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## WHY EXAMINE LOCAL HISTORY?

History is an important part of our American culture. It is fun to read and tell, and can contribute to everyone's personal experience. Too often, however, the focus of historical study has been on the most prominent individuals and their deeds, a combination which can be remote from the student's own experience. Local history attempts to shift the focus to ordinary Americans and the places where they lived, went to school, worked, worshipped, and recreated. These lesser-known Americans did not "make history" in the traditional sense, but were extremely important in shaping the local community and, by extension, in contributing to the larger cultural life of the United States. Thus a study of local history prompts the study of history from "the bottom up."

Why study local history, though, when most American history courses at the high school level are largely concerned with people, places, and events that had national significance? Here are three good reasons:

- **Restoring a proper balance in the way history has been traditionally taught:** American history involves a great deal more than laws enacted by Congress, wars, and decisions made by the leaders of labor unions and reform movements. The everyday experiences of ordinary men, women, and children in local towns and neighborhoods also helped to give shape to our nation's past. Local history, family history, and the history of ethnic communities provide avenues into the history of ordinary people, local places, and everyday events. Thus academic historians, who once dismissed local history as insignificant have, over the last two decades, recognized the extraordinary value of an increasing number of scholarly works that use individual communities as case studies in social history investigation.
- **Getting students excited about history:** Because the local neighborhood or town is much like the family to which one belongs, local history is less remote from students' own interests and concerns, more concrete, and easier to grasp. For these reasons, local history has the greatest potential to demonstrate to students that the study of the past can be vitally and intrinsically exciting as well as relevant to their own lives.
- **Providing students with a first-hand experience of learning history:** At the higher levels of education the purpose of doing a research paper is to advance new evidence or a new interpretation of a significant topic. Yet most high schools settle for a regurgitation of prominent events, emphasizing the library and writing skills needed to write a term paper. "Doing history" involves **MUCH** more than this. It involves discovering -- perhaps for the very first time ever -- the history and significance of a lesser known figure, place, or event and interpreting it in the larger context of our nation's past. To be sure, historical research involves library and writing skills as well as the visitation of sites and special collections of primary source materials, some of which may never been consulted by an historian.

In this project we will be focusing on **Leisure in Contemporary Philadelphia**. The people, places, and events you will study may not necessarily be known outside of Philadelphia, but who cares? They still exercised a significant influence in shaping the local community. There is a wealth of research materials as well as a rich heritage that is directly tied to the growth of Philadelphia both socially and historically.

Our study of leisure and the people and events that go with them will not only allow students to become familiar with 20<sup>th</sup> century Philadelphia, but also -- by extension -- the people and events that shaped these places. We will concentrate on the time period 1900 to present in order to achieve the flexibility needed to accommodate students' individual interests as well as to ground our investigation in the larger history of early 20<sup>th</sup> century America, which has been a major focus of this course.

You will be asked to identify a sports arena that existed in Philadelphia during the period 1900 to present. Then you will spend 10 weeks learning everything you can about that arena and the surrounding neighborhood, the ultimate objective being a group-written research paper on that area.

This booklet will guide you through the research process by providing important resources as well as guidelines for the gathering of materials and the writing of the paper.

## GENERAL REQUIREMENTS:

Research projects **MUST address a Philadelphia sports arena as well as the surrounding neighborhood in 20<sup>th</sup> Century Philadelphia.**

A research journal will be kept throughout the project. This journal will be turned in with the final paper. Groups may be asked to submit the journal at any time during the project so they should bring the journals to class on a daily basis. The journal will detail the following information each time you visit a site, even if it's the same site.

- **Name of the historical site or special collection facility visited (i.e. historical society, library)**
- **Date and time of visit.**
- **Signature of the contact person (librarian, archivists, director) at that site.**
- **Useful information you discovered at that site (i.e. letters, newspapers, journals, maps, photographs, illustrations)**
- **Your opinion on what people (i.e. archivists, reference librarians) were helpful, as well as the usefulness of the information you discovered.**

Research papers must address the significance of the site in the broader framework of a cultural movement that was taking place in American history during that time.

Your group paper must be a minimum of 10 pages (approximately 2500 words) in length, excluding, bibliography, and appendices. The paper must be typed, double-spaced and conform to the guidelines of the MLA.

Research papers must include the following sources:

- At least eight (8) bibliographic sources - **EXCLUDING** general encyclopedias - three of which must be primary sources.
- At least three (3) photographs or illustrations of the site, an event that took place at the site or a person directly related to the site.

All work must be original by the group.

A passing paper is a requirement of the Junior Social Studies curriculum and all must pass this requirement for this course.

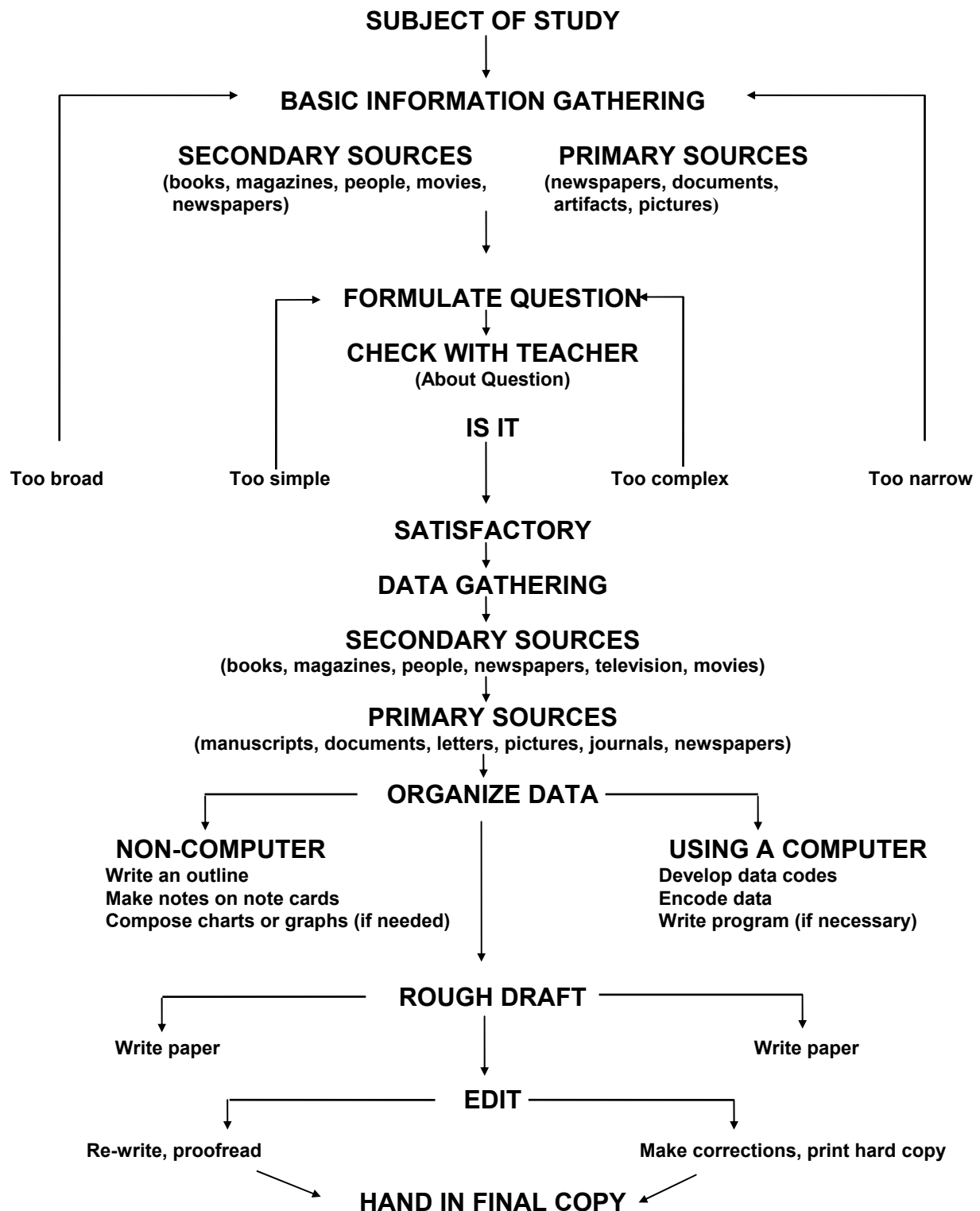
**BE SURE TO HAND ALL WORK DIRECTLY TO THE TEACHER. DO NOT PLACE IN A MAILBOX OR ON A DESK. SAVE ALL STEPS UNTIL YOUR FINAL PAPER IS RETURNED.**

## DEADLINES

Since the research process is the most important part of this project, the following schedules of deadlines are provided. Students who pay particular attention to the deadlines are most often those who experience the greatest success in a project of this nature.

	<b>DUE DATE</b>
Topic Selection (See Appendix A)	February 21, 2008
Annotated Bibliography (See pages 7 - 8)	March 17, 2007
Photograph Chart (See Appendix B)	March 31, 2008
Introduction, thesis and detailed outline with note cards that match topic headings and subheadings (See pages 10 - 11)	April 16, 2008
First (rough) draft including all Web sites and bibliographic entries (See Appendix C)	April 28, 2008
Final Draft with annotated bibliography, media project and Research Journal	May 12, 2008

**Research Process:** Below is a schematic diagram of the research process for the local history project. Familiarize yourself with it, for it will guide your investigation of the historical property you have chosen.



## TOPIC SELECTION AND INFORMATION GATHERING

**YOU MUST BE INTERESTED IN YOUR TOPIC.** You will be making a 12-week commitment to the sports arena and neighborhood around it, that you have chosen to study. Be certain that the choice complements your group's interests. If you're interested in the older neighborhoods and older arena's, in Philadelphia consider The Palestra, or Franklin Field. If you prefer a younger neighborhood and newer arena consider The Spectrum, Municipal Stadium, or Veteran's Stadium. If you're into the established neighborhoods and strong traditions consider Shibe Park or The Philadelphia Civic Center. Whatever your choice, be sure that you are interested in the topic. If not, it will prove to be a **VERY** long 12 weeks.

**NOTE:** All sites being researched are located in the city of Philadelphia. Please obey all traffic laws, and it is best to go with more than one member of the group. Remember, if you look for trouble you will find it.

Keep in mind that the ability to visit the historical site under investigation is often one of the most inspirational experiences in the local history project. Below are listed some of the sites that can be researched with very little difficulty.

<b>Franklin Field</b>	Opened in 1895	<a href="http://www.pennathletics.net/">www.pennathletics.net/</a>
<b>Municipal Stadium</b>	Opened in 1926	<a href="http://www.philadelphiabuildings.org/pab/">www.philadelphiabuildings.org/pab/</a>
<b>Philadelphia Civic Center</b>	Opened in 1931	<a href="http://www.oldegoodthings.com">www.oldegoodthings.com</a>
<b>Shibe Park</b>	Opened in 1909	<a href="http://www.ballparks.com/baseball">www.ballparks.com/baseball</a>
<b>The Palestra</b>	Opened in 1927	<a href="http://www.pennathletics.net/">www.pennathletics.net/</a>
<b>The Spectrum</b>	Opened in 1967	<a href="http://www.comcast-spectacor.com">www.comcast-spectacor.com</a>
<b>Veterans Stadium</b>	Opened in 1971	<a href="http://www.ballparkreviews.com/philly/philly.htm">www.ballparkreviews.com/philly/philly.htm</a>

**GENERAL HISTORIES OF PHILADELPHIA ARE THE BEST STARTING POINTS FOR INFORMATION GATHERING ON YOUR SITE.** You would do well to begin your information gathering by consulting histories that have been written about Philadelphia. Below are a few major works written on the City of Philadelphia.

Dowdle, Jr., Vince & Anthony. The Philadelphia Sampler.

Philadelphia: Earpacker Press, 1982.

Guinther, John. Philadelphia.

Tulsa, Oklahoma: Continental Press, 1982.

Warner, Sam B., The Private City. Philadelphia.

University of Pennsylvania, 1968.

Wolf, Edwin. Philadelphia: Portrait of an American City.

Philadelphia: The Winchell Company, 1975.

Weigley, Russell. Philadelphia: A 300 Year History

Norton, W. W. & Company, Inc., 1982

These and other works can be found at the Historical Society of Pennsylvania, The Library Company, and The Free Library of Philadelphia.

**SPECIAL COLLECTIONS AND HISTORICAL SOCIETIES.** Once you have combed through the general histories (secondary source books) and visited the site you intend to research, you are ready to explore special collections and archives of the various historical societies in the area. **YOU MUST ALWAYS PHONE BEFORE YOU VISIT, DO NOT JUST “SHOW UP” UNANNOUNCED.** Most of these organizations also charge a small fee to use their collections. Since they are non-profit organizations the fees allow them to remain open to the public.

Refer to Appendix D for the descriptions of the various libraries, historical societies, and special collections we will be using. You may only end up using collections at the institutions you are required to visit (The Pennsylvania Historical Society, Free Library of Philadelphia (Logan Branch), and a major university). Those students working on projects of a particular interest may have to visit the special collection related to that particular site.

**REMEMBER:** You have to keep a detailed group journal of the libraries, historical societies, and special collections your group uses. Dates and times of all visits must be recorded. Notes on the specific collections and other primary source materials you will use will have to be taken. And the supervisor / director of that institution will have to sign your journal. Again, the journal can be collected by the teacher at anytime during the project and will compose part of the final grade for the project.

**TOPIC SELECTION SHEETS ARE DUE TUESDAY FEBRUARY 21, 2008** A Topic Selection Sheet is provided for you in the appendices (See Appendix A). Complete this sheet. An example is provided on Page 8

## **SAMPLE TOPIC SELECTION**

**SUBJECT OF STUDY:** Philadelphia Subway

### **BASIC INFORMATION GATHERING COMPLETED AT:**

1. Temple University; Urban Archives
2. Pennsylvania Historical Society
3. Free Library of Philadelphia Logan Branch
4. The Library Company

*(NOTE: Signatures of the curator for each institution must be recorded in the research journal)*

### **FORMULATE QUESTION:**

“How did the subway system contribute to the expansion and growth of the city of Philadelphia?”

### **USEFUL DATA:**

#### **Secondary Sources:**

Dowdle, Jr., Vince & Anthony. The Philadelphia Sampler.  
Philadelphia: Earpacker Press, 1982.

Wolf, Edwin. Philadelphia: Portrait of an American City.  
Philadelphia: The Winchell Company, 1975.

Weigley, Russell. Philadelphia: A 300 Year History  
Norton, W. W. & Company, Inc., 1982

#### **Primary Sources:**

Historical Maps of Philadelphia Neighborhoods, & Historical Map of Philadelphia County.  
Free Library of Philadelphia Map Section.

Cheape, Charles. Moving the Masses  
Harvard University Press, 1980.

### **TOPIC HEADINGS / SUBHEADINGS:**

Background / Origin of Land Purchase / Leaders in the building of the Subway

Population Information / Conclusion

Newspaper Clippings / Maps / Septa Information



## ANNOTATED BIBLIOGRAPHY

You will need at least eight sources for the research paper, three of which must be primary documents. One of the secondary sources will have to be a history of Philadelphia or a general topic area related to your sight.

**You will have to compile an annotated bibliography for this project, which will be appended to your final paper. The due date for the initial bibliography of eight sources is Monday, March 17, 2008 in class.**

Each bibliographic entry must be written in standard form. Capitalization and punctuation are very important. Check yourself on the following points:

1. Place a comma after the author's last name and a period at the end of the complete name.
2. Where there is no author, use the first word of the title, excluding "The" or "A" or "An."
3. In cases where the editor or translator is the important authority, write: ed." Or "trans." after that person's name.
4. Capitalize the first word and all other important words in the title of the book, underline the title, and place a period at the end.
5. Place a colon ( : )after the place of publication, place a comma after the publisher's name, and a period after the date of publication.
6. Do not type "p" or "pp" ... just put in the page numbers (e.g. 57 - 69).
7. The second line of the entry should be indented to make it easier for the reader to locate source in an alphabetized list.
8. Each bibliography entry must be followed by a two sentence annotation which explains the usefulness of the source to your paper topic.

Be sure to complete the bibliography thoroughly and accurately. Refer to the numbers above in the examples

### FOR EXAMPLE:

Historical Map of Montgomery County (1843), [2]

Free Library of Philadelphia

Smoler, Fredric. History's Largest Lessons,

American Heritage. (Feb., March, 1997): 59 - 67. [7]

Winks,[1] Robin[1] W. (ed.)[3]. The Historian As Detective.[4]

[7] New York:[5] Harper,[5] 1968.[5]

A most interesting book for any history and detective story fan. A series of essays and excerpts from writers who discuss a number of cases where analysis of evidence is used to determine historical truth. The editor's comments are especially enjoyable.[8]

For more information on the proper writing of research papers see:

Gibaldi, Joseph and Walter S. Achtert, eds. MLA Handbook for Writers of Research Papers.

New York: The Modern Language Association of America, 1993.

## OTHER FORMS FOR BIBLIOGRAPHY

### ***SINGLE AUTHOR (BOOK):***

Goldman, Eric. The Crucial Decade and After: America 1945 - 1960.  
New York, 1956

### ***INTERVIEW:***

Grace, John. Social Studies Department Chair & Historian, LaSalle College High School. Interview:  
January 25, 1997

### ***DOCUMENTARY FILM:***

WHYY. Things That Aren't There Anymore (film documentary). Philadelphia:  
Public Broadcasting Station, 1994

### ***MAGAZINE / JOURNAL:***

Smoler, Fredric. "History's Largest Lessons",  
American Heritage. (Feb., March, 1997): 59 - 67.

### ***PRIMARY SOURCE (DOCUMENT IN AN EDITED WORK):***

Penn, William. "The Frame of Government of Pennsylvania, 1682," in William Penn and the Founding of Pennsylvania, 1680 - 1684: A Documentary History ed. Jean R. Soderlund.  
Philadelphia: University of Pennsylvania & the Historical Society of Pennsylvania, 1983,  
pp. 123 - 140.

### ***PRIMARY SOURCE DOCUMENT (IN A COLLECTION):***

Pemberton, James, et al. "To the Representatives in Assembly for the City and Council of  
Philadelphia," (petition): January 23, 1808. Thomas Cope Collection. Quaker Collection,  
Haverford College.

### ***PRIMARY SOURCE (NEWSPAPER):***

Philadelphia Evening Bulletin: July 17, 1966

## OTHER FORMS FOR BIBLIOGRAPHY (Con't)

### ***ELECTRONIC CITATIONS:***

WWW Sites (World Wide Web) Available via Netscape, Explorer, or other Web browsers

To cite files available for viewing/downloading via the World Wide Web, give the author's name (if known), the full title of the work in quotation marks, the title of the complete work if applicable in italics, the document date if known and if different from the date accessed, the full http address, and the date of visit.

Burka, lauren P. "A Hypertext History of Multi-User Dimensions." The MUDex. 1993.  
<http://www.apocalypse.org/pub/u/lpb/muddex/essay/> (5 Dec. 1994).

## RESEARCH USING PHOTOGRAPHS

Photographs and illustrations are among the most useful sources for studying local history because they can recreate the atmosphere of a neighborhood, show the manner in which tasks were performed at some time in the past, illustrate architectural detail or even indicate styles of clothing in a particular era.

To use photographs effectively, students must remember two things: (1) pictures or illustrations do not really speak for themselves except in the most superficial way. Students must use their knowledge of history to analyze them carefully; and (2) the amount of evidence as well as the type of evidence that can be extracted from a photograph depends upon how much the viewer already knows about the topic depicted. The more knowledge, the richer the photograph becomes.

How does one “read” a photograph though? Much like a book: from left to right, then downward. Break down the photograph into smaller components (background, foreground, groups of objects or people, individual items) and examine each one carefully. Go over the photograph several times, trying to identify something you might have missed each time. Ask yourself some general questions about the action(s), people, buildings, or event being portrayed.

**APPENDIX B is a Photograph Chart. You will need to make at least two other copies of this chart for the three photographs pertaining to your site. Photocopies of the actual photographs must be attached to these charts when you hand them in on Monday, March 31, 2008.**

## **FINAL VIDEO/DIGITAL PICTURE PROJECT**

Digital technologies are making it easier than ever to create and edit digital pictures and movies. With the number of video editing software packages available today, even the non-geeks can get rough movies going in no time. As part of your local history project all the groups will present a two (2) minute video or a two (2) minute slide show on your groups work/site. The goal of this is to effectively give you experience with technologies that you don't normally use in an educational environment. Each group will devise an assignment that will incorporate either video or photographs into a presentation of their group's local history experience.

### **Each group project will have the following components:**

A paragraph explaining the topic of your project and the significance it played in the history of contemporary Philadelphia. Try to engage the viewers intellectually and emotionally.

### **Your project should have:**

The final edited version of two minutes in length.

It should have sound, including some imported sound files. (background music)

The project should have titles, at the beginning of the video/pictures, giving the title and any contextual information.

Credits, at the end of the video/pictures list any and all appropriate credits here.

## NOTE TAKING

The research on your local history paper actually begins with a supply of 3x5 cards to be used for pertinent information. This information will be taken from primary source documents (i.e., letters, journals, newspapers from the period 1815 to 1915) as well as from secondary works (i.e. journal articles, parts of books, interviews) that are relevant to your subject. Review these sources carefully and, whenever possible, use a table of contents and index to guide your reading.

**What kind of information is important?** This is the most difficult question to answer. One of the reasons for completing a detailed outline and a subsequent rough draft is to get the teacher's feedback on the issue. For starters though, you should learn as much as you possibly can about your site. Consider the following questions:

### ***IDENTIFYING THE STRUCTURE***

- What is its name?
- Where is it located?
- When was it built?
- Who was the architect?
- What features make it unique?
- Does the architecture reflect change?
- For what purpose was the structure built?

### ***IDENTIFYING THE HISTORY OF THE PROPERTY***

- Who built the structure? Who used it? Why?
- What events took place at the site?
- What is the significance of those events to local history? To American history?
- How did the history that occurred at the site change its role, if at all?
- How many generations of the same family or same group inhabit the site? Why?
- What effect(s) did the people or events that took place at the site have on the history of the local community? On American history?

### ***IDENTIFYING THE SURROUNDINGS***

- What was the neighborhood like? Who lived there?
- Is the structure like the others surrounding it?
- Does the site reflect the class, status of the residents?
- Does the structure bring people together or separate?

**What should be quoted and paraphrased?** This is another difficult question to determine. Although specific answers cannot be given, consider the following:

- Is the author's phrasing itself particularly effective and / or precise? If so, use it.
- Consider the length of the quotation. Only use those parts that are absolutely necessary to prove your point. You should strive to integrate fragments of a quotation into your own argument, rather than give long block quotations. By integrating primary source quotes into your own argument you not only engage the history more effectively, but demonstrate to the reader that you understand his / her meaning.
- Quote exactly, using the capitalization of the book or article.

**What is plagiarism?** Plagiarism is the recognized name for literary theft and when it occurs, it is treated as a major offense against the standards of academic honesty. Colleges and some secondary schools have been known to expel students for this offense. Deliberate plagiarism is, however, relatively rare. Most of what appears to be plagiarism in student work is unintentional borrowing, a result of inexperience, of carelessness in note taking, and of uncertainty as to the degree of documentation expected.

## NOTE TAKING (Con't)

Any student writing a research paper should know that he must make proper acknowledgement of the facts and ideas he has borrowed from printed sources. Proper acknowledgement comes in the form of footnote or endnote. In general, the following should be noted:

- Facts which are the findings of a particular person, especially if those facts have only recently come to light (i.e., statistics come under this category)
- Apparent fact, which is questioned by some authority or conflicting information.
- Ideas or interpretations that can be traced to an individual.
- Direct quotation of a person.

**What is proper form for note cards?** Head each 3x5 note card with an indicator for book ("B"), primary source document ("D"), article (":A"), or interview ("I") in the upper right hand corner. Since you should already have an annotated bibliography which includes author, title, and all relevant information of your various sources, you need only to distinguish one book or article from another (i.e., A1, A2, A3, for articles / B1, B2, B3, for books etc.)

Although you may feel like filling these note cards fully, **DON'T!** Despite your ambitiousness and / or thriftiness to save money on cards, it is best to place only one quotation, paraphrase, or note on each note card. The reason is simple. Time spent gathering material saves time when you are actually writing the paper. For example, say you quote or paraphrase sixteen separate times from the same book and have all of these references on three completely filled cards. When you are writing your paper, you certainly won't want to use these in the same order or even consecutively. If you place one idea on one card, on the other hand, you can organize your cards more effectively when you are constructing your final outline for the paper.

Also avoid using abbreviations when note taking. They may confuse you later and force you to look at the book or document again. Finally each note card should have a subject label, a brief descriptive phrase to indicate the heading and subheading on your cards. These will help in constructing a final outline.

## GETTING STARTED on the WORLD WIDE WEB

A significant part of your local history project will be the use of the World Wide Web. A lot of the places you must visit will have a Web site. As part of your project you will find and use eight (8) sites. The site must be recorded on Appendix C. Include the entire World Wide Web address and not just the search engine keywords. Also a short comment on the site and how it was used in your report.

Some frequently asked questions about the World Wide Web are below these may help in your use of the World Wide Web.

### How do I get from one place to another?

Click on the underlined or blue words. Or on the pictures outlined in blue. A blue word or picture indicates a link to another place, where you will find related information. Click once on the blue item, and the computer will go out across the Internet to find the other place.

### How do I go back to where I was?

Use the **back** button in the upper left corner of either Netscape or Explorer window. It will take you to the place you just came from, and so forth back to where you started. (Once you go back, you can use the **forward** button to retrace your steps in the other direction).

### How do I know where I am?

Look at the **Universal Resource Locator**, which is listed in the white box near the top of the Netscape or Explorer window. It shows the Internet “zip code” for the file you are currently reading. By deciphering this code you can get a vague idea as to where you are.

When you enter a **URL**, or **Universal Resource Locator**, into your web browser, your computer sends that address to a computer called a name server, which breaks it down into parts, much like a mailing address. The Internet sees upper and lower case letters as being different, so it is important to enter the **URL** exactly as directed.

**<http://www.ncss.org/online/wwwhome.html>**

↓  
The protocol, or method the computer will use for transferring the data. HTTP is Hypertext Transfer Protocol. Other protocols include FTP and gopher.

↓  
The name of the computer containing the file you want. This address is always decoded in reverse. org means a non profit organization in the United States. ncss is the name of the organization. www directs you to a specific area on the computer set aside for World Wide Web users.

↓  
Everything after the computer name is a directory path on that computer to the document you want. In this case, *online* is a folder called “online” on the ncss.org computer. “wwwhome.html” is a file in that folder. html stands for Hypertext Markup Language, the format that web pages are written in.



## How do I see where I've been?

Click and hold on the **Go** menu on the menu bar at the top of the screen. It will show you the names of all the places you have visited during this session. Drag down to any place and it will take you there.

## How do I copy text?

There are two (2) ways:

1. You can select the text by clicking and dragging the mouse over it, then choosing **Cut** from the **Edit** menu, then **Pasting** this selection into your document. This is best for short selections.
2. You can select **Save As** from the **File** menu, and save the entire text of the document you are reading to a file on your disk. This is best for longer pieces.

## How do I copy pictures?

Point to the picture you want to copy. Click the mouse. You will see a menu, which will allow you to **Save this image as ...** Then give the image a name and save it as a file on your disk.

## What do I do if Netscape or Explorer stops working?

If it seems to be taking a longer time than you are willing to wait to download information, press the **Stop** button in the upper right of the Netscape or Explorer window. This will stop the download. If it refuses to make any connection for you, then its best to quit Netscape or Explorer by choosing **Quit** from the **File** menu. When you start up Netscape or Explorer again it will most likely work better.

# ***APPENDIX***

## APPENDIX A: TOPIC SELECTION

### *LOCAL HISTORY PROJECT 2008*

***DUE: 21 February, 2008***

GROUP # \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

GROUP MEMBERS: \_\_\_\_\_

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TOPIC: \_\_\_\_\_

QUESTION: \_\_\_\_\_

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**BASIC INFORMATION GATHERING COMPLETED AT:**

1. \_\_\_\_\_

2. \_\_\_\_\_

**USEFUL DATA:**

***SECONDARY SOURCES:***

***PRIMARY SOURCES:***

**TOPIC HEADINGS / SUBHEADINGS**

## APPENDIX B: PHOTOGRAPH CHART

DIRECTIONS: Complete this chart and attach a photocopy of the photograph you have studied.  
Three charts due: **31 March, 2008**

1. **First Reactions:** Jot down whatever first impressions you get about the photograph itself, the persons or objects in the photo, or your feelings.

2. **Detailed Examination:** List all the facts about the photo you can see.

*People*

*Objects*

*Interior*

*Exterior*

3. **Facts Known From Other Sources:** Indicate here the actual place and date of the photo if not on the photo itself, the names of the people portrayed etc.

4. **Characteristic Expression:** Spatial relationships of persons or objects in the photo.

5. **Describe the Mood of the Photograph:** Formal, candid, happy, unhappy, indifferent.

6. **Considered Reactions:** Jot down how you feel about the photograph now that you have studied it and answered any questions you may have had.

**APPENDIX C: WORLD WIDE WEB SITES**

**DIRECTIONS:** Complete this chart and attach this chart to your final report.

**ADDRESSES:** (Be sure to include the entire address)

1.

comment:

2.

comment:

3.

comment:

4.

comment:

5.

comment:

6.

comment:

7.

comment:

8.

comment:

## APPENDIX D: RESEARCH LIBRARIES & HISTORICAL SOCIETIES

<b>NAME:</b>	Atwater Kent Museum	Archdiocese of Philadelphia	Free Library of Philadelphia
<b>ADDRESS:</b>	15 South Seventh Street Philadelphia, PA 19106 <a href="http://www.philadelphiahistory.org">www.philadelphiahistory.org</a>	222 N. Seventeenth Street Philadelphia, PA 19103 <a href="http://www.catholicschools-phl.org/">http://www.catholicschools-phl.org/</a>	Logan Square 1901 Vine Street Philadelphia, PA 19103 <a href="http://www.library.phila.gov">www.library.phila.gov</a>
<b>PHONE:</b>	(215) 685 - 4830	(215) 587-3700	General Information: (215) 686 - 5322 Microfilm/Newspapers: 5431 History: 5396 Print & Picture: 5405
<b>HOURS:</b>	Wed - Sun: 1:00 am - 5:00 pm		Mon. - Wed: 9:00 am - 9:00 pm Thur . - Sat: 9:00 am - 5:00 pm
<b>CONTACT PERSON(S):</b>	Mr. Jeffrey Ray, Curator Tiffany Stahl – Education Director.		
<b>FEE:</b>	\$ 3.00 with student ID		FREE
<b>XEROXING?</b>	Yes		YES
<b>REMOVAL OF MATERIALS?</b>	NO		YES within Library Collection
<b>HOLDINGS:</b>	Collection of popular culture items, maps, paintings, and city artifacts.		Secondary source histories of Philadelphia; Wide collection of 18 <sup>th</sup> , 19 <sup>th</sup> , & 20 <sup>th</sup> century newspapers on microfilm; one of the finest photograph and map collections in the United States.

## APPENDIX D: RESEARCH LIBRARIES & HISTORICAL SOCIETIES (CONTINUED)

<b>NAME:</b> Branch	Historical Society of Pennsylvania	Library Company of Philadelphia	The National Archive's Phila.
<b>ADDRESS:</b>	1300 Locust Street Philadelphia, PA 19107 <a href="http://www.hsp.org">www.hsp.org</a>	1314 Locust Street Philadelphia, PA 19107 <a href="http://www.librarycompany.org">www.librarycompany.org</a>	9 <sup>th</sup> and Market Streets Philadelphia, PA 19107 <a href="http://www.archives.gov/midatlantic">www.archives.gov/midatlantic</a>
<b>PHONE:</b>	(215) 732-6200	(215) 546 - 3181	215-606-0100
<b>HOURS:</b>	Tue. – Thurs. 12:30 - 5:30 pm Wednesday 12:30 pm – 8:30 pm	Mon. - Fri: 9:00 am - 4:45 pm	Mon. - Fri: 8:00 am - 5:00 pm 2 <sup>nd</sup> & 4 <sup>th</sup> Sat. 8:00 am – 4:00 pm
<b>CONTACT PERSON(S):</b>	Kate Wilson – Education Director Joan Saverino – Ass't Education	Cornelia S. King – Reference Librarian	Gail Farr – Teacher Liaison 215 606-0106
<b>FEE:</b>	\$ 3.00 with Student ID	FREE	FREE
<b>XEROXING?</b>	YES	YES	YES
<b>REMOVAL OF MATERIALS?</b>	NO	NO	NO
<b>HOLDINGS:</b>	Archives of 8,000 plus bound volumes of newspapers, church records, extensive genealogical & historical collection, maps prints and drawings, city directories	Rare books & 200,000 volumes of American imprints before 1860; Extensive collection of prints of 18 <sup>th</sup> and 19 <sup>th</sup> century Philadelphia.	Consists of 32,000 cubic feet of federal records, all census data from 1790 - 1910, Civil War records from 1861 - 1865 Passenger lists indexes,. naturalization petitions 1795 - 1968

## APPENDIX D: RESEARCH LIBRARIES & HISTORICAL SOCIETIES (CONTINUED)

<b>NAME:</b>	Temple University Urban Archives	City Archives of Philadelphia	Philadelphia Historical Commission
<b>ADDRESS:</b>	Temple University Paley Library Broad & Montgomery Ave. Philadelphia, PA 19122 <a href="http://www.library.temple.edu/collections/urbana">www.library.temple.edu/collections/urbana</a>	3101 Market Street Philadelphia, PA 19104  <a href="http://www.phila.gov/phils/carchive">www.phila.gov/phils/carchive</a>	576 City Hall Philadelphia, PA 19107  <a href="http://www.mfrconsultants.com/hc/">www.mfrconsultants.com/hc/</a>
<b>PHONE:</b>	(215)-204-8257 (215) 204-5750	215.685.9401	215.686.7660
<b>HOURS:</b>	Hours: Monday - Friday 9:00 am - 5:00 pm Tuesday and Wednesday 9:00 am - 7:00 pm First Saturday of each month 9:00 am - 5:00 pm		Monday thru Friday, 8:30 a.m. to 5:00 p.m
<b>CONTACT PERSON(S):</b>	Margaret Jerrido Brenda Galloway-Wright Evan Towle	A great web-site for Philadelphia photos	
<b>FEE:</b>	FREE		
<b>XEROXING?</b>	YES		
<b>REMOVAL OF MATERIALS?</b>	NO		
<b>HOLDINGS:</b>	Emphasis on late 19 <sup>th</sup> & 20 <sup>th</sup> century Philadelphia manuscripts. Papers of Joseph Clark. Sesquicentennial photos 1926s Stetson Hat records, Extensive photo Collection, Philadelphia Bulletin newspaper archives.	The City Archives contains deeds and mortgages from the founding of Philadelphia to 1952, birth, death, and cemetery records up to 1915, and an excellent early photograph collection, all invaluable in researching an old Philadelphia house. or building	



Parent's Signature: \_\_\_\_\_