

***The Individual in History: Actions and Legacies***

***Annotated Bibliography*** (the first 4 sources are due the week of October 15<sup>th</sup>)

***In an annotated bibliography you must:***

1. Group your sources into primary and secondary categories.
2. Cite the source (refer to the "Citing Sources" sheet available in the library) using proper format.
3. Explain (in 1-3 sentences) how the source helped you understand your topic. Do not summarize the source!! (see examples below). For more information, please see the NHD website

**FOR EXAMPLE...**

**Cite the source:**

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962.

**Annotate the source:**

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved in the movement.

**Helpful Hints**

When you cite your sources be sure to REFER TO THE CITING SOURCES SHEET which is also in this packet!

Remember to alphabetize the sources within each category (primary and secondary) by the first word of the citation.

In the annotation you can explain why you categorized a particular source as primary or secondary. Historians do sometimes disagree and there's not always one right answer, so justify your choice.

You might also use the annotation to explain that a book or other secondary source included several primary sources used for the paper. For example: "This book included three letters between person X on the frontier and person Y back in New England, which provided insight into the struggles and experiences of the settlers."

Did you use many items from a collection of articles or photos or cartoons? Remember that you don't need to cite each item found in a collection separately. You should include citation information for the full collection where you got the photos or articles. You can use the annotation to explain that this collection, for example, provided 7 photographs which you used in your exhibit.

## HERE IS HOW YOUR ANNOTATED BIBLIOGRAPHY MIGHT LOOK:

### Works Cited

#### Primary Sources

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account will be very important to my paper because it has made me more aware of the emotions of the people involved in the movement.

Little Rock 1957: Pages from History. 1997. Counts, Will. Little Rock Newspapers, Inc. 15 October 2007. <http://www.ardemgaz.com/prev/central/counts.html>

This collection of photographs by Arkansas native Will Counts appeared in the Arkansas papers as the crisis unfolded. I learned how important the press was, especially the photographers, in shaping the story for the rest of the nation. The famous photo of Elizabeth Eckford being heckled by the crowd made me want to understand more about the hatred that so many of the white residents of Little Rock seemed to feel.

#### Secondary Sources

Fitzgerald, Stephanie. *The Little Rock Nine: Struggle for Integration*. New York: Compass Point Books, August 31, 2006.

This young adult book provided a detailed overview of the events leading up to the integration of Central High School in a format that was easy to understand. It also contained many primary sources in the form of interviews with the participants. From reading this I decided to focus my research on Daisy Bates and to build my documentary around her experiences supporting the Black students in their struggle for integration.

*The Little Rock Nine*. 1997. Rains, Craig. 15 October 2007.  
[http://www.centralhigh57.org/The\\_Little\\_Rock\\_Nine.html](http://www.centralhigh57.org/The_Little_Rock_Nine.html)

This site provided an overview of what happened to the Little Rock Nine after the crisis at Central High. It reminded me that the nine young people were each affected very differently by America's early attempts at forced integration. It also forced me to think about how this experience may have shaped the future of each of the nine and led me to further research about their lives after Little Rock.

Roberts, Sam. "1957 The Integration of Central High." *Up Front*. 3 September 2007: 24-27.

In addition to an overview of the crisis at Central High School, this article included a Civil Rights timeline stretching from 1896 through 1971. It helped me to place this event in context and helped me understand that this was the precursor to the busing crises of the 1970's.