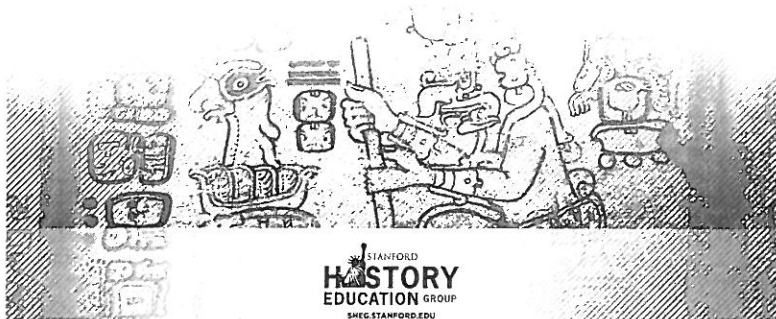


Historical Reading Skills	Questions	Students should be able to . . .	Prompts
<p><b>Sourcing</b> (Before reading document)</p>	<ul style="list-style-type: none"> <li>• What is the author's point of view?</li> <li>• Why was it written?</li> <li>• When was it written?</li> <li>• Is this source believable?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

## SOURCING

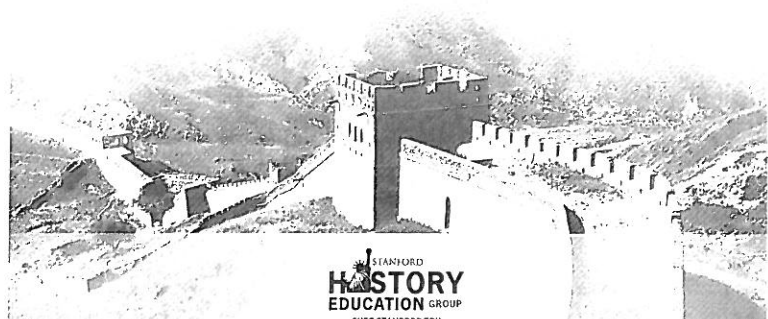
Before reading the document ask yourself:

- 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?



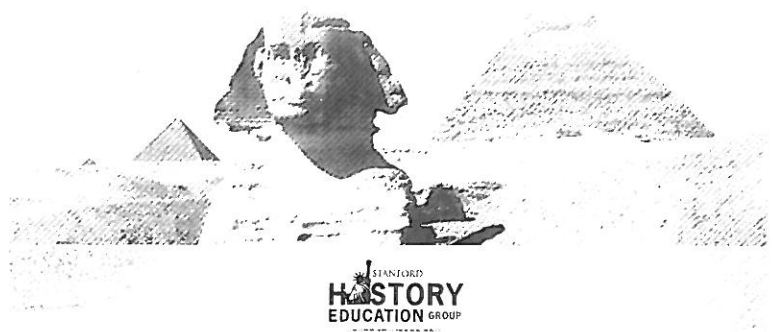
## CLOSE READING

- 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

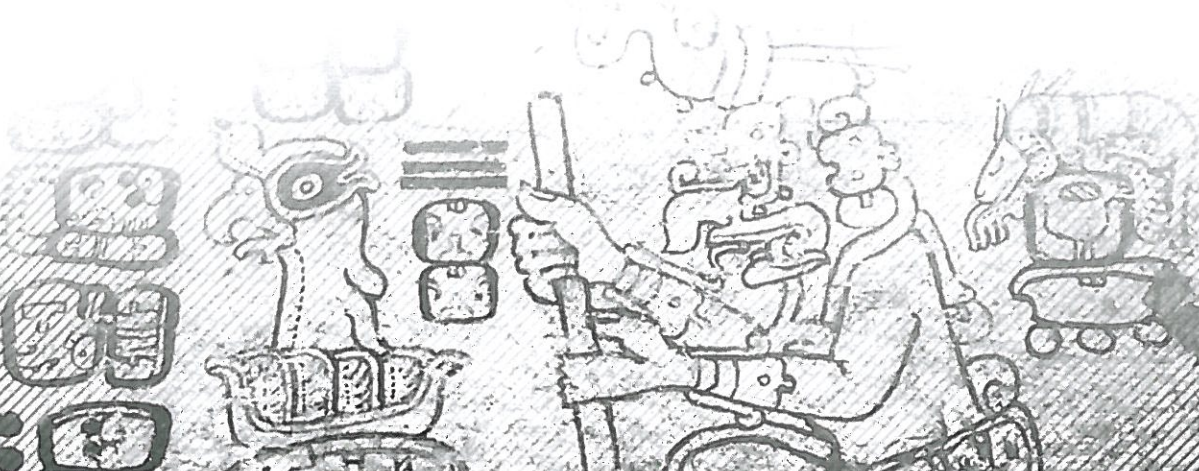
- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable?



# SOURCING

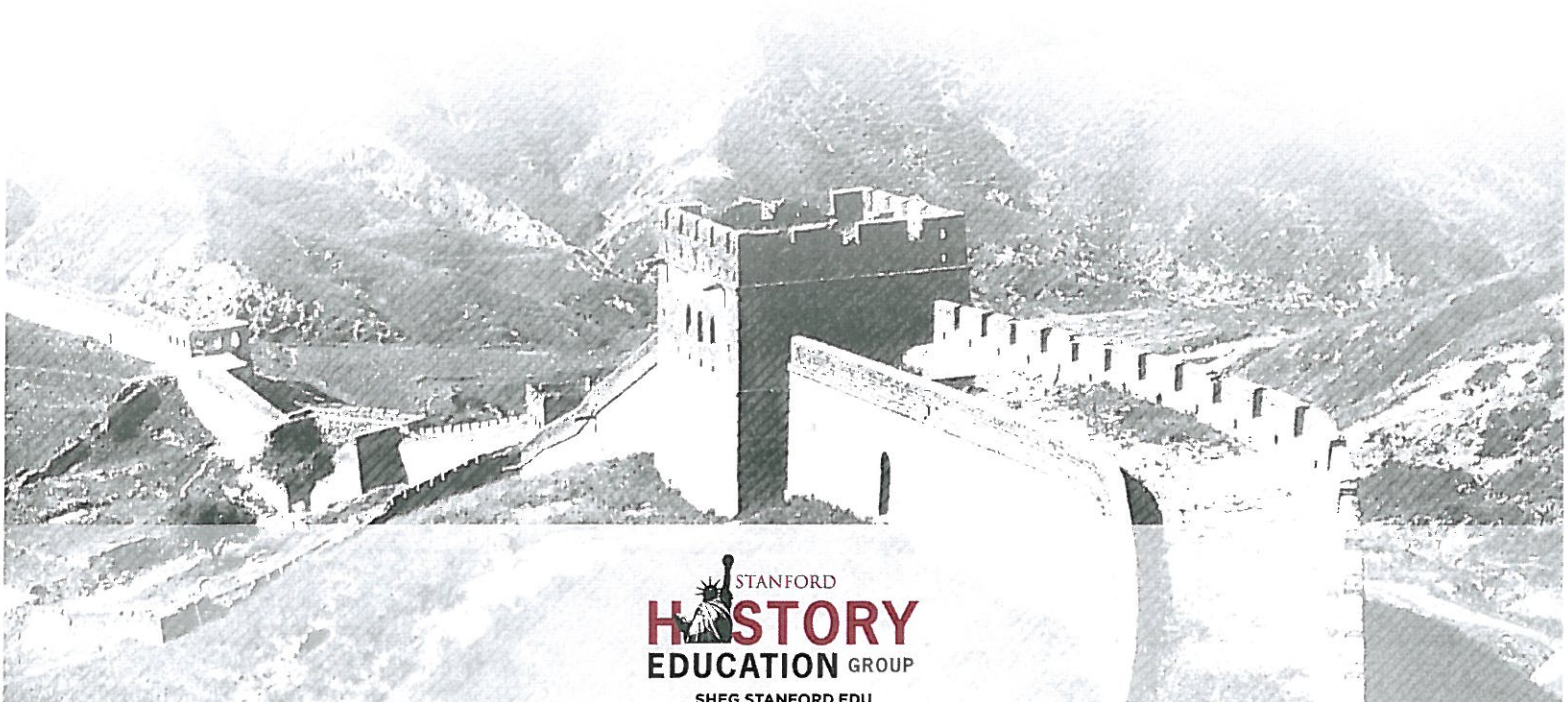
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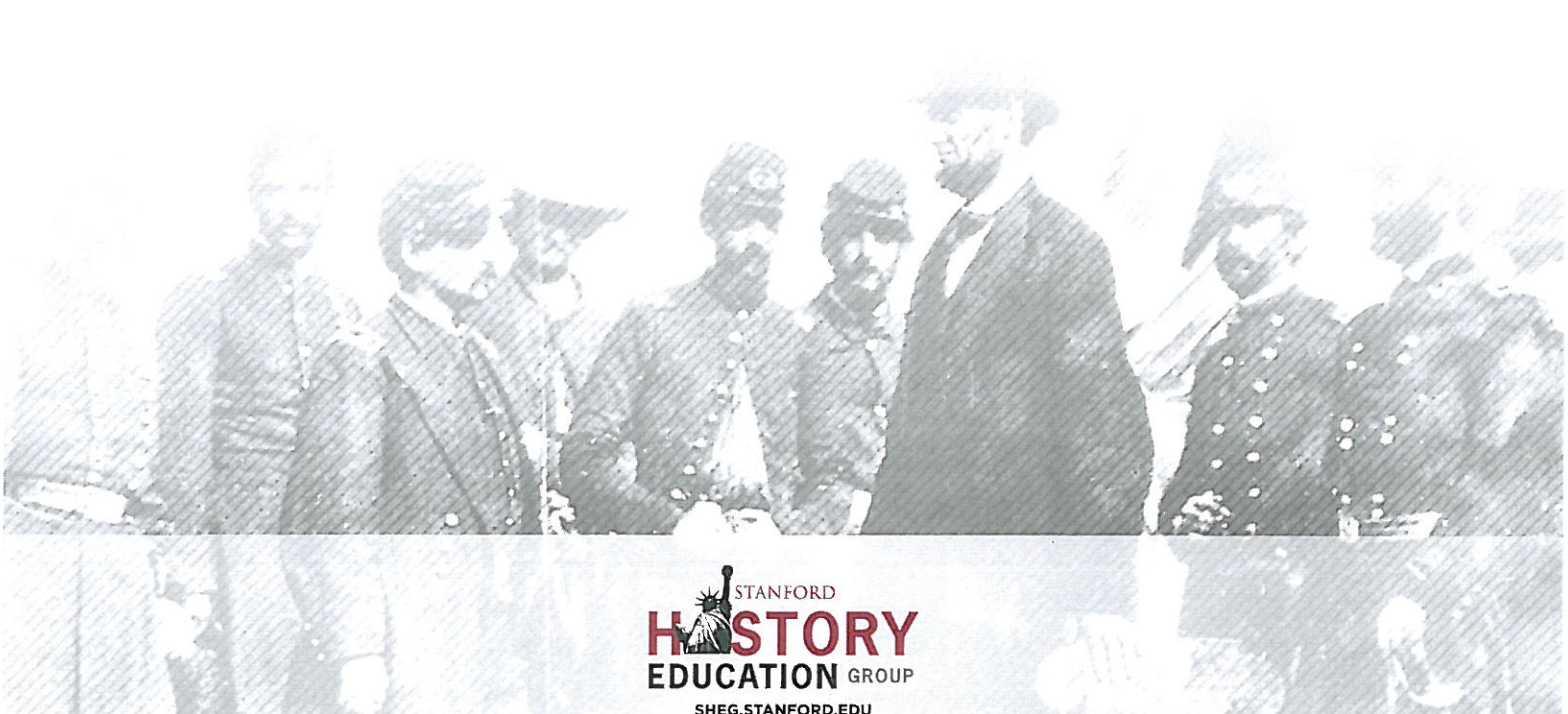
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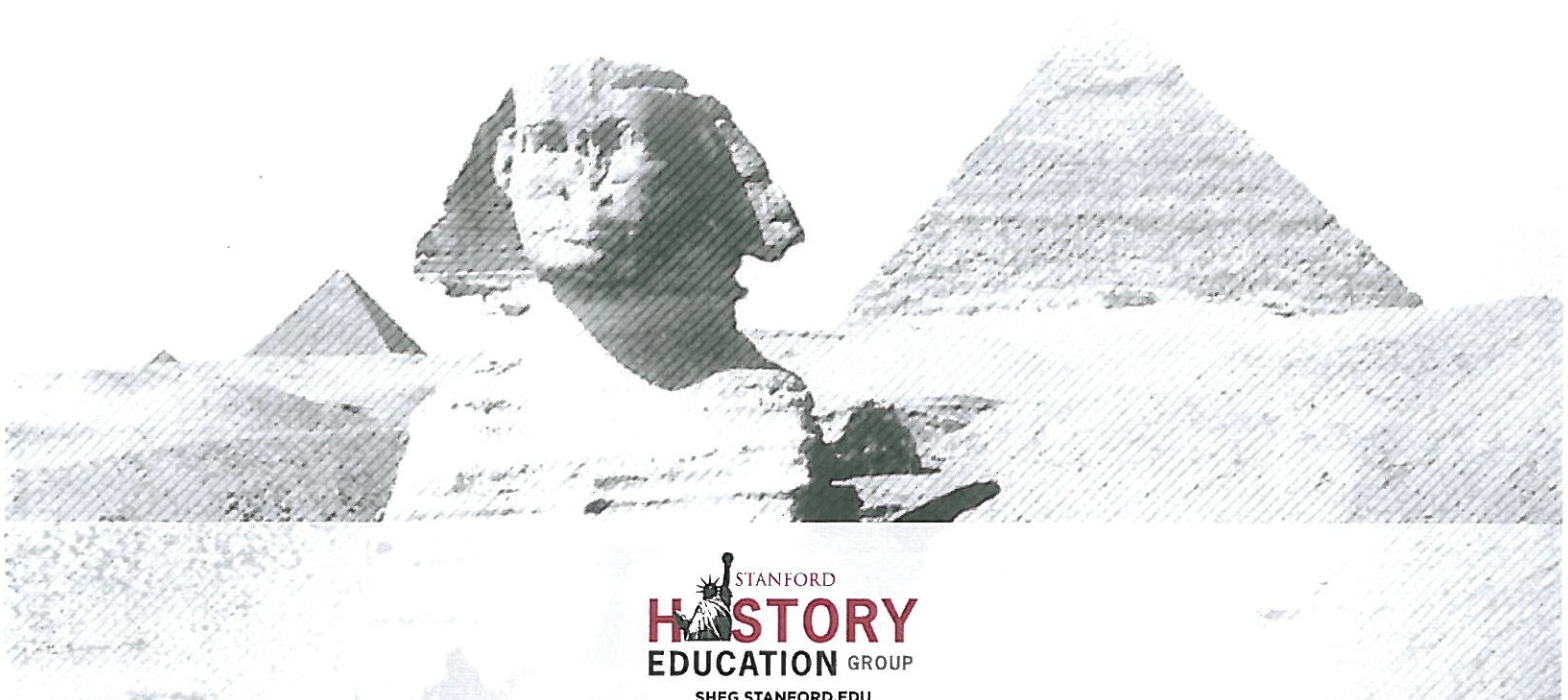
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# WHAT IS HISTORY?

- **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.**

