



2020 NATIONAL HISTORY DAY® THEME
BREAKING BARRIERS IN HISTORY

SEARCH Historical Context Graphic Organizer

History Day Topic:

Historical Question:

S	<i>Spotting the Barrier</i>
T	<i>Explore time and place</i>
A	<i>Allies?</i>
R	<i>Resistance?</i>
C	<i>Changes</i>
H	<i>Having an Impact/Legacies</i>

Additional Information:

SEARCH Historical Context Graphic Organizer

History Day Topic:

Historical Question:

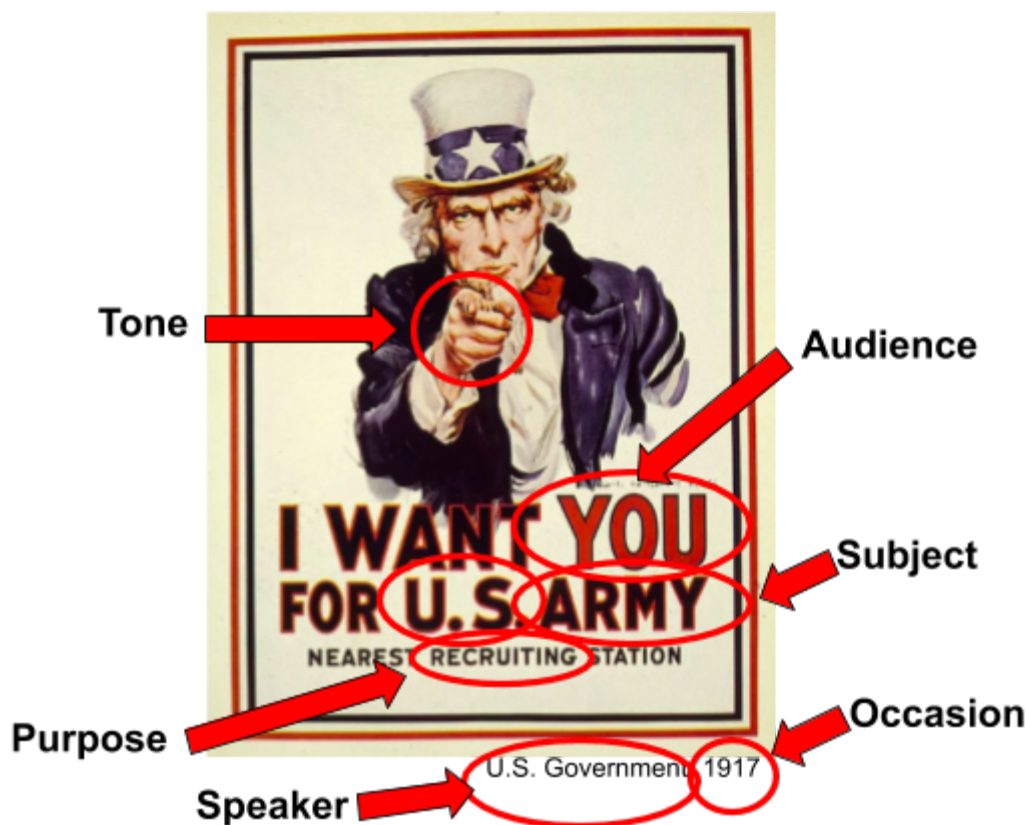
S	<p><i>Spotting the Barrier</i> Identify the problem here. What is the barrier in question? Is it a physical barrier? A mental barrier? Are people challenging ways of thinking or are they creating barriers like walls, lines, etc.?</p>
T	<p><i>Explore time and place</i> What does the world around the person/place/event look like? Are there key dates? Is the barrier a local, regional, national, or global barrier? Does it happen in a city or a rural area? Does it happen in the 19th century or the 20th century? Or even earlier in history? What is going on in the world? The Industrial Revolution? The Reformation? The Enlightenment? Wars? If the topic is local, then consider the time period—what is going on culturally, socially, politically, etc. Place the “barrier” into the context (time and space) so that students think about how and why this barrier existed.</p>
A	<p><i>Allies?</i> Who is united in the fight? It is an individual who rallies a group? An organization? Does it unite people?</p>
R	<p><i>Resistance?</i> As with anything, not everyone agrees or wants change. So who resists people trying to “break barriers?” Who or what is the opposition? How do they fight back? Why do they fight back?</p>
C	<p><i>Changes</i> What changes happen as a result of breaking barriers? Are they positive or are they negative? Is it a mix of both? Does it change the way people think or how they act?</p>
H	<p><i>Having an Impact/Legacies</i> Think about the consequences here. What impact does “breaking” this barrier have in the short and long term? Did it bring change? If so, what and how?</p>

Additional Information:



SOAPSTone Document Analysis Guide

SOAPSTone SYSTEM OF ANALYSIS	
CATEGORY	DETAIL
Speaker: Who created the source?	What do you know about the author's life? What is the author's point of view?
Occasion: The time & place of source.	The context of its creation, what do you know that would help you further understand the primary source? How might this affect the sources meaning?
Audience: Who is source directed at?	How might this affect the reliability of the source? What qualities do the audience members have in common? (age, class, occupation, ethnicity, etc...)
Purpose: Reason behind the source.	Why was this source created at the time it was produced? What does the creator want to audience to do, feel, say, choose?
Subject: What point is the source trying to convey?	What are the key points of the source?
Tone: Attitude of the creator.	Is the tone light-hearted or deadly serious? Mischievous or ironic? How does the tone give evidence of the authors true point of view?



SOAPSTone Primary Source “Think” Sheet

Document:	Reviewer:
-----------	-----------

Speaker and Occasion	Audience
-----------------------------	-----------------

<p><i>Think about the occupation, gender, religion, nationality, and class of the creator of the document.</i></p> <p>Who created the document? How do you know?</p> <p>What position or title did he or she hold? Is this person an insider or an outsider? How do you know?</p> <p>Whose voice is not represented in the document? Why do you think that voice was left out?</p> <p>When was the document created or circulated?</p>	<p>What type of document is it?</p> <table style="width:100%; border: none;"> <tr> <td><input type="checkbox"/> Newspaper</td> <td><input type="checkbox"/> Poster</td> <td><input type="checkbox"/> Letter</td> </tr> <tr> <td><input type="checkbox"/> Advertisement</td> <td><input type="checkbox"/> Drawing</td> <td><input type="checkbox"/> Diary entry</td> </tr> <tr> <td><input type="checkbox"/> Leaflet</td> <td><input type="checkbox"/> Map</td> <td><input type="checkbox"/> Memorandum</td> </tr> <tr> <td><input type="checkbox"/> Flyer</td> <td><input type="checkbox"/> Photograph</td> <td><input type="checkbox"/> Legal record</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other _____</td> </tr> </table> <p>What are the unique physical qualities?</p> <table style="width:100%; border: none;"> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Signature</td> </tr> <tr> <td><input type="checkbox"/> Picture, symbol</td> <td><input type="checkbox"/> Seal(s)</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Letterhead</td> <td><input type="checkbox"/> Stamps</td> <td><input type="checkbox"/> Caption</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Official stamp: i.e., date, “RECEIVED,” “PAID”</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other _____</td> </tr> </table> <p><i>Support each answer with document evidence:</i></p> <p>Who was the intended audience?</p>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Poster	<input type="checkbox"/> Letter	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Drawing	<input type="checkbox"/> Diary entry	<input type="checkbox"/> Leaflet	<input type="checkbox"/> Map	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Flyer	<input type="checkbox"/> Photograph	<input type="checkbox"/> Legal record	<input type="checkbox"/> Other _____			<input type="checkbox"/> Handwritten	<input type="checkbox"/> Typed	<input type="checkbox"/> Signature	<input type="checkbox"/> Picture, symbol	<input type="checkbox"/> Seal(s)	<input type="checkbox"/> Notations	<input type="checkbox"/> Letterhead	<input type="checkbox"/> Stamps	<input type="checkbox"/> Caption	<input type="checkbox"/> Official stamp: i.e., date, “RECEIVED,” “PAID”			<input type="checkbox"/> Other _____		
<input type="checkbox"/> Newspaper	<input type="checkbox"/> Poster	<input type="checkbox"/> Letter																													
<input type="checkbox"/> Advertisement	<input type="checkbox"/> Drawing	<input type="checkbox"/> Diary entry																													
<input type="checkbox"/> Leaflet	<input type="checkbox"/> Map	<input type="checkbox"/> Memorandum																													
<input type="checkbox"/> Flyer	<input type="checkbox"/> Photograph	<input type="checkbox"/> Legal record																													
<input type="checkbox"/> Other _____																															
<input type="checkbox"/> Handwritten	<input type="checkbox"/> Typed	<input type="checkbox"/> Signature																													
<input type="checkbox"/> Picture, symbol	<input type="checkbox"/> Seal(s)	<input type="checkbox"/> Notations																													
<input type="checkbox"/> Letterhead	<input type="checkbox"/> Stamps	<input type="checkbox"/> Caption																													
<input type="checkbox"/> Official stamp: i.e., date, “RECEIVED,” “PAID”																															
<input type="checkbox"/> Other _____																															

Purpose	Subject
----------------	----------------

<p>Why do you think this document was created? What specific evidence in the document helps you know why it was created?</p> <p>What does the document convey about life in the world at the time it was created?</p> <p>What questions does the document raise?</p>	<p><i>Think about the information the document conveys. Form an overall impression and then examine individual items or specific parts:</i></p> <p>What is the general topic?</p> <p>What are three things the author said that you think are important?</p>
--	---

Tone

Attitude of the creator: *Is the tone light-hearted or deadly serious? Mischievous or ironic? How does the tone give evidence of the authors true point of view?*

Adapted 2006 by Norma Jackson from "Written Document Analysis Worksheet," Education Staff, National Archives and Records Administration, Washington,DC

2020 National History Day®

Breaking Barriers in History

Perspective and Validity Organizer

Perspective One	Perspective Two	Perspective Three
Perspective:	Perspective:	Perspective:
Evidence:	Evidence:	Evidence:
Are there other perspectives that need to be considered? What / whose stories are not reflected in this source?		

Is this primary source credible?

AUTHOR OF SOURCE: Is the creator (individual or organization) credible? What is the goal of this creator?

REFERENCES: Are reliable references included? Are references cited correctly?

FACT CHECK: What other sources might corroborate OR refute this source?