

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
<p>Sourcing (Before reading document)</p>	<ul style="list-style-type: none"> • What is the author's point of view? • Why was it written? • When was it written? • Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> • Identify author's position on historical event • Identify and evaluate author's purpose in producing document • Predict what author will say BEFORE reading document • Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose. 	<p>This author probably believes...</p> <p>I think the audience is...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because...</p>
<p>Contextualization</p>	<ul style="list-style-type: none"> • What else was going on at the time this was written? • What was it like to be alive at this time? • What things were different back then? What things were the same? 	<ul style="list-style-type: none"> • Use context/background information to draw more meaning from document • Infer historical context from document(s) • Recognize that document reflects one moment in changing past • Understand that words must be understood in a larger context 	<p>I already know that ____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because ...</p>
<p>Close Reading</p>	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • How is this document make me feel? • What words or phrases does the author use to convince me that he/she is right? • What information does the author leave out? 	<ul style="list-style-type: none"> • Identify author's claims about event • Evaluate evidence/reasoning author uses to support claims • Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying...)</p>
<p>Corroboration</p>	<ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? 	<ul style="list-style-type: none"> • Establish what is true by comparing documents to each other • Recognize disparities between two accounts 	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

SC3 – Primary Source Analysis Sheet

SOURCING	CONTEXTUALIZING	CLOSE READING	CORROBORATING
Consider the document's author and purpose for creation.	Situate the primary source in place and time	Read carefully and consider what the source says and the language used to say it.	Compare to other sources to support conclusions or identify disparities.
What does this information tell us about this primary source, it's context and possible bias?	How might the context influence the primary source?	How do word choices, patterns and key phrases affect the message?	How does this source influence what you know about the event or person it describes or portrays?