<table>
<thead>
<tr>
<th>Historical Reading Skills</th>
<th>Questions</th>
<th>Students should be able to...</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sourcing</td>
<td>• What is the author's point of view?</td>
<td>• Identify author's position on historical event</td>
<td>This author probably believes...</td>
</tr>
<tr>
<td>(Before reading document)</td>
<td>• Why was it written?</td>
<td>• Identify and evaluate author's purpose in producing document</td>
<td>I think the audience is...</td>
</tr>
<tr>
<td></td>
<td>• When was it written?</td>
<td>• Predict what author will say BEFORE reading document</td>
<td>Based on the sourcing information, I predict this author will...</td>
</tr>
<tr>
<td></td>
<td>• Is this source believable? Why? Why not?</td>
<td>• Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose.</td>
<td>I do/don't trust this document because...</td>
</tr>
<tr>
<td>Contextualization</td>
<td>• What else was going on at the time this was written?</td>
<td>• Use context/background information to draw more meaning from document</td>
<td>I already know that ____ is happening at this time...</td>
</tr>
<tr>
<td></td>
<td>• What was it like to be alive at this time?</td>
<td>• Infer historical context from document(s)</td>
<td>From this document I would guess that people at this time were feeling...</td>
</tr>
<tr>
<td></td>
<td>• What things were different back then? What things were the same?</td>
<td>• Recognize that document reflects one moment in changing past</td>
<td>This document might not give me the whole picture because ...</td>
</tr>
<tr>
<td>Close Reading</td>
<td>• What claims does the author make?</td>
<td>• Identify author’s claims about event</td>
<td>I think the author chose these words because they make me feel...</td>
</tr>
<tr>
<td></td>
<td>• What evidence does the author use to support those claims?</td>
<td>• Evaluate evidence/reasoning author uses to support claims</td>
<td>The author is trying to convince me... (by using/saying...)</td>
</tr>
<tr>
<td></td>
<td>• How is this document make me feel?</td>
<td>• Evaluate author’s word choice; understand that language is used deliberately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What words or phrases does the author use to convince me that he/she is right?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What information does the author leave out?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corroboration</td>
<td>• What do other pieces of evidence say?</td>
<td>• Establish what is true by comparing documents to each other</td>
<td>This author agrees/disagrees with...</td>
</tr>
<tr>
<td></td>
<td>• Am I finding different versions of the story? Why or why not?</td>
<td>• Recognize disparities between two accounts</td>
<td>This document was written earlier/later than the other, so...</td>
</tr>
</tbody>
</table>
SOURCING
Before reading the document ask yourself:
- Who wrote this?
- What is the author's perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is it reliable? Why? Why not?

CONTEXTUALIZATION
- When and where was the document created?
- What was different then? What was the same?
- How might the circumstances in which the document was created affect its content?

CLOSE READING
- What claims does the author make?
- What evidence does the author use?
- What language (words, phrases, images, symbols) does the author use to persuade the document's audience?
- How does the document's language indicate the author's perspective?

CORROBORATION
- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable?
Before reading the document ask yourself:

• Who wrote this?
• What is the author’s perspective?
• Why was it written?
• When was it written?
• Where was it written?
• Is it reliable? Why? Why not?
CONTEXTUALIZATION

- When and where was the document created?

- What was different then? What was the same?

- How might the circumstances in which the document was created affect its content?
CLOSE READING

- What claims does the author make?
- What evidence does the author use?
- What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?
- How does the document’s language indicate the author’s perspective?
CORROBORATION

• What do other documents say?

• Do the documents agree? If not, why?

• What are other possible documents?

• What documents are most reliable?
WHAT IS HISTORY?

- History is an account of the past.
- Accounts differ depending on one’s perspective.
- We rely on evidence to construct accounts of the past.
- We must question the reliability of each piece of evidence.
- Any single piece of evidence is insufficient to build a plausible account.