

Evidence Basics for History, Work, and Life

This provides additional **Tips** or links if you want them.

1. The objectives for the History Department include that students will use both primary and secondary sources. Examples of primaries include:
 - *a. Items from the period such as census data, diaries, documents, films, and interviews
 - b. Work of historians in their research field

Tip: This ought to tell you that b is a definition of secondary sources.

2. The objectives for the History Department include creating an argument through the use of historical evidence.
 - *a. True
 - b. False

Click [here for an explanation of the 3 Student Learner Outcomes, including the terms primary and secondary.](http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm)
(URL: http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm)

Tip: History is a “gateway course” at WCJC. We are required to help you develop the skills necessary to get through the “gate” with the skills not only to survive on the other side but be able to succeed—whether that is a job that pays well or (if you want it) an upper-level degree. We are not gatekeepers trying to block you out, but we do have serious responsibilities for your skills.

3. How you cite in history is a matter of verifiable evidence, not merely a formality of sticking some page number next to your words. Being clear that you have a verifiable source and that you cite so the reader can quickly check that source is a requirement in history.
 - *a. True
 - b. False

Tip: If you list a page number, that fact better be on that **specific** page. For most good jobs, get used to fact-checking your own work.

Caution: Everything changes about the ability of others to know **and prove** you are faking—or misunderstanding—evidence or you are presenting **other people’s creation** as your **own** when:

- You and they have the **same** sources **and** you are **required** to provide a specific page **number** for the fact
- They are used to fact-checking as a step in figuring things out.
- They are used to plagiarism-checking before documents go to the customer or the public.
- A **team member** or a **boss** or a **supervisor** will **lose money** or could **lose his or her** job if **you** are wrong.

Tip: It is not just possible to catch these things. It is hard **not** to see them.

4. This course provides a way for students to earn points for writing about history even when they are not skilled writers.
 - *a. True
 - b. False
5. When you don’t know a word, check the Definitions provided with some Lessons or click on the *Merriam-Webster Online* dictionary provided in the course. It is reliable and free; make it a favorite or bookmark it so you can use it easily. Checking the dictionary when you do not know a word will increase the odds that you read the instructor’s Lesson links, the textbook, and the primaries correctly.
 - *a. True

b. False

Tip: You must get a decent general vocabulary to make it in this world. Decent doesn't mean fancy; it means you read accurately.

6. Use terms in the way the discipline of history uses them in the textbook and the way they are defined in a reliable dictionary or in the Definitions provided with some Lessons. For example, the words *slave* and *indentured servant* are different and, if you were alive in that era and you were either a slave or an indentured servant, your life would have been different.

*a. True

b. False

Tip: You must be accurate to pass the courses for a discipline—whether that is biology or history.

7. When using historical terms, use the textbook or the instructor's Lessons as a guide to punctuation and spelling. For example, if you are writing about Daniel Shays and his rebellion, the correct spelling is Shays's Rebellion

*a. True

b. False

8. When writing about historical figures, use the textbook as a guide. For example, if you are writing about George Washington, refer to him as Washington, George Washington, President Washington, or some other title such as General, but not just the first name of George.

*a. True

b. False

Tip: In general, this use of first names stops after elementary school.

9. When using historical time periods, use the textbook or the instructor's Lessons as a guide to writing dates. For example, if you are writing about the Great Awakening in the decade beginning in 1730 and in the decade beginning in 1740, the correct way to write these time periods is:

*a. 1730s and 1740s

b. 1730's and 1740's

Tip: If you missed this question, change.

10. In the early seventeenth century some Africans brought to English colonies in the South were not slaves but indentured servants. In the early seventeenth century means in the early:

*a. 1600s

b. 1700s

c. 1800s

Tip: If you missed this question, change. This will not be punctuation error, but a huge misreading of the facts. You will be off a **century** (a 100 years) in your understanding.

Caution: Also notice that the statement is true. In the 1620s, when Africans were first brought to Virginia, some were slaves and some were indentured servants. See the primaries in the course for evidence.

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