PC-compatible. Submissions will not be returned.

### **EXHIBITS**

This category does not limit the size of the exhibit, but no larger than 24"x 36" is preferred. Tri-folded exhibits are welcome. The exhibit should be shipped in a re-usable carton; exhibits will be returned to the entrants if shipped this way. The State Archives is not responsible for any damage or loss suffered by the exhibit in shipment. If the exhibit is too large or heavy to be shipped, a videotape, slideshow, or photographs of the exhibit may be submitted instead. Copies of the exhibit labels, text, and any additional information that accompanies the original exhibit must be submitted with the entry.

Student-composed written materials on the exhibit should contain no more than 500 words including labels and captions. This limit does not apply to quotations or documents that may be used as an integral part of the exhibit. In fact, students are encouraged to incorporate copies of historical documents that can do the speaking for them and use quotes from historical figures. This allows the students to use the student-composed words to analyze and narrate the topic. Information should be properly cited.

### **DOCUMENTARY**

Copies of the documentary must be submitted on five (5) individual DVDs, playable on a computer or a DVD player. Five (5) copies of the script must also be included (feel free to use both sides of the paper). Be sure to cite any music and persons interviewed in bibliography. Entries should be no longer than fifteen (15) minutes. Submissions will not be returned.

### **PERFORMANCE**

Copies of the performance must be submitted on five (5) individual DVDs, playable on a computer or a DVD player. Five (5) copies of the script must also be included (feel free to print using both sides of the paper). Entries should be no longer than fifteen (15) minutes. Submissions will not be returned.

### **WEBSITES**

There is no word limit on websites. Website entries must have a valid URL address listed on the entry form. Entrant(s) must ensure that the entry is accessible over the Summer months. Entrant(s) names must appear on the website.

### **PROPOSAL FOR A DESIGNATION FOR A HISTORICAL MARKER, PROPERTY OR DISTRICT**

All proposals must be the result of research using historical records. Proposals must be typed or computer-printed on 8 ½" x 11" paper, use 12-point font and double-spaced with pages numbered. The text length of the proposal must be no less than 1,000 words (excludes notes, annotated bibliography, illustration captions, and supplemental or appendix material). Citations such as footnotes or endnotes are required for all sources.

Five (5) copies of the proposal must be submitted. Submissions will not be returned. Feel free to print using both sides of the paper.

**All proposals submitted to the State Archives for designating historic properties, districts, or markers are for Student Research Awards purposes only.** To officially nominate a site for the State and National Register of Historic Places, visit the website of the [New York State Office of Parks, Recreation and Historic Preservation](#), Field Services Bureau. To nominate a site for a historic roadside marker, visit the [William G. Pomeroy Foundation website](#) (currently only nominations for events dated between 1740 and 1916 are accepted).

### **COMPETITION RULES:**

- All entries must be nominated by teachers, library media specialists, or administrators in the school attended by the student or groups of students. Adult community members such as municipal historians and public librarians may also nominate students. Both individual students and groups of students (including the entire class) may be nominated. All projects must be completely student-created. Entries from home-schooled students are welcome.
- **An annotated bibliography is required for ALL entries.** The bibliography should list all primary sources (including historical records) and secondary sources used in preparing the entry. The annotations for each source must explain how the source was used and how it contributed to the project.
  - Students may use the MLA-style or *Chicago Manual of Style* formats. Students must choose one style format and be consistent throughout the entry.
  - Five (5) printed copies of the annotated bibliography must be submitted. Feel free to use both sides of the paper.
  - Students must list the primary sources used first and then list the secondary sources used in their research. The bibliography may be as long as necessary. When using Internet sources, students must provide the URL to the specific historical record used, not just the general website of the repository.
  - Students are encouraged to work with their teacher or school library media specialist while preparing the annotated bibliography. For guidance, visit [Purdue University's Online Writing Lab](#). Examples of annotated bibliographies developed by elementary, middle and high school students can be found on pages 7 of these guidelines.

- A substantial portion of the student research must be based on historical records from archives, museums, historical societies, libraries, local governments, community organizations, businesses, families, or individuals. Historical records are **not** published copies of documents. They are **original** documents created during the time period on which the research is focused. The use of Internet websites, such as those of the New York State Archives, the Library of Congress, and the National Archives, is encouraged. When using Internet sources, students must link to the specific historical record used, not just the general website of the repository, in the annotated bibliography. However, **the Internet should not be the only source of historical records**. The following are examples of historical records and where they might be found:
  - **Personal papers:** original letters, diaries, journals, photographs, drawings, and financial records from family collections or archives.
  - **Business records:** ledgers, correspondence, journals, meeting minutes, advertisements, and research and development files. Business records are usually located at the business itself, in the possession of the family that owned the business, or at local archives, libraries, universities, and historical societies.
  - **State and national records:** censuses; vital, property, and probate records; and wills. Copies of these records are often located in local government archives, as well as at local historical societies and libraries, which may have microfilm copies.
  - **Local government records:** minutes of board meetings, tax assessment records, engineering and highway department records, police and court records, budgets and annual reports, and other types of records created by the local governments themselves. These records are usually located at individual local government units, such as school districts, towns, villages, counties, cities, fire districts, and public benefit corporations.
  - **Community organization records:** correspondence, speeches, membership lists, financial records, and meeting minutes. Community organizations may include local churches, labor unions, political parties, service clubs, and philanthropic and fraternal groups. The records of these groups may be in the possession of each specific organization, or located at local historical societies, archives, universities, and libraries.
- Students **MUST** use historical records (described in the bullets above), but they may also use published primary source materials to supplement their research. Published primary sources can include board minutes (for example, county board proceedings), broadsides, maps, annual reports, periodicals, or newspapers. Primary source materials can also include items contemporary to the period that is the subject of the research (for example, *Godey's Ladies' Book* to document 19th century fashion, crafts, recipes, etiquette, etc.; *Harper's Weekly* to document the Civil War years; *Life Magazine* to document the World War II years). All these primary source materials are generally located in special collections of libraries, historical societies, museums, universities, or local governments.
- **Oral history interviews are not eligible for this awards program.** However, such interviews may be used as a historical item as part of a research paper that reconstructs the past (see Research Papers).
- Entries prepared for other competitions (such as National History Day) are eligible if they meet other relevant criteria, especially the use of historical records in research.
- Any plagiarism will result in disqualification.
- **All entries must include five (5) copies of the signed entry form.**

### **JUDGES AND CRITERIA**

The Student Research Awards judges include teachers, historians, and archivists. The judges will select the award recipient(s) for each division based on the following criteria:

- To what extent has the student used historical records?
- Does the bibliography display a variety of historical records?
- To what extent has the student used information from these documents?
- Is the entry historically accurate?
- Does the entry demonstrate an understanding of historical context?
- Does the entry show analysis of the topic, not just the facts, and is this analysis presented in the student's own words?
- Does the entry show evidence of creativity and imagination in interpreting information from historical records with other information?
- Does the final product answer a research question in depth, using analysis and interpretation of the historical records?

### **ENTRY CHECKLIST**

As you prepare an entry for competition, use this summary as a checklist. An explanation of competition rules begins on page 4 of these guidelines.

- Did you use historical records in conducting your research?
- Have you included five (5) signed copies of the entry form, annotated bibliography and entry (except for exhibits)? Feel free to print using both sides of the paper when able.
- Did you include citations, if required?
- Does the final product answer a research question in depth, using analysis and interpretation of the historical records?
- Does your entry meet word length, time and size requirements?
- Are exhibit entries packed in re-usable cartons?
- Are documentaries and/or performances submitted in DVD format and include a script?
- Are computer-based entries PC-compatible?
- Did you provide a URL on the entry form for your website entry?
- Did you provide URLs for all online sources listed in your annotated bibliography? Each online source must link to the specific record, not just the institution's homepage.
- Did you meet the July 1, 2019 deadline?

### ANNOTATED BIBLIOGRAPHY EXAMPLES

These examples were taken from previous entries of the Student Research Award contest. Students may use these examples to help create their own annotated bibliographies. For further instructions on creating an annotated bibliography, visit [Purdue University's Online Writing Lab](#).

#### ELEMENTARY SCHOOL

Knapp Frost, Samuel. *The Society of Friends Cemetery and Quaker Burial Group, Grace Marker Inscription*. Photograph. Westbury Historical Society. 06 May 2017

We used this photo to verify the founding of the religious Society of Friends in 1702. The grave marker identifies the existence of the Quaker Meeting House in 1776, and that the house was occupied by British and Hessian forces during the Revolutionary War.

#### MIDDLE SCHOOL

Porter, Marjorie Lansing. *Ballad Recordings*. 1956. TS 73.2, Marjorie Lansing Porter: *Ballad Collecting and Lore Stories*, Plattsburgh State University Special Collections.

This was a manuscript that Marjorie Porter wrote which had information on her ballad recording and about collecting songs in general. I used this source because it explained a lot about the people she collected songs from. This manuscript provided me her perspective on her work and why she thought it was important. I quote this article extensively in my paper.

#### HIGH SCHOOL

Letter to Edwin Oviatt, November 12, 1909. Rack 7, Shelf 4, Herbert Parsons Yale Alumnus, Knapp House Archives. Rye, NY

While not signed, the letter is from a Yale alum and penned early in the twentieth century, so one could assume they are from a nineteenth century graduating class. This provided the entry with a unique perspective on how the college athletics were viewed prior to their expansion in the early/mid twentieth century.

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### FOR MORE INFORMATION

Contact Jessica Maul at (518) 474-0245, or e-mail [archedu@nysed.gov](mailto:archedu@nysed.gov).



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