

NHDC High School Skills Assessment

I. Topic Selection

Using your own historical knowledge and any resources provided to you, fill in the diagrams below. Remember that the best topics are narrowed and concise.

Interest:

Theme:

Broad Topic:

Narrowed Focus:

Interest:

Theme:

Broad Topic:

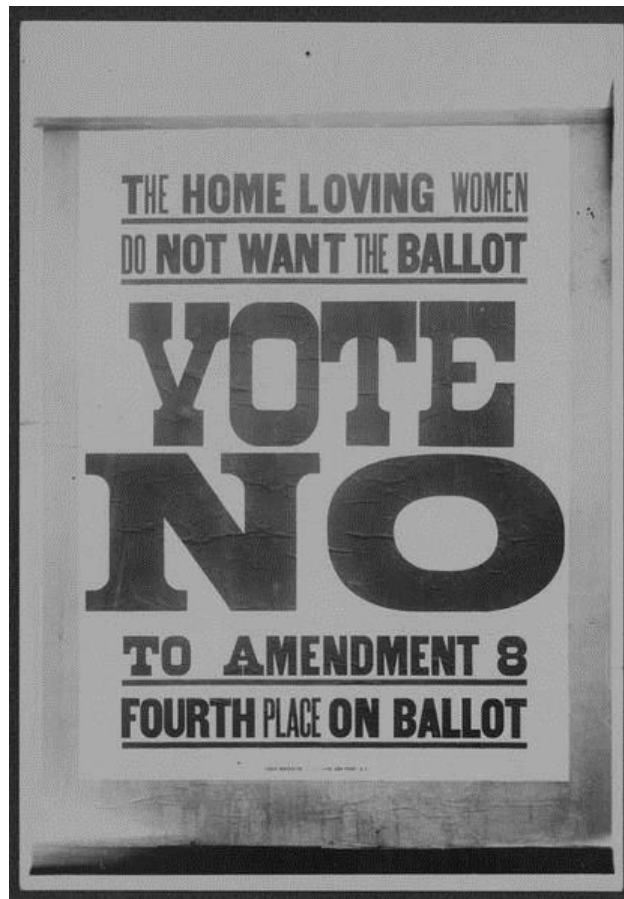
Narrowed Focus:

II. Thesis Statements

Formulate a thesis using your background knowledge and the primary sources below.



Source 1: "Election Day!" 1909. By Popular Demand: "Votes for Women" Suffrage Pictures, 1850-1920. <http://memory.loc.gov/service/pnp/cph/3a50000/3a51000/3a51800/3a51845v.jpg> [cph 3a51845] (August 5, 2005).



Source 2: "The Home Loving Women Do Not Want the Ballot." 1911. Louis Roesch Co., Lith. And Print., S.F. (Photographer). <http://www.loc.gov/item/mnwp000333#about-this-item>.

III. Research Process

1. What is the difference between a primary source and a secondary source? Explain.

2. The sources below were used to write a paper on the debate between Federalists and Antifederalists over the ratification of the Constitution of the United States of America. Indicate whether each source is primary or secondary. Explain how you came to this conclusion.

Irons, Jeremy. *A People's History of the Supreme Court*. London: Penguin Books, 1996.

Rutland, Robert Allen. *The Ordeal of the Constitution: The Antifederalists and the Ratification Struggle of 1787-1788*. Boston: Northeastern University Press, 1983.

"Articles of Confederation." Milestone Documents. Originally written in 1777. Accessed March 12, 2012. <https://www.milestonedocuments.com/documents/view/articles-of-confederation/text>.

Main, Jackson Turner. *The Anti-Federalists*. Raleigh: University of North Carolina Press, 2004.

Letters from the Federal Farmer to the Republican. Tuscaloosa: University of Alabama Press, 1978. Originally published in the Poughkeepsie Country Journal, 1787-1788.

Hamilton, Alexander. "Federalist No. 21," in *The Federalist Papers*, ed. Avalon Project at Yale Law School. Originally published in *Independent Journal*, December 12, 1787.

IV. Analysis

'Propaganda' can be defined as 'ideas that are deliberately spread to benefit a particular cause or to damage an opposing one.'



"Beat Back the Hun with Liberty Bonds." 1918. Strohmman, Frederick, artist.
<http://www.loc.gov/pictures/item/94505100/>

a. Use the chart below to list people, objects, and activities in the photograph. If it is a symbol, explain it in the symbol column.

People	Symbol	Objects	Symbol	Activities	Symbol

b. Are the messages in the poster primarily images, text, or both? Explain your answer.

c. Who do you think is the intended audience for the poster? Explain your answer.

d. What does the Government hope the audience will do or what is the purpose(s) served by the poster?

e. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? Why or why not?

f. Based on what you have observed above, list three things you might infer/assume from this poster.

g. What conclusions can you draw? What is the historical significance of this poster?

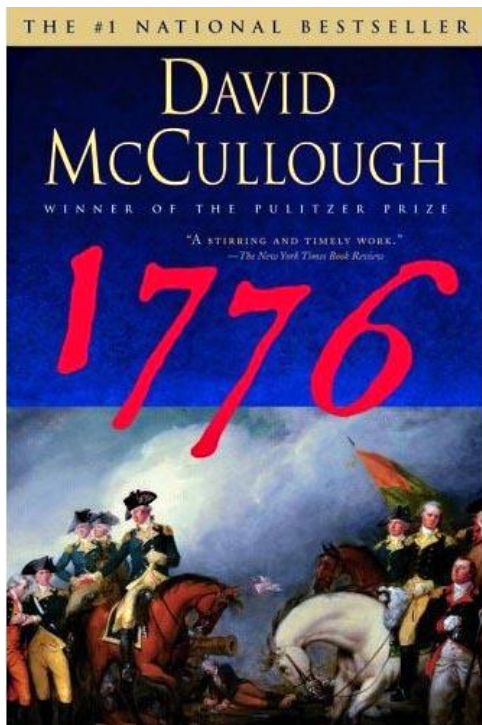
V. Composing Conclusions

Suppose you created a project on propaganda in World War I. Using the primary source and your answers from the analysis section, as well as the following thesis, compose a clear and concise conclusion to your project.

Thesis: During World War I, the United States used propaganda widely to generate support for their involvement in the war effort, a strategy that proved successful. The use of propaganda would evolve and expand during World War II, and eventually come to influence how the United States government generates support for international conflict and relations today.

VI. Citations and Annotations

1. Use the cover page and copyright information below to write a citation in _____ format.




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in New York Harbor; both by British Captain Archibald Robertson

Manufactured in the United States of America

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2. Imagine that you are writing a paper on the American Revolution. Using the brief summary below, write an annotation for your bibliographic entry.

“America’s beloved and distinguished historian presents, in a book of breathtaking excitement, drama, and narrative force, the stirring story of the year of our nation’s birth, 1776, interweaving, on both sides of the Atlantic, the actions and decisions that led Great Britain to undertake a war against her rebellious colonial subjects and that placed America’s survival in the hands of George Washington. In this masterful book, David McCullough tells the intensely human story of those who marched with General George Washington in the year of the Declaration of Independence—when the whole American cause was riding on their success, without which all hope for independence would have been dashed and the noble ideals of the Declaration would have amounted to little more than words on paper.”
