

1. Analyzing Historical Sources and Evidence	
<p>Content</p> <ul style="list-style-type: none"> • What point(s) is the document trying to make? • What does the document <u>not</u> say, i.e., does it selectively include and/or exclude information? • What of its content is usable by a historian? 	<p>Format / Medium</p> <ul style="list-style-type: none"> • What is the format of the source: archaeological artifact, text, image, art, newspaper article, letter, cartoon, lyrics, etc.? • What is the intent of the medium? • Does the source’s format or genre (novel, romantic poetry, impressionist painting, census, military map) add meaning to what the source explicitly states?
<p>Authorship</p> <ul style="list-style-type: none"> • Who wrote the document? • What was the author’s position in society? • Do I know anything about this person beyond what is provided in the source that would affect the reliability of the document? 	<p>Author’s Point of View (POV)</p> <ul style="list-style-type: none"> • What was the author’s point of view? • Does the author’s point of view undermine the explicit purpose of the source? • How can you tell, if at all, what other beliefs the author might hold?
<p>(Author’s) Purpose</p> <ul style="list-style-type: none"> • Why did the author create the source? • Why was the document created at this time? • Why has it survived to the present? • How does its purpose affect its reliability or usefulness? 	<p>Audience</p> <ul style="list-style-type: none"> • Who was the source created for? • How might the audience have affected the content of the source? • How might the audience have affected the reliability of the source?
<p>Limitations</p> <ul style="list-style-type: none"> • What does the document <u>not</u> tell me? • What might have limited the knowledge of the author (e.g., social status/position, education)? • What other kinds of sources might fill in the content gaps? • What other documents might offer alternatives to the author’s point of view? • What other documents might help to better understand the author’s POV? 	<p>Interpretation (Secondary Sources)</p> <ul style="list-style-type: none"> • What is the main idea, or argument, of the excerpt written by each historian? • What is one piece of information from this time period that supports the argument of the historian? What is a piece of evidence that undermines the argument? • Why might a different historian make a different argument concerning the same event or development?

2. Making Historical Connections

Comparison

- How is one development like/unlike another development from the same time/a different time?
- Why did an event or development affect different groups in different ways?
- How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development?

Synthesis

- How does this doc/evidence “connect” to a different historical context, geographical area, period, or era?
- How does this doc/evidence/argument “connect” to different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.
- How would a different discipline or field of inquiry (such as economics, government and politics, art history, anthropology) better understand issue. (*Note: For World and European Histories only*).

Contextualization

- When and where was the source produced?
- What contemporaneous events might have affected the author’s viewpoint and/or message?
- How does the context affect the reliability of a source?
- What was happening at the time the event happened or the document was written/created that might have had an influence?
- What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?
- How does a specific event relate to larger processes? How do larger processes shape a specific event?
- How does the context in which a source is read or viewed inform how it is understood?

3. Chronological Reasoning

Causation

- What were the reasons for this event? What factors contributed to a specific pattern or trend? What prompted this person/group to act/react this way?
- What resulted from this event, pattern or action? What were the short-term effects? What were the long-term effects?
- What cause seemed to be the most significant? What effect seemed to be the most significant and why?
- How do the assessments of historians concerning causation differ from those who experienced the event, pattern, or action?

Patterns of Continuity & Change over Time

- What has changed within a specific time period?
- What has remained the same within a specific time period?
- What can explain why some things have changed and others have not?
- How are continuity and change represented in different types of sources, for example in graphs, charts, political cartoons, and texts?
- What might be the reasons behind different depictions of continuity and change?

Periodization

- When discussing a period of history, what are the specific dates or years chosen to begin and end the period?
- Why were these dates chosen?
- What are the common characteristics of a time period identified by historians? (e.g., “the Renaissance” or “the 2nd industrial revolution”)
- Why did a source define a specific date as the beginning of a period, but another source starts the period with another date?
- How would choosing a different beginning/end change the story of what happened?