Primary Sources, Annotated Bibliographies, and Student Voice
Primary Sources vs. Secondary Sources

**Primary Sources** are created during the time period you are investigating.

**Secondary Sources** are created after and about a historical event.

You need BOTH for your History Day project.

Secondary sources provide context.  
Primary sources provide evidence.

[Image: Encyclopedia of Presidents](https://digitalvermont.org/items/show/930)
Is this a primary source?

https://vermonthistoryexplorer.org/images-of-ethan-allen
Student Analysis:
The Six C’s of Primary Source Analysis

1. **Content**- Describe what you see.
2. **Citation**- When was this source created?
3. **Context**- What is going on locally, regionally, in the country or world when the source was created?
4. **Connections**- How does this source link to information you already know or learned about your topic?
5. **Communication**- Is the source reliable? Why or why not?
6. **Conclusion**- How does this contribute to our understanding of history?
The 6 C's of Primary Source Analysis

Identify the Primary Source

- **Content:** Describe what you see.
- **Citation:** When was this source created?
- **Context:** What is going on locally, regionally in the country, or world when the source was created?
- **Connections:** How does this source link to information you already know or learned about your topic?
- **Communication:** Is the source reliable? Why or why not?
- **Conclusion:** How does this contribute to your understanding of history?

Examples:
- Gender Representation in the Media
- Child Labor
Context for Senator Margaret Chase Smith

- Born in 1897
- 1916-Graduated
- 1940-Elected U.S. House of Representatives
  - Serves on Naval Affairs Committee
- 1947-Female Military Status
- 1948-Elected U.S. Senate
  - Serves on Armed Services Committee
  - Serves on Aeronautical and Space Sciences Committee
- 1950-Declaration of Conscience Speech
- 1964-Presidential Run
- 1972-Loses Re-Election
- 1973-Inducted into the National Women’s Hall of Fame
- 1989-Presidential Medal of Freedom
- Dies in 1995
Ladies’ Home Journal
November 1956

Margaret Smith, like many New Englanders, collects early-American glass to accessorize her Maine home.

Front of her dining table, the senator enjoys a magnificent view of the city, where the days drift to the mill in summer and ice closes the water in winter. Her lovely old glass and the hand-stitched chair coverings add a personal touch to the table settings.

Kitchen for a Lady Senator

The senator’s kitchen is held by lovely wood. Shelves are white with out-of-box cabinets and a covered basin in the sink. A French door opens to the veranda, where the senator enjoys her tea and reads her letters. A cozy corner for her sewing is provided, complete with a sunny window and a comfortable chair.

Ladies’ Home Journal
November 1956
Use primary sources for *evidence*, not just for illustration.

What evidence in this photograph and caption proves that Lewis Hine actively fought against child labor?

*Morris Levine, 212 Park Street. 11 years old and sells papers every day--been selling five years. Makes 50 cents Sundays and 30 cents other days. By Lewis Hine, 1916. Library of Congress*  
https://www.loc.gov/item/2018678079/  
https://morningsonmaplestreet.com/2015/01/01/morris-levine  
https://vermonthistoryexplorer.org/child-labor-in-vermont
Use your “student voice” to analyze primary sources.

| CLARITY OF PRESENTATION - 20% |
|-------------------------------|--------------------------------|----------------|-----------------|-----------------|-----------------|
| EXEMPLARY                    | PROFICIENT                     | DEVELOPING       | NOVICE          | NOT EVIDENT     |
| PERFORMANCE                  |                                |                 |                 |                 |
| □ Dramatic arc consistently advances the historical argument. | □ Dramatic arc mostly advances the historical argument. | □ Dramatic arc somewhat advances the historical argument. | □ Dramatic arc has limited connection to the historical argument. | □                             |
| □ Characters and scenes are consistently developed and connected to the historical argument. | □ Characters and scenes are mostly developed and connected to the historical argument. | □ Characters and scenes are somewhat developed and connected to the historical argument. | □ Characters and scenes are limited in development and connection to the historical argument. | □                             |
| TECHNICAL                    |                                |                 |                 |                 |
| □ Speech is consistently clear, effective, expressive, and appropriately paced. | □ Speech is mostly clear, effective, expressive, and appropriately paced. | □ Speech is somewhat clear, effective, expressive, and appropriately paced. | □ Speech is limited in clarity, effectiveness, expressiveness, and pacing | □                             |
| STUDENT VOICE                |                                |                 |                 |                 |
| □ Student analysis is consistently clear and balanced between their own words/ideas and supporting evidence. | □ Student analysis is mostly clear and balanced between their own words/ideas and supporting evidence. | □ Student analysis is somewhat clear and balanced between their own words/ideas and supporting evidence. | □ Student analysis is limited in clarity and balance between their own words/ideas and supporting evidence. | □                             |

www.nhd.org/evals
Which is a better example of student voice?

**Quote from a secondary source**

According to Joe Manning, author of the website *Mornings on Maple Street*, “Hine was on a rescue mission of his own. Morris told him that he had been peddling newspapers since he was six years old, hardly a surprise to the photographer, who captured the images of hundreds of “newsies,” some as young as five.”

**Or student written words?**

In his crusade against child labor, Lewis Hine intentionally photographed Morris Levine, a tiny 11-year-old newsie, standing near leisure activities the working boy could not afford. Hine documented details about the underage worker including how Levine “sells papers every day – been selling five years.”
Annotated Bibliography: The Do’s and Don’ts

What is an annotated bibliography?
List of resources that include a citation followed by a brief (1-3 sentences) paragraph that describes the source and provides information on its usefulness.

Do’s:
- Chicago or MLA
- Summarize the theme/scope of the source
- Explain how the source ties into the theme/purpose/idea of your project
  - How was it helpful to you?

Don’ts:
- Do not “pad” your bibliography
- Do not copy and paste or plagiarize an abstract
- Do not use as an opportunity to get around the word limit rules
Additional Resources

NHD Annotated Bibliographies: [https://www.nhd.org/annotated-bibliography](https://www.nhd.org/annotated-bibliography)

NHD Sample Bibliography Entries: [https://www.nhd.org/sample-bibliography](https://www.nhd.org/sample-bibliography)


National Archives: [https://docsteach.org/topics/nhd](https://docsteach.org/topics/nhd)

New York Public Library Digital Collections: [https://digitalcollections.nypl.org/](https://digitalcollections.nypl.org/)

Osher Map Library: [https://oshermaps.org/](https://oshermaps.org/)

Digital Public Library of America: [https://dp.la/](https://dp.la/)

Internet Archive: [https://archive.org/details/texts](https://archive.org/details/texts)

Links to other online primary sources: [https://vermonthistory.org/vhd-links-to-primary-sources](https://vermonthistory.org/vhd-links-to-primary-sources)
Questions?

John M. Taylor (he/him)
Margaret Chase Smith Library
Communications Manager & Museum Assistant
National History Day in Maine State Coordinator
john.m.taylor@maine.edu
http://www.mcslibrary.org/national-history-day-in-maine

Victoria Hughes (she/her)
Vermont Historical Society
Museum & Education Manager
Vermont History Day State Coordinator
victoria.hughes@vermonthistory.org
www.vermonthistory.org/historyday