



DETROIT: THE
“ARSENAL OF DEMOCRACY”
HIGH SCHOOL RESEARCH PROJECT

STUDENT HANDBOOK

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INTRODUCTION

The purpose of this project is to collect information about Detroit's role during World War II, particularly in regard to war production. Hundreds of factories in Detroit and Michigan switched from making cars, tools, gears, and other industrial items to making products for the war. Some of these factories may have been in your neighborhood, or not too far from your school. We need your help researching these factories so we can help historians and the general public better understand what Detroit was like during World War II.

What you are about to do is EXACTLY what historians do. Your job isn't simply to read up on what other people have said and recite it back in your own words as a research paper. No, no. That's boring! You are going to become a REAL historian by doing the following two things:

- **Learn something new about the past.** Chances are there isn't much known about the factory you choose. In fact, you may be the first person or group to pull all the information together in an informative and meaningful way. YOU will become the world's only expert on your factory's history.
- **Help your audience learn something new about the past.** Your research and interpretation will help other people learn about and understand Detroit's history. Your exhibit, essay and final project submission will teach other historians and the general public about Detroit during World War II in new ways.

This handbook is designed to help you through this research project process. You'll find detailed information on how to do research, how to create an exhibit, how to develop a bibliography and much, much more!

Use this guide along with the Project Guidelines (which can be downloaded at the project website: <http://detroithistorical.org/WWIIResearchProject>) when you are working on the project, and it should be a breeze!

WHY SHOULD I PARTICIPATE?

The benefits of participation go beyond what you will need to know to pass a test. All of these will make you a more knowledgeable citizen of Detroit and the world, but they should also give you the skills to make reading and other school assignments easier, both in high school and in college!

1. **KEY RESEARCH SKILLS:** You can't help but learn key research skills through participating in this project. You will be challenged to interpret primary sources, which enables you to get much closer to the subject that you're investigating. As one student said, "Learning to research definitely helped me in my classes! It was the most important thing I learned."
2. **BIBLIOGRAPHY SKILLS:** Do you find that bibliographies are your most hated part of school projects? You will learn everything need to know about documenting a variety of sources in proper format. High school and college bibliographies will become a breeze for you!
3. **CRITICAL THINKING SKILLS:** Critical thinking is the mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. With this project you get to analyze primary source data and come to your own conclusions instead of blindly trusting what someone else tells you.
4. **CREATIVE THINKING:** This project encourages you to think creatively in incorporating your research into a presentable topic and project. You can exercise your creative and artistic spirit, which helps you become engrossed in your research and helps you enjoy the process of creating your exhibit.
5. **DISCIPLINE AND TIME MANAGEMENT:** With a yearlong project like this, you can't save everything for the last minute. It takes discipline to stick with your topic for such a long period of time. As you overcome boundaries and learn how to create a work timetable for yourself, you will gain discipline and time management skills.
6. **EMPOWERMENT AND SELF-CONFIDENCE:** Yes, you gain self-confidence and empowerment from the research skills you'll learn with this project, but you also gain them from the successful mastery of your topic that comes with your participation. There is a natural increased sense of self-worth and self-pride that comes from having accomplished and created something of value.
7. **ENLARGED UNDERSTANDING OF THE WORLD:** After completing this project, which forces you to look at the before, during and after periods of your factory, you can't help but have an increased understanding of why Detroit is like it is today. You will gain a new understanding of how the world works and how interconnected everything is.
8. **A NEW VIEW OF HISTORY:** You will not only learn about history as an attempt to avoid the mistakes of the past, but you will also learn how to better comprehend the world around you. You'll see that studying history even can help you understand more about yourself.

RULES MADE SIMPLE

With any school project, there are rules. These rules aren't intended to limit or punish you, but to help you understand what we need from you. This, we hope, will make your job as a junior historian easier.

WHAT YOU MUST DO...

CHOOSE A FACTORY FROM THE LIST

- The list can be found in the Project Guidelines on the project website: www.detroithistorical.org/arsenal.
- Once you pick a factory, let us know which one you chose by emailing Tobi Voigt at tobiv@detroithistorical.org
- Know of a factory that isn't on the list but was involved in making war products? If the factory was located in Macomb, Oakland or Wayne Counties, just let us know and you can research it instead of one from the list.

LEARN ALL YOU CAN ABOUT THIS FACTORY AND ANSWER THESE QUESTIONS

- Who owned the factory?
- When was it built?
- What did it make before the war?
- What did it make during the war?
- How was its product(s) used during the war? Where was it used?
- What is at the factory location today (Vacant lot? Old building? Working factory? Homes?)

GATHER PRIMARY SOURCES ABOUT YOUR FACTORY

- Photographs, newspapers and letters are called "primary sources" because they are documents created during the time period you are studying.
- Collect these as digital images or PDFs, if possible. Try to obtain the best quality files you can. We ideally would like them at 300 dpi or larger as JPEGs or TIFFs.
- If digital files aren't possible, print them out on high-quality paper.
- See the "research" section for more information on primary sources.

CREATE AN EXHIBIT THAT SHOWS WHAT YOU LEARNED ABOUT YOUR FACTORY

- It should talk about what your factory was like before, during and after the war.
- Your exhibit needs to be created using a tri-fold board, or two pieces of folded poster board.

- Any text that you write yourself and place on your exhibit must be limited to 500 words, including titles, subtitles, captions, and graphs. The 500 word limit does not include brief citations crediting the sources of illustrations or quotations.

WRITE AN ESSAY ABOUT HOW YOU CONDUCTED YOUR RESEARCH

- The essay must be about 500-words.
- Write it in four paragraphs, each one answering one of these questions:
 - Why did you choose your factory?
 - How did you conduct your research?
 - What was easy and what was hard about researching your factory?
 - Why was your factory important during World War II?

CREATE A BIBLIOGRAPHY

- It documents all the sources (books, websites, primary sources, etc.) that were useful in your research.
- It needs to be formatted using MLA style.
- It must be divided into primary and secondary sources.

SUBMIT YOUR ESSAY, BIBLIOGRAPHY AND PRIMARY SOURCES TO THE DETROIT HISTORICAL SOCIETY

- Complete the submission form, which can be found at the end of the Project Guidelines document.
- Send the form, essay and bibliography, as well as all your primary sources on CD-ROM or flash drive to the address on the submission form.
- We'll pin your research and primary sources on a web-based map on our website, where it will help historians and the general public understand more about your factory, Detroit and World War II.

WHAT YOU MAY DO...

- Work individually or in a small group.
- Pick a new factory if you are having trouble finding information on your first factory. Just let the Detroit Historical Society know you've switched.
- You may seek guidance from your teachers as you research and analyze your materials as long as your conclusions are your own.
- You may receive advice from teachers and parents on the aspects of creating your exhibit, essay and/or bibliography.

WHAT YOU CAN'T DO ...

- Plagiarize. This is another way of saying “stealing.” You can’t take someone else’s work and put your name on it. This is never acceptable.

SETTING A TIMELINE

Research projects are a lot of work and have a lot of pieces. To make sure you don’t get behind, it’s important to set a schedule or timeline to make sure you finish on time. This is not the type of project that you can leave to the last minute, so we recommend the following schedule.

Work with you teacher to determine if this works for you. If not, you should develop your own timeline.

SEPTEMBER - OCTOBER

- Choose your factory.
- Start reading about World War II and Detroit.
- Decide whether you will do an individual or group project. If you’re doing a group project, you should have your group picked out and everyone in agreement on the factory.
- If your group’s not working, now’s the time to say something and separate.

NOVEMBER

- Continue researching with secondary sources to learn more about what Detroit, the country and world were like in World War II.
- Start developing research questions to help you to start finding information on your factory.
- Use note cards to take ample notes on your research. Also, make sure you write down all the source information.

DECEMBER

- Start looking for primary sources about your factory in libraries, archives and museums.
- If you are having a hard time finding information about your factory, now is the time to switch to a new factory.
- Create an outline for your exhibit. When you’re done, you should have a basic idea of what the layout of your project will be.

JANUARY

- You should still be researching and gathering sources.
- Start to create your exhibit.

- Start your bibliography, if you haven't been doing it all along.

FEBRUARY

- Work on editing and perfecting your project.
- Work on your bibliography.

MARCH

- Finalize your project.
- Finish your bibliography.
- Write your factory essay.

APRIL

- Have a special exhibition day at your school to show off your exhibits.
- Submit your final project to the Detroit Historical Society.

PROCRASTINATION...IT'S INEVITABLE!

Procrastination is normal and inevitable for all but an exceedingly few students. However, at the same time, most students agree that procrastination is the one factor that causes them the most stress during the research process.

WHY DO WE PROCRASTINATE?

Studies have shown that no matter who you are, your procrastination stems from one of four reasons:

- Something is difficult
- Something is time consuming
- You're afraid
- You feel that you lack the skills required to complete your task

All of these reasons could contribute to procrastination, but the real way to break such procrastination is to change the way that you think.

Often procrastination occurs because we feel that we don't have the skills to start or complete a project or a part of a project. This is just not true. You already have all the skills you'll need to do this project, and you'll develop newer skills as you finish it. Tell yourself that if you notice you're hesitating.

Perhaps you might not know where to go next with your project or how to start. If you ever feel a little lost just go to the section of this handbook that relates to what step you're on with your project and start reading. It should lead you right to the next step and you can take it from there.

BEATING THE PROCRASTINATION BUG

Have you ever had to memorize a song and couldn't remember that last line? A trick you may have been taught is to link up the last word of the line you can remember with the first word of the line that you can't. In this way, your brain doesn't have to stop and think and the flow becomes natural.

Just as you can link up the ending word in one line of a song to the beginning word of the next, you can "link up" sections of your project so that they flow into one another and you never feel a real break. For example, the note cards you write for each of your sources are a great way to link up the research to the bibliography. Once you have those note cards written, your bibliography is already half done! It won't seem as intimidating and you will know where to begin because you just put the information from the cards on the computer.

Another great "link up" is to do an outline of your project while you're researching, putting in all the important information that you think you will use in your project. That way, when you're done researching, you already have an outline of your project to work from.

Use this advice to fight procrastination, one outburst at a time. We have faith that you'll emerge triumphant and ready for more.

WORKING WELL UNDER PRESSURE...

There are many people who claim to, and some that really do, work well or best under pressure. Unfortunately, this is not the type of project you can hold off until the last minute and then pull an all-nighter doing. Try not to consider research (which takes months to do) or your bibliography (which can be the most stressful part if you're racing the clock to get it completed) as part of the "work." Set deadlines for yourself and get this out of the early. Then, if you must, you can pull all-nighters to get your project created.

HOW TO RESEARCH YOUR FACTORY

DEFINING SOURCES

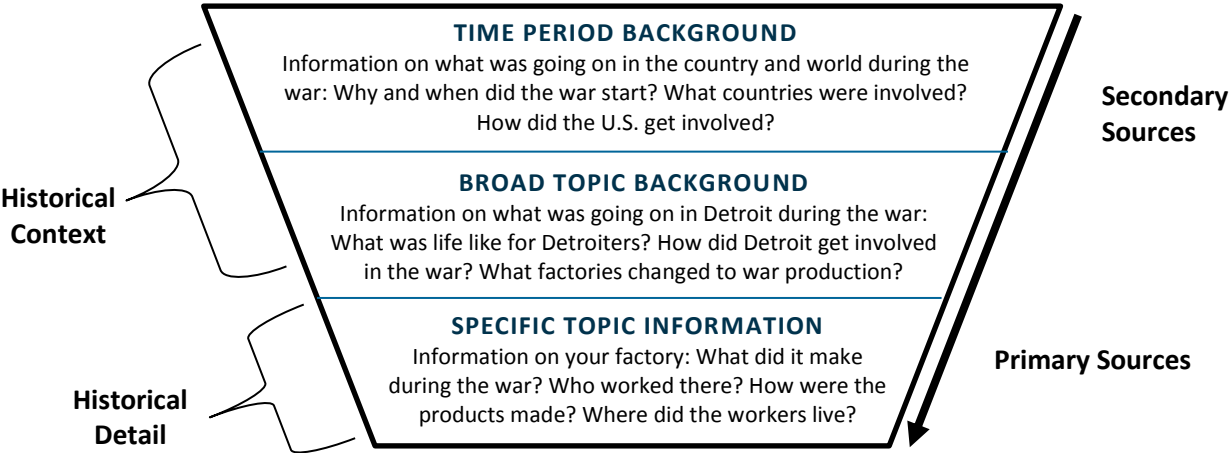
All of you already know what primary and secondary sources are. Trust me, you may never have heard of them called such, but you definitely know what they are. Here is a formal definition:

- **Primary Source:** a source that was written or produced in the time period you are investigating. They are directly related to your topic by time or participation, and were developed by a participant or an eyewitness to your topic. (ex: a newspaper advertisement about war products made during World War II would be a primary source for a factory.)
- **Secondary Source:** any sources developed by people who were not eyewitnesses or participants in the historical event or period and who base their interpretation on primary sources. These sources provide context for a historical event. (ex: a book written by a professor at the Wayne State University analyzing the Detroit’s wartime factories would be secondary source.)

HOW TO BEGIN, AND THEN RESEARCH NONSTOP!

Your project will be built upon both primary and secondary sources. The secondary sources will give you the background on World War II and war production. The primary sources will allow you to get a first-hand account of your factory and allow you to analyze it and interpret it on your own.

Below is a step-by-step guide to historical research, but here’s a handy chart that outlines the goal of historical research for this project. Take a look, and we’ll explain below:



This chart is a funnel, since it’s wider at the top and narrower at the bottom. This is to demonstrate that the goal of historical research is to start out with a BIG time period overview and then slowly narrow your focus to a specific topic. In this case, the top part of the funnel includes information on what was going on in the world during the 1940s. That’s a HUGE amount of information, and it could never be

summarized in one project. But, we first MUST learn about the time period in order to understand our topic.

The next section down the funnel provides information on your broad topic. In this case, it includes anything and everything that was happening in Detroit during World War II. This includes the people, places, things, events and so on. Learning about what Detroit was like during the war will make it easier to understand the key things that happened with your specific topic – your factory.

The bottom section represents a focused, narrow topic that will make for a nice project. For this project, a specific topic is one factory in Detroit during World War II.

The top two sections of the research funnel provide the “historical context” for your topic. This means “the big picture.” Understanding the historical context will make it easier for you to understand why your factory was important in its time (and today) and how it made this impact.

Generally speaking, you can find most of the information you need to know about the top two “historical context” sections by reading secondary sources – textbooks, history books, etc. The further you move down the topic funnel, the more important primary sources become. You should rely mainly on primary sources when researching your factory.

So, now you have an overview of how the research process works. If you are totally confused, that’s OK! We’ll help you understand it better with the research method below.

STEP 1: GET ORGANIZED

PAPERWORK MANAGEMENT

Your first step is to develop a paperwork management system. This system will help you keep track of your sources, your notes and other important information. Below are a few suggestions for a paperwork management system. Work with your teacher to develop a system that works for you.

- Binders: Use a standard binder with tabs to hold all your research and note cards. You can have separate tabs for information on your factory before, during and after the war. You can also have tabs to keep track of your sources. For example, you can have a “primary source” tab and a “secondary source” tab.
- Folders: Use colored folders to keep track of your notes and source material. Divide them similarly to the binder tabs above.
- Index card boxes: If you write your notes on index cards, organize them in an index card box by creating tabs for different sections, like “Before the war,” “After the war,” “During the war,” “War Products,” etc. You can also have tabs to organize your sources – primary and secondary.

TAKING NOTES

Next you need to determine how you are going to take notes. It’s best to keep note cards or a notebook with all your source data in the format that it will eventually appear in the bibliography (for a guide to

that, please see the Bibliography section). Plus, that space on the note card? It's a great place to keep notes about what you learned from the source that you want to incorporate into your exhibit.

KEEP TRACK OF YOUR NOTES AND SOURCES	
TYPE OF SOURCE:	
<input type="checkbox"/> Primary	<input type="checkbox"/> Book <input type="checkbox"/> Website
<input type="checkbox"/> Secondary	<input type="checkbox"/> Article <input type="checkbox"/> Other: _____
TITLE:	
URL (if a website):	
AUTHOR(S):	
PUBLISHER:	PLACE OF PUBLICATION:
DATE PUBLISHED:	LIBRARY/ARCHIVE WHERE YOU FOUND THIS SOURCE:
NOTES ON THE SOURCE:	

We've developed a handy-dandy note card template that you may find useful. It tells you exactly what information you need to document when you are looking at a source. Here's what it looks like. (A full page version of this note card is available at the end of this handbook.)

You'll see that the left side of the page is where you can write down all the information about your source.

The right side provides a lot of space for making notes. While you research,

write down every important piece of information that you find that you think you may use in your exhibit. Here are some tips:

- Summarize main points in your own words.
- Use quotation marks for exact quotes. This way you won't get confused and accidentally plagiarize!
- Whether you quote or summarize, make sure you note where in the source you got the idea or information (page numbers in an article or book, paragraph in a letter, etc.)
- Also put your own ideas and thoughts on note cards, but make sure you can tell your own ideas apart from the main ideas of your sources by writing in a different color or using a separate note card.

DECIDE TO WORK AS AN INDIVIDUAL OR A GROUP

Your teacher may determine whether or not you work alone or in a group. If the choice is yours, here are a few things to consider before you decide:

PLUSES TO WORKING WITH A GROUP:

- You will spend a ton of time together researching and creating your project. This can lead to incredible, close, lasting friendships.
- When the stress is rising, it's not all on you. You have hands to hold and shoulders to lean on.
- You can learn to work professionally with people on a very high academic level. College often requires group work and it's good to get an early start.
- You have the different perspectives of group members in crafting the project. This can add an element of diversity to your project and allow you to expand how you view your topic.

MINUSES TO WORKING WITH A GROUP:

- You will spend a ton of time together researching and creating your project. If they get on your nerves even from the beginning, you're in for one tough ride.
- With more people, it becomes harder to find a time when everyone is able to meet.
- Are you an exceedingly last minute person and like to procrastinate or work at odd hours? This is very hard in a group environment.
- You will not always get your way; compromise is a must with groups. If you have a vision of exactly how you want your project to be and aren't that flexible on it, work as an individual.
- There are group members, unfortunately, that can leave you with most of the work, which means you'll not only be doing your fair share but theirs as well.

THINGS TO KEEP IN MIND...

- Don't assume that only your best friends will make good teammates. Sometimes it's tougher to work with your best friend on an academic project. At the same time, it is not advisable to pick a random person you don't know as your partner. This could lead to the startling discovery that you don't work well together, have the same work ethic, or even like each other.
- It's okay and advisable to suggest to your partner(s) that you split up if your group is just not working out. You may save your friendship, and chances are that all parties will see that this is the best decision. If someone suggests this to you, don't take it as an insult: sometimes the best of friends don't make the best partners.

PUT TOGETHER A SUPPORT TEAM

Work with your teacher and advisor to assemble a "support team" at your school that can help you with different aspects of your project. Here's a list of possible support team members:

- Social studies teachers – can help with history and research questions.
- English teachers – can help with writing for the exhibit, the essay and the bibliography
- Librarians/Media Specialists – can help with research and finding sources

STEP 2: SECONDARY SOURCES = "THE BIG PICTURE"

Remember that chart above? It starts out with a time period overview, so we are going to start that way too. Before you dive into research about your factory, take time to learn a little bit about World War II.

Start with secondary sources that give a good overview of World War II. For example, take out a young adult or children's book on this topic and read it. This will give you an excellent, if very much simplified, idea of what you'll be dealing with and can help you get a clear idea of what happened (and hey, what's wrong with a couple of pictures?!)

Move on to gathering other general sources that provide a background on World War II, life on the home front during the war, and Detroit in the 1940s. Appropriate background sources include:

- Encyclopedias
- Magazines
- Newspapers
- History Textbooks
- History Books on a Specific Topic (i.e. Detroit, World War II, etc.)

It is important to look at several different sources to learn about the topic and the time period in which it took place.

SELECTIVE HIGHLIGHTING

We know that sometimes reading history textbooks and other source material can be a bit, well, boring. It can be a little hard to keep all that information straight. Here is a smart reading tip that will help you identify the main ideas from your readings, which will help you understand the material better. It is called selective highlighting.

There are a few simple steps to make selective highlighting work for you. Taking a little extra time to follow these steps will save you a world of time and energy later. Trust us!

STEP 1: REVIEW THE WHOLE SOURCE

Before you dive in to your reading, take a few minutes to skim the document from beginning to end. By reviewing the highlights, you will get an idea of what the source is about:

- Read the title, headings, and subheadings
- Look at charts, graphs, pictures, maps, and other visual material
- Read captions
- Read the first and last paragraphs.
- Write down what you anticipate the reading will be about, or what the main idea is on a sheet of paper or graphic organizer

STEP 2: SELECTIVE HIGHLIGHTING

In Selective Highlighting you highlight ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the piece.

- Look for the main vocabulary and see if it is followed by verb phrases.
- You are creating simple sentences or sometimes just parts of the main point. Looked at together, you will have the main ideas!
- Read one paragraph or section at a time.
- Look for and highlight sentences or phrases that summarize or support the main ideas you have identified.

STEP 3: MAIN IDEAS

Look over the vocabulary words and actions accompanying them and write it out in complete sentences in your own words.

STEP 4: REVIEW

After completing each chapter or reading assignment, review what you've highlighted. If you have done a good job, your highlighted sentences and phrases should provide a good summary of the main idea or ideas of your source. Use your highlighted sections when you write your research notes.

RESEARCH QUESTIONS

Pull together the secondary sources that you found to be most helpful in understanding Detroit and World War II.

Use these to develop and answer questions using the "5 W's and an H:" Who, What, Where, When, Why, and How. Using the worksheet at the end of this handbook, make a table and come up with one question you want to know from a source for each of the 5 W's and an H. See if you can find the answer in the source, and make note of the answer on your table. Many times these answers will spark new questions, which help you better understand your topic.

The goal of this step is to learn about the "Historical Context" of Detroit's role in World War II. Historical context means "the big picture" – why the topic was important in its time and today and how it made this impact. Before you can learn about your specific factory, you need to understand the historical context.

STEP 3: PRIMARY SOURCES = DIVE INTO DETAILS

Now's the time to find sources that give you a first-hand account of your factory. Find and attack those primary sources in libraries, museums, archives, and online! Your search could also involve a trip to the site of your factory, or to interview someone who worked in your factory.

As you find primary sources, you will discover what life was like during the time period through the eyes of the people that lived then. It is important to gather sources with multiple perspectives. One event, for example, may be seen quite differently from the eyes of a wealthy factory owner living in the height of luxury in the city and suburbs of Detroit than from the eyes of a poor factory worker living in a tent community with five children to support.

As you find primary sources, interpret and analyze them. The more you learn about your factory, the better off you'll be. Remember that your goal is to become an expert. You should also keep an eye out for secondary sources that have also mentioned your factory, or at least factories (in Detroit or elsewhere) during the war. Do you agree with them? Why or why not? What did/would you do differently? These are good questions that will help you with the mastery of your factory.

Remember, a variety of sources is necessary for you to gain the best possible knowledge. You should try to not only access books and web sites, but also look at newspapers, photographs, diaries and other primary sources from eyewitnesses. Interview experts and, if possible, people who were alive during the time period or who worked in your factory.

FINDING QUALITY SOURCES

- Look for primary sources about your factory using online collections databases. Here are a few good ones to get you started:
 - Detroit Historical Society Digital Collection: <http://detroiths.pastperfect-online.com/33029cgi/mweb.exe?request=ks>
 - Walter P. Reuther Library Virtual Motor City: <http://dlxs.lib.wayne.edu/cgi/i/image/image-idx?c=vmc;page=index>
 - Library of Congress, Farm Security Administration/Office of War Information Color Photographs: <http://www.loc.gov/pictures/collection/fsac/>
 - Archives of Michigan, Seeking Michigan: <http://seekingmichigan.org/>
- Contact or visit research libraries to see what material they have on your factory. Here are a few good ones:
 - Archives of Michigan: http://www.michigan.gov/dnr/0,1607,7-153-54463_54475_51697---,00.html
 - Burton Historical Collection, Detroit Public Library: <http://www.detroit.lib.mi.us/featuredcollection/burton-historical-collection>
 - National Automotive History Collection, Detroit Public Library: <http://www.detroitpubliclibrary.org/branch/national-automotive-history-collection>
 - Walter P. Reuther Library, Wayne State University: <http://www.reuther.wayne.edu/>
 - Bentley Historical Library, University of Michigan: <http://bentley.umich.edu/>
 - Clarke Historical Library, Central Michigan University: <https://www.cmich.edu/library/clarke/Pages/default.aspx>

TIPS WHEN RESEARCHING IN LIBRARIES

Sadly, most research libraries have open hours only when you are in school. You'll most likely need to rely on email or phone conversations with librarians and archivists to find what you need. Here are a few tips to help you get the most out of research libraries.

- Make sure you search their websites like crazy to find out what they have in their collections before you contact them. Many libraries post "finding aids" related to specific topics that can help you see if they have something that could help you. Some have online collections databases with actual sources.
- After you've done your internet research, don't be afraid to ask for help, but make sure you ask specific questions. For example:
 - DON'T Ask: Do you have stuff on Detroit war production?
 - DO Ask: Do you have primary sources written by Detroit factory workers during World War II that talks about their experiences, such as oral histories, diaries, or letters?
- If you can make it to a library during open hours, or for a special off-hours appointment, make sure you know their rules before you go. Here are some typical rules for research libraries that allow people to handle primary sources:

- No backpacks are allowed! Some have lockers where you can stash your stuff while you are in the reading room. Others may expect you to leave them in your car or at home.
- No pens are allowed. Make sure you have a mechanical pencil (or a couple of sharpened ones) with you.
- Photography is allowed at some libraries, while not at others. Make sure you know this before you go. If you can take photos, bring a camera! It's the best way to document your sources for this project.

STEP 4: ANALYZING AND INTERPRETING SOURCES

ANALYZING SOURCES

While you are doing your research in both secondary and primary sources, it's important that you take the time to ask some questions about them. Just because something was written by a historian, or written by someone alive during the time period, doesn't necessarily mean it's a good or correct source. Here are four things you should look out for when analyzing your sources:

RELIABILITY – ARE YOUR SOURCES FROM TRUSTWORTHY SOURCES?

This is particularly important when using sources from the internet. Make sure that the person who's writing about the subject or your factory has strong qualifications before you decide to trust him or her. While Wikipedia and similar sites are good to get an overview, they're authorship is not always clear. As a result, they should NEVER show up on your bibliography!

RELEVANCE – DO THEY PROVIDE SPECIFIC INFORMATION THAT IS HELPFUL?

You are going to uncover way more information than you need for this project. Make sure the sources you use and include on your bibliography are the ones that are the most helpful. It is better to have a shorter bibliography full of helpful sources than a long one that lists everything you reviewed.

BALANCE – DO YOU HAVE SOURCES THAT PROVIDE MULTIPLE PERSPECTIVES?

Both primary and secondary sources have "bias." Bias is an unintended prejudice about a person, place, thing, event or situation. It rarely is hurtful in nature, but it happens because different people perceive the world in different ways. By finding sources that share different perspectives on your topic, it will help you see and understand all sides. You may find that you personally agree or disagree with certain authors, which will help you form your own opinion on your topic.

HISTORICAL CONTEXT – DO YOUR SOURCES SHOW HOW YOUR FACTORY RELATES TO THE BIGGER PICTURE IN LOCAL, STATE, NATIONAL OR WORLD HISTORY?

A primary source alone does not always help you understand why it is important. A business letter, for example, can seem quite boring if it only lists supplies or an order for a product. If you also have sources that help you understand the "big picture," it will be easier for you to understand why those supplies and product orders are important to your factory and the war effort.

INTERPRETING SOURCES

Once you have gathered a lot of research and sources, it can feel very overwhelming. How do you make sense of all the information on your notecards? More importantly, how do you decide what is important and what isn't? Here are a couple of tips to help you:

- **ASSEMBLE THE EVIDENCE:** Sort your research sources (or note cards) by key pieces of information or themes. Do they tell the full story of your topic, or do you have gaps?
- **FIND THE PATTERNS:** Do you see any pieces of evidence that tells your topic's story better than others? What are they, and what are they saying about your topic?

Once you have sorted your sources, you'll be able to determine if you need to do more research, or whether you have enough information to tell the story of your factory.

CREATING YOUR EXHIBIT

THE PROCESS

Starting to create your exhibit can be intimidating. The easiest way to do it is to take it one step at a time. Make a timeline of when you'd like to have certain aspects of your project completed.

To make creating your project easier, start thinking about how you would like your project to look/flow while you are researching. When you uncover the most important information and find good photographs and quotations, make an outline or a mock layout of what will be included. Remember that you'll end up learning much more than you could possibly use in your project, so being selective is good. You'll have enough with just using your best and most important material and sources.

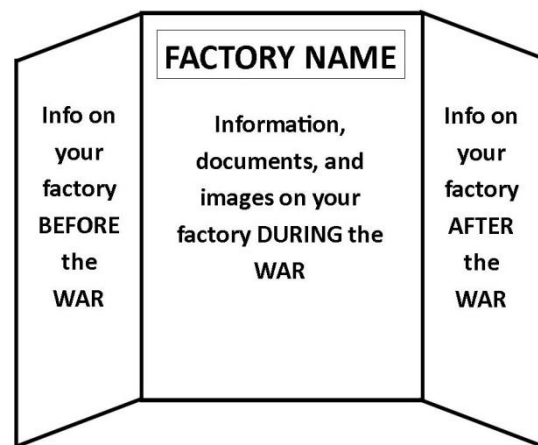
Keep in mind that the goal of your project should be to share the story of your factory before the war, during the war and after the war. And you need to do this all in a creative manner. It's important that your project has visual appeal and, overall, is edited and simplified. A too-crowded exhibit will distract from the point.

PLANNING YOUR EXHIBIT

Exhibits are designed to display visual and written information in an easy-to-understand and attractive manner. To be successful an exhibit must create an effective balance between visual interest and historical explanation.

The most common form of exhibit is a three-panel display. This style is the least complicated to design and build, but is still a very effective way to present your information. Here are some tips for this style:

- Be sure your title is the main focus of the center panel.
- The left section should give the facts about your factory: when it was founded, what did it do before the war, etc.
- The middle section should talk about how it changed to produce war materials. It should include information on what products they made and how they were used during the war.
- The right section should give information on what happened to the factory after the war. Did it go back to making the products it did before the war? Did it make something different? Did it close? Make sure it includes what it looks like today – Still a factory? Closed factory? Vacant lot?



- Artifacts or other materials may also be placed on the table between the side panels.

WORD LIMIT

There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit. This includes the text you write for titles, subtitles, captions, graphs, timelines, or supplemental materials (e.g. photo albums, scrapbooks, etc.) where you use your own words.

LABELING

The labels you use for your title and main ideas are very important because they direct the viewer's eye around your exhibit.

- **Font Type:** You will want to be very careful when you pick your font style. Fancy script fonts can be hard to read. The Smithsonian recommends the following font types as easy for people to read: Times New Roman, New Century Schoolbook, and Helvetica. You can use any font you'd like, but check it for readability before you put it on your project.
- **Font Size:** Make sure you use a font size that is big enough for viewers to read. You may be tempted to fill your board with quotes and text, but most of the time you end up with so much text that the font size has to be very small in order for it to fit. Consider the following guidelines:

- In order for people to be able to read your project from about 2 feet away, you should aim to make your font size no smaller than 28 point:

This is 28 label size!

- For your title, you probably want people to see it from about 8 feet away, so you want to use a font size of no smaller than 100 point:

This is
100 point

- **Label Design:** One way to make your labels stand out is to have the writing on a light colored piece of paper with a darker background behind it. This can be done with construction paper, tag board, or mat board. Dark black lettering makes your labels easier to read. Photographs and written materials will also stand out more for the viewer if you put them on backgrounds as well. For example:

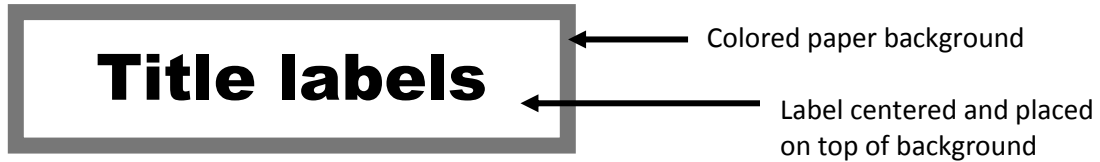
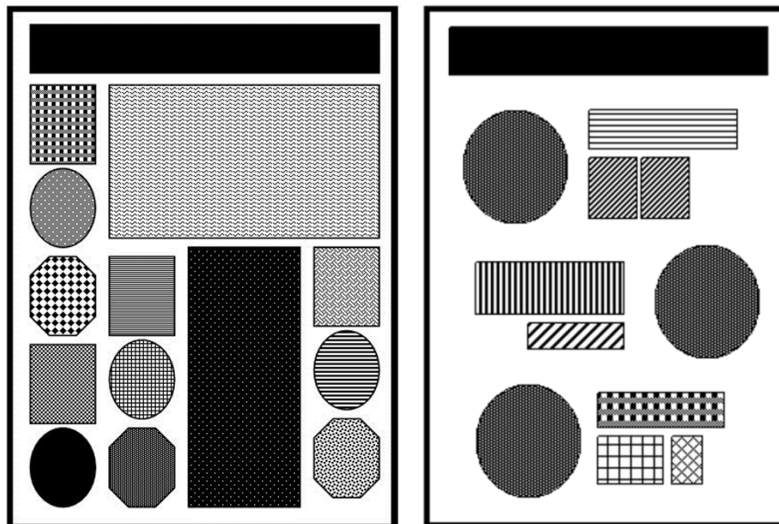


EXHIBIT DESIGN

A successful exhibit must also be able to explain itself. This makes it important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.

It is always tempting to try to get as much on to your panel boards as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your exhibit. Clarity

and organization are the most important goals for a project.



Be Careful of Clutter! If your exhibit panels look like the one to the far left, then they are too cluttered!

Empty space is OK! It gives your viewer a little break and really helps your most important points to stick out.

WRITING YOUR FACTORY ESSAY

Your factory essay is a description in no more than 500 words that explains how you conducted your research and created and developed your project. You do not need to write a full research paper on your findings. Instead, let us know about your research by answering a few questions.

PAPER OUTLINE

Use the four questions below as an outline for your paper. It should have four paragraphs, and each one should answer one of the questions below:

1. Why did you choose your factory?
2. How did you conduct your research? Let us know where you started, how you kept track of your sources, and where you found the most important information.
3. What was easy and what was hard about researching your factory?
4. Why was your factory important during World War II?

"I" STATEMENTS AND TIME TRANSITIONS

I would like if you would use statements that contain "I." This is called "a first person narrative style." I believe it would be best if you describe your actions. I then think you should include transition words that indicate the passage of time.

"I" STATEMENTS:

- I chose the factory because it was near my house ...
- I went to the library to research....
- I found two good sources...
- I think my factory is important because . . .

TRANSITION WORDS

After a few hours	At last	Next	Before this
Afterwards	In the end	At the same time	Formerly
Initially	Later	In the future	Simultaneously
During	Eventually	Before	First of all
After	Meanwhile	In the meantime	First, Second

DEVELOPING YOUR BIBLIOGRAPHY

By now, no matter what grade you're in, you will probably have had experience with a basic bibliography. The purpose of a bibliography is to credit the sources that you found useful and have provided you with information or given you new perspectives on your factory.

WHAT'S IN AND WHAT'S OUT

You do NOT need to list every single thing you've looked at during your research. Instead, you should list only those sources that contributed to the development of your project.

Additionally, you are required to separate your bibliography into primary and secondary sources, with primary sources listed first (under the heading "Primary Sources"), followed by secondary sources under a different heading ("Secondary Sources").

All bibliographic entries include the author, title, and publisher information, but there are several different styles on how they look. You need to use the MLA (Modern Language Association) style.

There's an excellent book that teaches you how to set up your bibliography in MLA style called the *MLA Handbook for Writers of Research Papers* or you can look online at <http://www.mla.org>. We have included some sample bibliographic references for you here. We've also added a sample bibliography at the end of this handbook.

MLA STYLE GUIDE

ONE AUTHOR:

Capeci, Dominic J. *Race Relations in Wartime Detroit: The Sojourner Truth Housing Controversy of 1942*. Philadelphia: Temple University Press, 1984. Print.

TWO AUTHORS:

Jeffries, Edward, and Dominic J. Capeci. *Detroit and the "Good War": The World War II Letters of Mayor Edward Jeffries and Friends*. Lexington: University Press of Kentucky, 1996. Print.

NO AUTHOR OR EDITOR:

War-- in Headlines from the Detroit News, 1939-1945. Detroit, Mich: Detroit News, 1945. Print.

JOURNAL ARTICLE:

Matarrita-Cascante, David. "Beyond Growth: Reaching Tourism-Led Development." *Annals of Tourism Research* 37.4 (2010): 1141-63. Print.

MAGAZINE ARTICLE:

Bos, Ann M., and Randy R. Talbot. "Enough and On Time: The Story of the Detroit Tank Arsenal" *Michigan History Magazine*, vol.85 no.2 March/April 2001, 26-39. Print.

NEWSPAPER ARTICLE, NO AUTHOR:

"Africa Day Celebrated in Havana." *Granma International* 31 May 2009, English ed.: 16. Print.

WEB PAGE:

Cornell University Library. "Introduction to Research." *Cornell University Library*. Cornell University, 2009. Web. 19 June 2009 <<http://www.library.cornell.edu/resrch/intro>>.

RESOURCES

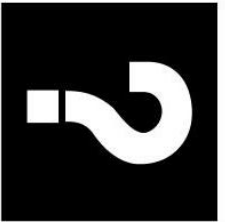
On the following pages, you will find worksheets and other reference materials that can help you with your research and project creation process.

If you have any questions about the program, talk to your teacher or contact Tobi Voigt at tobiv@detroithistorical.org.

KEEP TRACK OF YOUR NOTES AND SOURCES

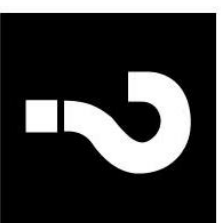
TYPE OF SOURCE:		
<input type="checkbox"/> Primary	<input type="checkbox"/> Book	<input type="checkbox"/> Website
<input type="checkbox"/> Secondary	<input type="checkbox"/> Article	<input type="checkbox"/> Other: _____
TITLE:		
URL (if a website):		
AUTHOR(S):		
PUBLISHER:	PLACE OF PUBLICATION:	
DATE PUBLISHED:	LIBRARY/ARCHIVE WHERE YOU FOUND THIS SOURCE:	

NOTES ON THE SOURCE:



5 W'S AND AN H GRAPHIC ORGANIZER

Create at least one question for each of the six question words on the left.
Locate a source and use it to best answer the question in complete sentences.
Look over your answers and create new questions based on what you have learned.



QUESTION	ANSWER	NEW QUESTIONS
WHO:		
WHAT:		
WHEN:		
WHERE:		
WHY:		
HOW:		

SAMPLE BIBLIOGRAPHY

PRIMARY SOURCES

Arsenals of Democracy: Pictures and Tabloid Statistical Surveys of Fifteen Major Projects Under the National Defense Program. Washington, D.C.: U.S. G.P.O, 1941. Print.

Bigelow, Barbara C, and Christine Slovey. *World War II: Primary Sources.* Detroit: UXL, 2000. Print.

The Four Freedoms: The Arsenal of Democracy. Washington, D.C: Office of War Information, 1942. Print.

Hanes, Sharon M, and Allison McNeill. *American Home Front in World War II: Primary Sources.* Detroit: UXL, 2005. Print.

He Is Building the Arsenal of Democracy: Give Him the Training He Needs. S.I.: Federal Committee on Apprenticeship, Division of Labor Standards, 1941. Print.

Roosevelt, Franklin D, Russell D. Buhite, and David W. Levy. *FDR's Fireside Chats.* Norman: University of Oklahoma Press, 1992. Print.

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Davis, Michael W. R. *Detroit's Wartime Industry: Arsenal of Democracy.* Charleston, SC: Arcadia Pub, 2007. Print.

Gervasi, Tom. *Arsenal of Democracy: American Weapons Available for Export.* New York: Grove Press, 1978. Print.

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Honey, Maureen. *Creating Rosie the Riveter: Class, Gender, and Propaganda During World War II.* Amherst: University of Massachusetts Press, 1984. Print.

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