

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: b is a definition of secondary sources.

Click [here for an explanation of argument, primary, and secondary](http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm). (URL: http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm)

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 argument, primary, and secondary](http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm). (URL: http://www.cjbibus.com/GS_HistDept_Student_Learner_Outcomes.htm)

3. This course provides a way for students with varied experiences to do well. For example, it divides the Project into 3 Parts so students who did not do well on the 1st Part but did by the 2nd Part can have their 2nd Part grade overwrite their original 1st Part grade. You can get stronger in skills you need to know how to do—but without ruining your average.
 - *a. True
 - b. False

4. The instructor's video showed three examples of papers from students with typical errors. You can however make a good grade by using the Sample paper with the sources and the Requirements.
 - *a. True
 - b. False

5. The examples of students' writing with errors are in the link at the top of this folder.

The examples with errors also showed that **everything** changes if others have the **same** sources you have **and** you are **required** to provide a **specific page number** for the fact or a quoted statement.

With the conditions above, others can **quickly know and prove:**

- You misunderstood those facts.
- You plagiarized or "half-copy" plagiarized and you were presenting **other people's creation** as your **own**.

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

- *a. True
- b. False

6. 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 go to the exact page of the 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.

7. 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. In US History I, 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. In US History II, the word *union* meant something very different in the 1890s than it did in the 1940s. To understand history you must pay attention to the meaning of words.
- *a. True
 - b. False

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

8. 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 or about the Twenties in the decade beginning with 1920, then the correct way to write these time periods is:
- a. 1730's and 1920's
 - *b. 1730s and 1920s

Tip: If you missed this question, change.

9. 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: 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. Your prof tries to refer to time by numbers such as the 1600s, 1800s, and 1900s, but textbooks frequently follow the opposite pattern so do protect yourself.

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.

10. A polite tip to protect you and the father of our country: 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: This use of first names for adults usually stops after elementary school.

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