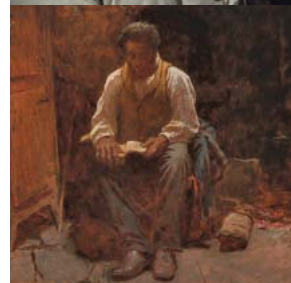


INSTRUCTIONAL TASK 25

TASK 25 DOCUMENT ANALYSIS/SOURCING

Students address the following steps with all documents. Teacher modeling is important, particularly with idea that these are not necessarily performed in order and can be addressed and then re-addressed based on additional information. It is also important to address bias before introducing this strategy. Every document has a certain degree of bias and it is the responsibility of the reader to determine this. The reader does this in part by examining the date or time period it was created, the author's point of view, and the document's unique qualities. Teacher modeling is an effective strategy for assisting students in internalizing these steps. Steps Outlined:

1. **Sourcing/Summarizing:** students quickly examine the documentary aspects of the text, in order to find any information or evidence that is explicitly available from the source. Within this phase students should attempt to identify the source's subject, author, purpose, and audience, as well as the type of historical source (e.g., letter, photograph, cartoon). In addition, the student should look for key facts, dates, ideas, opinions, and perspectives that appear to be immediately apparent within the source.
 - a. Who wrote this document?
 - b. How?
 - c. For what purpose? What is the 'story' this author wanted to tell?
 - d. Who was the intended audience?
 - e. Is it reliable/trustworthy? Why?
 - f. What evidence does this provide that contributes to my argument/explanation?
 - g. What questions does this source raise? About the source itself or about the topic at hand?
2. **Contextualizing:** students spend more time with the source in order to locate the source within time and space. Emphasize that it is important to recognize that archaic words may no longer be used today or they may be used differently, and these differences should be noted and defined. In addition, the meanings, values, habits, and/or customs of the period may be very different from those today. Ultimately, students and teachers must be careful to avoid treating the source as a product of today as they pursue their guiding historical question.
 - a. When was this produced?
 - b. Where was this produced?
 - c. What else was going on at the time this was written?
 - d. What was it like to be alive at this time?
 - e. How would others view the event?
 - f. What was similar/different then?
3. **Inferring:** students revisit initial facts and to begin to read subtexts and make inferences based upon a developing understanding of the context and continued examination of the source. In answering an historical question and working with the primary source, sometimes the evidence is not explicitly stated or obvious in the source, but rather, the evidence is hinted at within the source and needs to be drawn out.
 - a. What is suggested by the source?
 - b. What claims does the author make?
 - c. What evidence does the author use to support those claims?
 - d. What words or phrases does the author use to convince me that he/she is right?
 - e. What interpretations can be drawn from the source?
 - f. What points of view are represented by the source?



INSTRUCTIONAL TASK 25 (continued)

4. Monitoring: students question and reflect upon their initial assumptions in terms of the historical questions being studied. They examine the credibility and usefulness of the source in answering the historical questions at hand. Ultimately, monitoring is about reflection:
 - a. What additional evidence is needed to answer the question?
 - b. What terms or ideas need to be defined?
 - c. How useful is the source in answering the question?
 - d. What previous steps need to be revisited to analyze this source?
5. Corroborating: students deepen their analysis through comparing the evidence gleaned from multiple sources in light of the guiding historical questions. When they find contradictions between sources, they must investigate further, including the checking of the credibility of the source. Once the sources have been compared the student then begins to draw conclusions based upon the synthesis of the evidence, and can begin to develop their own conclusions and historical interpretation.
 - a. What do other pieces of evidence say?
 - b. What pieces of evidence are most believable?
 - c. What pieces of evidence are not available?
 - d. What similarities and differences between the sources exist?
 - e. What factors could account for these similarities and differences?
 - f. What conclusions can be drawn from the accumulated interpretations?
 - g. What additional information is needed to answer the guiding question?
6. Close Reading
 - a. What claims does the author make?
 - b. What evidence does the author use to support those claims?
 - c. How is this document supposed to make me feel?
 - d. What words or phrases does the author use to convince me that he/she is right?
 - e. What information does the author leave out?

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Sources:

<https://www.ocps.net/cs/services/cs/curreareas/read/IR/bestpractices/SZ/Sourcing.pdf>

<http://historicalthinkingmatters.org/>

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