

Source Analysis Hands-On Activity

Below you will find the template for creating an easy-to-use source analysis project. Students can use this form with any of the source analysis acronyms, including those listed below.

To get started each student will need all three pages of the template. Have the students fold the paper along the dotted lines. Arrange the folded pages so that the three folds nest within each other with the longest piece of paper forming the shell and the two others inside in order of decreasing size. The end result should be a layered page for notes with six distinct sections.

Select a source analysis acronym and have the students write a single letter of the word on each section. Write the letters along the left-hand edge, as if you were going to use the word as an acrostic. When using a five-letter acronym, write the whole word across the top flap and then one letter per flap after that.

Each of the words in the acronym has a meaning, which you will need to go over with your students. You may want to have them write out that meaning along the bottom edge of each section so they don't forget what they are looking for when they analyze the source.

Pass out the source and have them go to work. When they find the information required from one of the words they can fill in their worksheet. The folds create extra room to write that may be useful for items requiring longer responses.

Source Analysis Acronyms

Source analysis acronyms can be used with any grade level. Some require only very basic information while others encourage inference and abstract thought. If you have a class that needs a greater challenge, ask them to expand their answers; for example, instead of simply identifying the author by name, have them tell you everything they can learn about the author from the source. You can also encourage the students to research for more information.

ATTACK the source.

Author (Who created it?)

Topic (What is it about?)

Time (When was it created?)

Area (Where was it created?)

Cause (Why was it created?)

Kind of source (How is the information presented?)

You are CLEVER enough to work with primary sources.

Creator (Who created it?)

Location (Where was it created?)

Era (When was it created?)

Value (How does this help us learn about the past?)

Explain (What it is about?)

Reason (Why was it created?)

Learn to NOTICE important information.

Name (Who created it?)

Origin (Where was it created?)

Time (When was it created?)

Issue (What is it about?)

Category (How is the information presented?)

Explanation (Why is it important?)

Learn from the SOURCE.

Subject (What is it about?)

Objective (Why was it created?)

Useful information (What did you learn?)

Reliable (How reliable is the author?)

Citation (What is the source?)

Explain (Why is this important?)

What does this TEACH?

Time (When was it created?)

Explain (Why was it created?)

Author (Who created it?)

Content (What is it about?)

How does this help us understand the past? (How does this help us understand the past?)

You just need a few TRICKS to understand sources.

Topic (What?)

Reason for creation (Why?)

Identity of author (Who?)

Creation date (When?)

Kind of source (How?)

Site of origin (Where?)

