

## Ideas for the History Classroom

### Annotated Primary Source Analysis Guide to Historical Thinking: Print Documents (including heuristics)

#### 1. Identifying the Document

Author(s) or source \_\_\_\_\_

Date \_\_\_\_\_

Type of document \_\_\_\_\_

**Sourcing Heuristic**

#### 2. Analyzing the Document

Main idea of the document \_\_\_\_\_

**Sourcing Heuristic**

Relationships to other documents (How does the content relate to the first-, second-, and/or third-order documents?) \_\_\_\_\_

**Corroboration Heuristic**

Preceding conditions that motivated the author \_\_\_\_\_

Intended audience and purpose \_\_\_\_\_

Biases of the author \_\_\_\_\_

Questions to ask the author \_\_\_\_\_

**Sourcing Heuristic**

#### 3. Determining the Historical Context

Important people, events, and ideas at the time of the document \_\_\_\_\_

Local/regional: people, events, and ideas of the time \_\_\_\_\_

National: people, events, and ideas of the time \_\_\_\_\_

World: people, events, and ideas of the time \_\_\_\_\_

**Contextualization**

Conclusions about local/regional, national, and world context at the time \_\_\_\_\_

**Comparative**

#### 4. Identifying the Habit of Mind and Vital Theme and Narrative Represented

Habit of mind \_\_\_\_\_

The way you used this habit of mind to analyze the document \_\_\_\_\_

Vital theme and narrative \_\_\_\_\_

Evidence that the document represents this vital theme and narrative \_\_\_\_\_

Evidence that the document relates to other documents (first-, second-, and/or third-order) through this vital theme and narrative \_\_\_\_\_

**Corroboration Heuristic**

#### 5. Determining the Relationship to a Discipline in the Social Sciences/Social Studies

Discipline \_\_\_\_\_

Evidence of relationship \_\_\_\_\_

NCSS theme \_\_\_\_\_

Evidence of relationship \_\_\_\_\_

**Corroboration Heuristic**

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Students at the middle stages of cognitive development—early and late multiplicity—understand that authorities and historical interpretations differ. Students believe that most knowledge is known, and that all knowledge is knowable. Students in the early multiplicity stage recognize that there is a paucity of established truth; they believe that knowledge is dependent on a possession of opinions.

## Ideas for the History Classroom

### Annotated Primary Source Analysis Guide to Historical Thinking: Photographs/Images (including heuristics)

#### 1. Identifying the Document

Photographer or source \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Type of document \_\_\_\_\_

**Sourcing Heuristic**

#### 2. Analyzing the Source

Main idea of the source \_\_\_\_\_

What do you see (people or objects) in the image? \_\_\_\_\_

What are people, if any, doing in this image? \_\_\_\_\_

Who do you think these people are? \_\_\_\_\_

What does this image tell you about ways of living? \_\_\_\_\_

When do you think this image was created? \_\_\_\_\_

Why do you think this image was created? \_\_\_\_\_

**Sourcing Heuristic**

Preceding conditions that motivated the procedure of the image \_\_\_\_\_

**Corroboration Heuristic**

Intended audience and purpose \_\_\_\_\_

**Sourcing Heuristic**

Relationship to other sources (how does the content relate to the first-, second-, and/or third-order sources?) \_\_\_\_\_

Biases of the image's producer \_\_\_\_\_

**Corroboration Heuristic**

Questions to ask the image's producer \_\_\_\_\_

**Sourcing Heuristic**

#### 3. Determining the Historical Context

Important people, events, and ideas at the time of the image's creation \_\_\_\_\_

Local/regional: people, events, and ideas of the time \_\_\_\_\_

National: people, events, and ideas of the time \_\_\_\_\_

World: people, events, and ideas of the time \_\_\_\_\_

**Contextualization**

Conclusions about local/regional, national, and world context at the time \_\_\_\_\_

**Comparative**

#### 4. Identifying the Habit of Mind and Vital Theme and Narrative Represented

Habit of mind \_\_\_\_\_

The way you used this habit of mind to analyze the image \_\_\_\_\_

Vital theme and narrative \_\_\_\_\_

Evidence that the image represents this vital theme and narrative \_\_\_\_\_

Evidence that the image relates to other source (first-, second-, and/or third-order) through this vital theme and narrative \_\_\_\_\_

**Corroboration Heuristic**

#### 5. Determining the Relationship to a Discipline in the Social Sciences/Social Studies

Discipline \_\_\_\_\_

Evidence of relationship \_\_\_\_\_

NCSS theme \_\_\_\_\_

Evidence of relationship \_\_\_\_\_

**Corroboration Heuristic**

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