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Inside this issue:

- ❑ **The new state coordinator introduces herself**
- ❑ **Fall workshop date set**
- ❑ **2003 theme and suggested topics**
- ❑ **2003 State Contest date set**

Wyoming History Day is coordinated by the American Heritage Center at the University of Wyoming

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Grateful acknowledgment is made to the Bureau of Land Management for

covering the postage for this newsletter.

back here, but I have traveled to many states. I like flying, but road trips are the best. I have been

Wyoming^{ere} **History Day**

New State Coordinator for Wyoming History Day.

Hi. I am the new state coordinator for History Day. My name is T-Lee (pronounced Tee Lee) Lankford. I was born in Laramie and raised on a ranch southwest of town.

I graduated from Laramie High in 1972 and went to the University of Wyoming. I earned a BA in Elementary Education and taught on the Wind River Reservation. In 1989, I received a Master's degree in English Literature. I taught Freshman English (both Composition and Literature) at UW and Laramie County Community College-Albany County campus for five years. I have also been a bus driver for Albany County School District #1 for nine years as a substitute and activity driver.

I have lived most of my life in Laramie; the wind keeps blowing me

I am married to Karl Lankford, a fiber-optic technician with WorldCom. He travels all over the state working on fiber optic equipment. We have two daughters, Lacy (17) a senior at Laramie High School, and Libby (11) a sixth grader at Thayer.

My interests are centered on outdoor activities. I like helping with ranch work, hunting, fishing, and tying flies. I like meeting new people. I love to read.

I look forward to meeting the teachers, students, and parents who support this wonderful program, and to providing continuing support to you in the History Day program and competition.

NHD Theme 2003

Rights and Responsibilities in History

This theme is timeless. It seems that every generation must experience the necessity of shouldering the responsibility for the continuation and protection of our rights. "Rights" include our assumed rights as individuals in a free society, but it also includes rights given to government, leaders in society, religion, and families. While these rights confer power, they also carry responsibility, and sometimes rights are lost due to over-zealous attempts to take responsibility.

A History Day presentation may include both parts of the theme, or it may focus solely on rights or responsibilities.

Date Set for Teacher Workshop

A one-day workshop has been scheduled for October 18, 2002 in Casper. This is a very popular and useful workshop with various presentations on the History Day program. Presentations include:

- A presentation by Kim Ibach from Casper Kelly Walsh on her trip to the National History Day Summer Institute

- A Guide to Primary Source Materials at the AHC in Laramie,
- Guidelines to help teachers and students prepare winning entries (including samples of past entries)
- A presentation on Primary and Secondary Sources and How-to Prepare an Annotated Bibliography
- Setting the historical context for Rights and Responsibilities, the 2003 theme

This workshop is accredited for continuing education credit for teachers by the Professional Teaching Standards Board and is free of charge. Lunch is also provided.

NHD Web site

The NHD web site: www.historyday.org has an excellent narrative on this theme that I will summarize below, but I encourage both teachers and students to utilize this site early and often.

The history day web site has links to parent, teacher, and student oriented sites. Each site has discussion groups, support ideas, and lots of links to other interesting sites.

Summary of Theme Narrative

Before talking about the many ways this theme could be investigated, there are some questions that need to be considered by students and teachers.

1. What time period does your topic cover?
2. Describe the political, social, cultural, and/or economic atmosphere of the period.
3. How did these factors affect or influence the topic?
4. How did the topic affect or influence the time period and subsequent history?
5. Can development over time and cause and effect relationships be determined?
6. What is the topic's historical significance and/or perspective?

Below are listed some broad ideas from which topics may be drawn. Remember that an underlying assumption of the concept of "rights" is an accompanying understanding and respect of responsibility.

1. Origins and impacts of key documents related to rights.
2. People, either as individuals or groups, who have made significant contributions to the progress or limitation or interpretation of rights.

3. Specific rights including but not limited to our own Bill of Rights.
4. The many ways that governments have denied rights and the struggle to gain rights.
5. How do religions affect and influence rights and responsibilities for their members and nations?
6. Economic influences have affected rights and responsibilities.
7. Science and technology have also influenced the interpretation of rights as well as responsibilities.

Topic Ideas

The NHD web site has a number of topic ideas, but here are a few suggestions that were important here in the West.

- The Taylor Grazing Act and homesteading opportunities in the West
- The U.S. government is a major landowner in western states. The historical background of this phenomenon seems to be increasingly important. What rights do special interest groups, from those who support the multiple-use concept of grazing, timbering,

and mining/oil exploration and drilling to those who support limited use of nationally-owned lands have in the decision-making process of the government agencies responsible for administering those lands?

- Water rights-The ownership and development of water resources is a very important concern right now, but historically it has been a very controversial issue, especially in the West where drought is a fact of life.
- Economic issues that relate to the growth and development of the West and how those problems were addressed by political, governmental, and private groups and/or individuals. Transportation falls in this category, but agriculture, mining, municipalities, tourism, and industry are also important parts of the economy.
- Hunting and wildlife issues in a historical context might be a good topic. Extensive

historical documents detail predator control issues as well as hunting and fishing issues.

- Many people, locally and nationally, have contributed in important ways to the continuation and broadening of individual rights. Wyoming is especially rich in historic personalities that made major contributions to a brighter future.

Resources available at UW and the AHC

Check the Univ. of Wyoming home page www.uwyo.edu, and click on *Research*, then on *Research Resources* for a long list of available repositories for researchers. *Ferret*'s web address is <http://ferret.coalliance.org>. It contains the main library catalog, which can also be accessed by clicking on the A-Z directory then going to "L" and clicking on *Libraries, University*. It can help students and teachers narrow topics, expand topics, find both secondary and primary sources, and show how to access those sources.

The American Heritage Online catalog at www.adminweb.uwyo.edu/ahc is a surfer's heaven. A researcher can type in a subject heading and find entries on that subject and other related (and sometimes unrelated but fascinating) subjects as well.

The American Heritage Center produces a *Guide to Wyoming History Resources*, a very useful list of collections housed at the AHC, including detailed descriptions of items and documents in each collection. These will be available to teachers at the History Day Workshop in Casper.

The American Heritage Center has mini-grants available to students whose research utilizes the resources of the American Heritage Center. This will help with copying, traveling, or other expenses involved in producing their entry.

Considering the Source

It is always a challenge to decide whether a source is primary or secondary. The National History Day office has defined a primary source as *material directly related by time or participation* to the topic. This can include letters, speeches, diaries,

newspaper articles from the time, oral interviews or transcripts of interviews by eyewitnesses or participants, documents, photographs, artifacts, in short, anything that provides first hand accounts about a person or event. For example, an interview with a professor of history about World War II would be considered a secondary source, but an interview with a veteran of that war would be a primary source.

A secondary source is defined as a book, article, interview, or documentary that interprets primary sources. Examples are encyclopedias, historical magazine articles, documentaries on television (such as the History Channel), and perhaps even movies.

The student's challenge is to be an historian and develop their own interpretation based on their research and thought in exploring their topic. After the first challenge of deciding on a topic, the next order of business is to read secondary sources to find information that will help narrow (or expand) the student's plan for primary research. Reading several secondary sources often leads students to other sources. This helps students understand that

research is a process of using other people's research to help further and enrich their own. After developing a general outline of the direction they wish to follow in searching for primary sources, they need to consult the various Internet sources for the location of their desired sources. It is possible to obtain copies from archives without actually going there, but it's much more fun to see the old documents, pictures, and newspaper articles of the time.

Many local libraries have developed programs to save the oral histories of living local people. Many times these interviews are in typed form or on cassette. These are a valuable primary source.

If students are having difficulty in obtaining primary source materials locally, it is possible to become a researcher with the Library of Congress. Go to the web site www.loc.gov. Although it is rather difficult to get around in (too many distracting exhibits and cool links), there are links to research materials that may be useful. I think that teachers and students would have to contact library staff to really find out how to go about

getting materials copied and sent to Wyoming.

Important Information regarding classes using the AHC Collections

Carol Bowers, the Hebard Reading Room supervisor, has asked me to let teachers know the procedure for bringing classes to the AHC for research purposes. She enjoys having students come into the reading room, but feels that some rules will help smooth the process for students and teachers.

- The first item of importance is to schedule as far in advance as you can. You may call the State Coordinator (766-2300) with your prospective dates and times to visit. T-Lee will make the arrangements with Carol, and let teachers know. A minimum of three days notice is necessary, but with such short notice, it may not be possible to accommodate classes. Many UW classes and outside researchers use the AHC as well, and our space is quite limited.
- The second important item to remember is to send a list to Carol with your students' topics **at least three days in advance**. This is so

important because it takes time to find the materials, order them, and retrieve them from the storage archive. The staff at the AHC would appreciate the time to adequately search the archives for the correct collections. If students do advance research on Ferret, they may know which collections they wish to research. This information would also be welcome.

Teachers who do not take the time to gather and fax or e-mail topic lists well in advance may not be able to be accommodated. This would be a great loss to students, so please send the topics in early.

- Thirdly, the space in the Hebard reading room is limited to 20 student seating. The patrons must sit facing the reference desk supervisor for security purposes. Therefore, the staff asks that parent chaperones please be limited to two, and that parents let their children do the actual searching.
- Larger groups can be accommodated, but it takes more time to schedule rooms and

staff, so a longer lead-time is appreciated.

- The reference staff would also appreciate having one person (perhaps a teacher or parent) be in charge of copying materials. This would help with making sure the charges are correct for each student (as some might have mini-grant funds to use) in addition to the ten free pages.
- The American Heritage Center is able to help students with copy charges. They have reduced the copy charge from 30 cents per page to 10 cents per page for History Day students. There will be no charge for the first ten copies per student as well. The reference staff will also send copies to students unable to come to the AHC. You may contact Carol Bowers for this service at cbowers@uwyo.edu.

Date set for 2003 Wyoming History Day Contest

April 28, 2003 is the date for the Wyoming State History Day contest. It will be held in Laramie at the University of Wyoming. District contests should be concluded no later than

April 5, so that students will have time to make revisions for the state contest.

It is difficult to set district contests because of the week of testing in March as well as spring break. However, this all somehow is accomplished, even with the orneriness of spring weather in Wyoming and lots of other activities going on.

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