History research projects have the unique and sometimes challenging aspect (or limitation depending on how one looks at it) of needing to be rooted in primary historical text. This can be an exciting rabbit hole one can drop into as they pursue personal diaries or even legal publications, or, consequently, a desperate rummaging as one tries to find appropriate primary sources to justify their topic. For my research project on the formation of sexual identity during the Weimar Republic, I found there to be an abundance of primary sources that provided strong voices for my topic. I used the sources to build a narrative in my research, find ways to draw together bigger arguments even when sources contradicted each other, and to make a larger conclusion about sexual identity in early 20th century Germany. I started the project by starting very broadly and then chiseling it down to a more specific topic. I read the important texts by the big names in sexology of the time – Richard von Kraft-Ebing, Magnus Hirschfeld, and Edward Carpenter. I considered what they each were saying about sexual identity and drew similarities or dissimilarities between them. I quickly realized, however, that what was being said by the sciences didn’t always coincide with what individuals with same-sex desires were expressing in their interviews with the sexologists or in their personal writings. This conflict in the narrative created a challenge. I had to reshape the original idea of the project, which was to focus on the sources by sexologist. I began to consider the discourse surrounding sexual identity in Weimar Republic, both how it was considered by sexologist and by those with same-sex desires. This opened a door to investigating primary sources of lesbian women and gay men. This realization ended up being very helpful for my project. Over the course of the research project, I received a lot of guidance and feedback from my professor. She helped me to engage with the primary sources and gave me pointers on what direction to take. She was also invaluable in the research progress, as she taught us how to do research. A part of this was learning how to find exactly what you’re looking for on the library’s database, encouraging the class to meet with the research librarians, and breaking up the research/assignments leading up to the paper into manageable chunks. In conclusion, this research project was an opportunity to improve my research skills. I used the library’s resources to delve into both primary and secondary sources. I have found I’m a better researcher now because of this project.