Writing in History

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Primary and Secondary Sources

- What is a Primary and Secondary source?

- Primary and Secondary Sources are not only found in History courses but are found in other disciplines as well.

  Ex:
  - Political Science
  - English
  - Sociology
  - Psychology ect.
Reasons for Student’s Difficulty with these Sources

- Just not sure what they are to begin with.
- Uncertain how to distinguish them.
- Unclear about how to incorporate them into an assignment.
Primary vs. Secondary Sources

What is a Primary Source?
- A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event.

Original Documents: Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records.

What Is a Secondary Source?
- A secondary source interprets and analyzes primary sources. These are not the original documents of a work. Students will most likely be using these over primary sources.

Examples:
- Textbooks/Encyclopedias.
- Articles critiquing/analyzing another source.
- Personal Commentary.
Directions: Identify each of the following excerpts as either a Primary or Secondary source.
1. The Pennsylvania Line, after the revolt and discharge of the men, last winter, were reduced to six regiments; the officers ordered to different towns within the State to recruit.

2. The contest with the South that destroyed slavery wrote the Philadelphia lawyer Sidney George Fisher in his diary, has caused an immense increase in the popular passion for liberty and equality.

3. The most serious offense many of the depth manipulators commit, it seems to me, is that they try to invade the privacy of our minds.

4. We committed God and ourselves - and we were a few officers - on the elimination of the colonizer and his associates of the traitors, and cleanse the country from colonialism in all its manifestations.

5. I therefore postponed the investigation and hastened to consult you. For the matter seemed to me to warrant consulting you, especially because of the number involved.

Primary Sources Worksheet Answer Key-1.docx
Helping the Student Gather Information from Their Sources

- What students will most likely need help finding information in:
  - Textbooks
  - Articles
  - Speeches
Finding Information in Textbooks

Textbooks have 4 primary aides to help students find information.

- Table of Contents
- Glossary
- Index
- Bolded Keywords/Key Terms List

Benefits of knowing the ins and outs of a textbook will help with tests, quizzes, papers, and other assignments.

It will also make the student overjoyed.
Finding Information In Articles

Most students will bring in articles from Proquest, so these articles will have easy ways of finding information too.

1. Title
   - The Title of an article is usually the easiest way of finding out the gist of the article.

2. Abstract
   - This is the summary or overall preview of the work and its concepts.

3. Paragraph Headings
   - Outlines the paragraph’s topic.
Practice

1. Agenda Setting and Priming Article.pdf
2. Compliance With International Agreements.pdf
Some ways of helping the student remember what he/she is reading in a speech.

1. Find the Topic
2. Annotate
3. Highlight key concepts and words
4. Take notes
5. Make connections
President Bill Clinton’s Address on Somalia (October 7, 1993)

My fellow Americans:

Today I want to talk with you about our Nation's military involvement in Somalia. A year ago, we all watched with horror as Somali children and their families lay dying by the tens of thousands, dying the slow, agonizing death of starvation, a starvation brought on not only by drought, but also by the anarchy that then prevailed in that country.

This past weekend we all reacted with anger and horror as an armed Somali gang desecrated the bodies of our American soldiers and displayed a captured American pilot, all of them soldiers who were taking part in an international effort to end the starvation of the Somali people themselves. These tragic events raise hard questions about our effort in Somalia. Why are we still there? What are we trying to accomplish? How did a humanitarian mission turn violent? And when will our people come home?

These questions deserve straight answers. Let's start by remembering why our troops went into Somalia in the first place. We went because only the United States could help stop one of the great human tragedies of this time. A third of a million people had died of starvation and disease. Twice that many more were at risk of dying. Meanwhile, tons of relief supplies piled up in the capital of Mogadishu because a small number of Somalis stopped food from reaching their own countrymen.
From the settling of the frontier to the landing on the Moon, ours has been a continuous story of challenges defined, obstacles overcome, new horizons secured. That is what makes America what it is and Americans what we are. Now we are in a time of profound change and opportunity. The end of the cold war, the information age, the global economy have brought us both opportunity and hope and strife and uncertainty. Our purpose in this dynamic age must be to make change our friend and not our enemy.

To achieve that goal, we must face all our challenges with confidence, with faith, and with discipline, whether we're reducing the deficit, creating tomorrow's jobs and training our people to fill them, converting from a high-tech defense to a high-tech domestic economy, expanding trade, reinventing Government, making our streets safer, or rewarding work over idleness. All these challenges require us to change.

If Americans are to have the courage to change in a difficult time, we must first be secure in our most basic needs. Tonight I want to talk to you about the most critical thing we can do to build that security. This health care system of ours is badly broken, and it is time to fix it. Despite the dedication of literally millions of talented health care professionals, our health care is too uncertain and too expensive, too bureaucratic and too wasteful. It has too much fraud and too much greed.
Research Papers!

RESEARCH PAPER

WHY YOU NO WRITE YOURSELF
Getting Started

- First, identify what the assignment is by verifying the assignment with a prompt.
- Second, determine the requirements (i.e. page length, format, sources)
- Third, figure out where you are in the writing process and then determine where to go from there.
Prompt Exercise

*2 am
Finishing essay

Hmm, yes, this is quite the literary masterpiece.

*7 am
Rereading essay before print

This doesn’t make sense at all...
MLA vs. APA: Intext Citations

MLA – Modern Language Association

Ex: While the United States Constitution provides for the formation of new states (art. 4 Sec. 3).

Ex: At the end of Kate Chopin’s “The Story of an Hour.” Mrs. Mallard drops dead upon learning that her husband is alive. In the final irony of the story, doctors report that she has died of “joy that kills” (25).

APA – American Psychological Association

Ex: As researchers continue to face a number of unknowns about obesity, it may be helpful to envision treating the disorder, as Yanovski and Yanovski (2002) suggested, “in the same manner as any other chronic disease” (p.592).

Ex: Roman (2003) reported that “social factors are nearly as significant as individual metabolism in the formation of…dietary habits of adolescents” (p. 345).
MLA Works Cited vs. APA Reference Page


Note Taking

- Order notes chronologically (i.e. 1960-1985)
- Highlight key terms and cases as you go.
- Reference the textbook