HISTORICAL DOCUMENT ANALYSIS

FIRST READING

Look at the historical document:

What date was the document written?
Who wrote the document?
Who is the intended audience?
What is your initial response to this document?

Annotate the historical document:

Underline words that you don’t recognize or cannot read. Using context clues, write-in replacement words for your underlined words.

Circle phrases or sentences that are confusing. In the margin, write what you think the phrase or sentence means.

Summarize the purpose and content of the historical document (What is the meaning?):

SECOND READING

How did the author organize his/her ideas? How did the structure help you understand the document?

Is there a better way that his/her ideas could have been expressed (change in words, structure, etc.)?

Cite two facts, opinions, and/or reasoned judgments used by the author of the historical document about the given topic:
Facts:

Opinions:
Reasoned judgments:

Based on the facts, opinions, and/or reasoned judgments, what is the author’s point of view about the topic?

What sentence do you think is the most important in this historical document? Justify your answer with support from the document.

THIRD READING

Why is this document important in the United States's history?

How does this historical document connect to the topic/unit?

Compare and contrast the treatment of this topic in this primary source with the information in your textbook/secondary source.

What questions do you have about this historical document? How can you learn the answers to your questions?
HISTORICAL DOCUMENT ANALYSIS (CCSS and Close Reading)

FIRST READING  First reading – comprehension; key ideas and details

Look at the historical document:  #1 Explicit & Implicit – text & inferences

What date was the document written?

Who wrote the document?

Who is the intended audience?

What is your initial response to this document?

Annotate the historical document:

Underline words that you don’t recognize or cannot read. Using context clues, write-in replacement words for your underlined words.

#4 Vocabulary – words & meanings and influence of word choice

Circle phrases or sentences that are confusing. In the margin, write what you think the phrase or sentence means.

#4 Vocabulary – words & meanings and influence of word choice

Summarize the purpose and content of the historical document (What is the meaning?):

#2 Main Idea – central idea or theme

SECOND READING  Second reading – craft and structure

How did the author organize his/her ideas? How did the structure help you understand the document?

#5 Text Structure – how information is presented

Is there a better way that his/her ideas could have been expressed (change in words, structure, etc.)?

Cite two facts, opinions, and/or reasoned judgments used by the author of the historical document about the given topic:

#8 Argue & Support – fact, opinion, or judgment with evidence

Facts:

Opinions:
Reasoned judgments:

Based on the facts, opinions, and/or reasoned judgments, what is the author’s point of view about the topic?
#6 Author Point of View and Purpose – shapes content
#8 Argue & Support – fact, opinion, or judgment with evidence

What sentence do you think is the most important in this historical document? Justify your answer with support from the document.
#4 Vocabulary – words & meanings and influence of word choice
#5 Text Structure – how information is presented

THIRD READING. Third reading – connections; integration of knowledge and ideas

Why is this document important in the United States’s history?

How does this historical document connect to the topic/unit?

Compare and contrast the treatment of this topic in this primary source with the information in your textbook/secondary source.

What questions do you have about this historical document? How can you learn the answers to your questions?
HISTORICAL DOCUMENT ANALYSIS (narrative)
The first edition of Abraham Lincoln's final emancipation proclamation
http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field(DOCID+@lit(scsm001016))

FIRST READING

Look at the historical document:

What date was the document written? This date is stated explicitly in the fourth paragraph.

Who wrote the document? The author’s name is stated explicitly in the fourth paragraph.

Who is the intended audience? Students will infer that the president is addressing all of the citizens of the United States of America.

What is your initial response to this document? Answers will vary according to the students. The intent is to guide students to think about what they have read.

Annotate the historical document:

- Underline words that you don’t recognize or cannot read. Using context clues, write-in replacement words for your underlined words.

- Circle phrases or sentences that are confusing. In the margin, write what you think the phrase or sentence means.

By identifying unclear words, phrases, or sentences, students will analyze the text through the use of words that are familiar to them. This will help them to acquire new vocabulary of tier 2 and tier 3 words.

Summarize the purpose and content of the historical document (What is the meaning?):

Students’ summaries will be based on the prior notes that they made. Students should write a 2-3 sentence summary of the historical document and be able to infer a reason for its purpose.

SECOND READING

How did the author organize his/her ideas? How did the structure help you understand the document?

Students will pay attention to the craft and structure of the historical document by analyzing specific details and how each part of the historical document works as a whole (different sentences, paragraphs, larger portions of the text, etc.)

Is there a better way that his/her ideas could have been expressed (change in words, structure, etc.)?

Students will now need to synthesize the text and discern the best way the author could have expressed his/her ideas by altering the structure of the text. This gives the students the chance to study the text at a more in-depth level.
Cite two facts, opinions, and/or reasoned judgments used by the author of the historical document about the given topic:

Students will analyze the historical document to discern if the author is basing his/her ideas on facts or has modified it to create another meaning or to push an agenda.

Facts:

Opinions:

Reasoned judgments:

Based on the facts, opinions, and/or reasoned judgments, what is the author's point of view about the topic?

Students should analyze and synthesize the information gained from the first reading in order to come up with their answer to this question.

What sentence do you think is the most important in this historical document? Justify your answer with support from the document.

By explaining the most important sentence, students will be analyzing how specific words work together to shape meaning and tone.

**THIRD READING**

Why is this document important in the United States’s history?

Again, answers may vary from student to student, but all students should be thinking about the importance of what or who is being represented in the historical document and the impact that it has had on the United States.

How does this historical document connect to the topic/unit?

Students need to analyze how this historical document is similar to what has been studied so far and be able to extricate specific details that support that connection. They also need to evaluate how the historical document helped them better understand the topic/unit.

Compare and contrast the treatment of this topic in this primary source with the information in your textbook/secondary source.

Students should analyze, synthesize, and evaluate this topic in this primary source and then evaluate how the same topic is represented against other sources.

What questions do you have about this historical document? How can you learn the answers to your questions?

Questions will vary. Students should think about other places or people who could answer their questions.