

How do historians evaluate sources?

Objective:

- **Describe** sourcing and **source** a source from the lunchroom fight.
- **Describe** annotating **annotate** a source from the lunchroom fight.
- **Describe** close reading and **close read** a source from the lunchroom fight.

Lunchroom Fight Introduction

→ Directions: Respond to the question below.

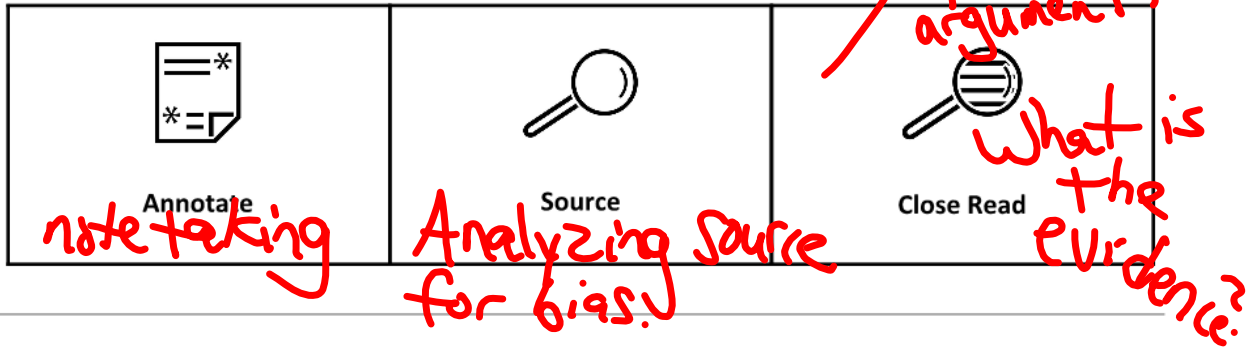
If someone came to you with information about the lunchroom fight, what would you do to make sure that what you've heard is truthful?

- make sure info came from primary sources.
- ask other people, too, to make sure they say the same thing!
- analyze source for bias.

How do historians read sources?

When historians read sources they try to figure out what the source is saying, if it is reliable, and how it relates to other sources and events that the historian knows about.

To do this, they engage in three **practices** that you are going to learn:



Annotation is the act of using symbols and notes to show what you are thinking while you read. When you annotate, you interact with the source by underlining sections of the text, circling words, phrases, or images, and writing notes to yourself in the margins.

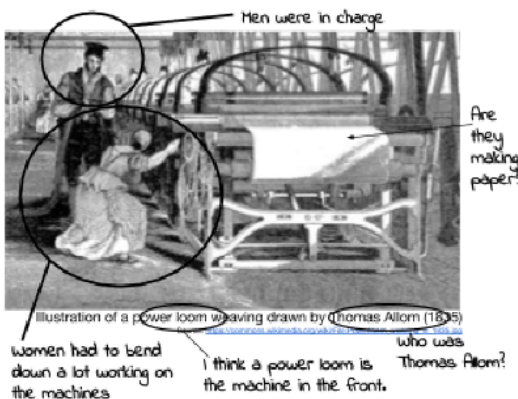


Annotation helps the reader focus their attention when reading a source and record their thoughts as they read.

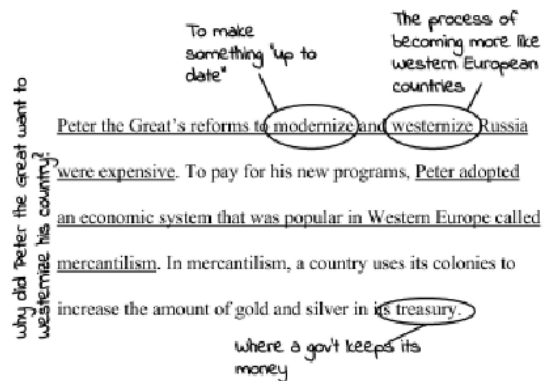
Annotate

Whenever you **annotate**, you should have a purpose, like a question, that guides you.

Example of annotation of an image:



Example of annotation of text:



Annotation Practice

Annotation Key

<h1>M</h1>	<h1>J</h1>		
<p>Place an "M" next to comments that suggest Max started the fight</p>	<p>Place a "J" next to comments that suggest Justin started the fight</p>	<p>Circle words that are unclear and identify possible meanings.</p>	<p>Write questions in the margins to clarify misunderstandings.</p>

→ Directions: WITH YOUR TEACHER, annotate Source 1 using the annotation key above.



Annotate

Source 1

Eric (Max's good friend): "The new kid (Justin) definitely started it. He really just attacked out of nowhere. He's a freak, and he seriously thinks he's better than everyone because of his dad."

↙ bias

J

→ Directions: INDEPENDENTLY, annotate Source 2 using the annotation key above.

Why isn't she supporting Max?

Is she telling the truth?

Is she secretly mad at Max?

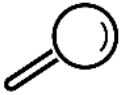
Source 2

Megan (Max's girlfriend): "I wasn't there. All I can say is that Max has been really different lately and kind of mean. I don't know what's going on, but he's not himself."

↙ bias

secondary source

Sourcing is the act of determining **who** created a document, **when** the document was created, **where** it was created and **why** it was created.



Historians **source** in order to determine whether the document is a **reliable** (trustworthy) source. To source, historians ask themselves these questions whenever they investigate a source:

Source

Who wrote this?	When was it written?	Where was it written?	What type of source is this?
Why was it written?	What is the author's perspective/point of view ?	How is the source useful ?	How is the source not useful ?

Sourcing Practice

→ **Directions:** Examine the documents below and answer the questions that follow to determine if they are reliable sources for historians to write about the past.

Sourcing Practice #1

This is another account of the lunchroom fight from the introduction to this lesson. Max wrote this account because the principal asked all witnesses to write down what they saw.

Max: "That kid is psycho. He turned around and punched me out of nowhere. Me and my friends were standing in line just joking around, and he turned around and punched me for no reason. He's messed up and creepy. Ask anyone."

1. **Who** wrote this?

MAX

2. **Why** was it written?

The principal asked him to write down what happened.

3. What is the **perspective** of the author?

He is the victim who got attacked.

4. How is this source useful evidence in determining what happened during the lunchroom fight?

This give us a story to confirm with other sources.

5. What are the limitations of this source in determining what happened during the lunchroom fight?

Max is defending himself and may not be telling the whole truth.

Sourcing Practice #2

The image to the right was made in 1910. It depicts the type of clothing worn by doctors when treating patients who had the plague, a disease that was deadly and spread quickly in the 17th century (1600s). The artist based the drawing on information about doctors' clothing in a book written in 1721 by Jean Jacques Manget.



[Image](#) courtesy of Wikimedia and is in the public domain

1. Why might the artist have drawn image?

He wanted to show what doctors looked like when they had to treat the plague.

2. When was this drawn?

1910

3. Is this a primary source or a secondary source? How do you know?

Secondary - drawn almost 300 years later.

4. How is this source useful evidence in determining what happened during the plague?

It gives us a visual so we get a sense of what doctors wore.

5. How is this source not useful evidence in determining what happened during the plague?

The drawing is based on a secondary source that was written 100 years after the plague.

- What is healthier McDonalds or a home cooked meal?
- What is the best way to eat healthy?

Write your thoughts in the Journal section of your binder.

Close Reading is the act of reading a source to identify **the author's argument and how they are making it.**



When close reading, we try to answer questions like:

Close Read

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?

Close Reading Practice

→ Directions: Read the passage below, then answer the close reading questions on the right.

1 Home-cooked food is healthier than fast food.
 2 According to a recent study by the Palo Alto Medical
 3 Foundation, fast food burgers have on average 71
 4 calories per ounce compared to homemade burgers that
 5 contains 67 calories per ounce. That means that a fast
 6 food quarter pound burger (4 oz.), has sixteen more
 7 calories than the same burger made at home. Those
 8 added calories could lead to weight gain, which can be
 9 bad for one's health. In addition, in a 2005 study, Dr.
 10 Harold Haines states "people who eat fast food meals
 11 more than twice a week gain about 9.92 pounds and are
 12 more likely to get diabetes than people who eat home
 13 cooked meals (2)." The more fast food you eat, the more
 14 overweight you will be, and the more likely it is that you
 15 will have health problems like heart disease, or diabetes
 16 which can prevent you from living an enjoyable and long
 17 life with your loved ones.

1. What claim does the author make about home-cooked food?

Home cooked food is healthier than fast food.

2. What evidence does the author use to support his/her claim?

- fast food burgers = more calories
 - gaining weight → diabetes + heart disease.

3. In addition to evidence, how does the author try to persuade the reader in lines 17 and 18?

- Uses an emotional appeal
 Love/Fear

live long w. family
 + time
 your family

eat fast food → DIE

How do historians
read sources?

- Annotate
- Sourcing
- Close reading



SQ 3: How do historians evaluate sources?

→ Directions: Based on what you have learned, complete the task below.



Part I

Describe how historians evaluate sources with sourcing, annotating, and close reading.

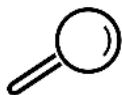
Annotate

Part II

→ Directions: Read the statement below from Max's mother, then use it to annotate, source, and close read.

1. Annotate: Using the annotation guide below, annotate the passage.

M	J	gold and silver in <u>its</u> treasury. where a gov't keeps its money	Peter th were ex an econ mercan increas
Place an "M" next to comments that suggest Max started the fight	Place a "J" next to comments that suggest Justin started the fight	Circle words that are unclear and identify possible meanings.	Write questions in the margins to clarify misunderstandings.



Source

1 **Max's mother:** "Max would never start a fight. He's the
 2 sweetest boy. I know he's had a hard time lately with me
 3 and his dad losing our jobs, but he still would never start a
 4 fight with anyone. He's a mentor to the younger boys and
 5 helps out at church. You can ask anyone in this town."

Max might be stressed, sad, depressed or angry.

How did parents lose jobs?

2. Source: Answer each of the following questions based on the information provided above.

2a. Who wrote this?

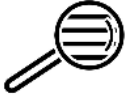
MAX'S MOM

2b. Why was it written?

She wants to protect Max.

2c. What is the author's perspective [attitude toward something]?

max is a sweet, helpful boy.



Close Read

2d. How is this source useful evidence in determining what happened during the lunchroom fight?

We know about Max's home. He and his parents losing their jobs.

2e. How is this source not useful evidence in determining what happened during the lunchroom fight?

Max's mom is obviously going to stick up for Max.

3. Close Read: From this author's (Max's mother) perspective, who started the lunchroom fight? Why does the author believe that?