



Analyze That!

6TH-8TH

**STATE HISTORICAL
SOCIETY OF IOWA**
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY
OF CONGRESS
**TEACHING
WITH PRIMARY
SOURCES**

Introduction to Analyze That!

Analyzing primary sources is the key to successful inquiry in the classroom. Analyze That! is a collection of worksheets and questions to help guide students through this process. Check out this [video](#) for help completing Analyze That!

Primary sources come in many engaging forms. Beyond written documents and records, students can be taught through primary sources such as first-person accounts, music clips, statistics, maps and more. Some examples of primary sources include:

- Original Photographs
- Political Cartoons and Illustrations/Campaign Poster
- Historic Video Clip
- Song Audio Recordings/Speech Audio Clips
- Ship Manifests
- Newspaper Articles
- Campaign Ads
- Maps and Infographics
- U.S. Senate Report and Supreme Court Decisions
- Handwritten Letters
- Video Interviews

On the following pages, worksheets are provided to help students analyze the following primary sources: Document, photograph, audio recording, video, political cartoon/illustration, map, and object. The same worksheets are found in the [Primary Source Toolkit](#).

To Think About

1. Choose at least two or three primary sources that support the learning objectives and are accessible to students.
2. Consider how students can compare these items to other primary and secondary sources.

Introduction to Analyze That!

3. Identify an analysis tool or text-dependent (guiding) questions that students will use to analyze the primary sources. A question developed through a QFT would work well with any Analyze That! worksheet.

Student's Guide (6-8)

Analyze a Document

Observe

Describe what you see. What do you notice first?

Are there words you can read? What does the document say?

Describe anything about the text that looks strange or unfamiliar.

Evaluate

Who created this text, and who do you think they created it for?

What was important about the information in the text? Why do you think it was written?

What was going on in history when this text was printed?

What can you learn from examining the text?

If someone created a text like this today, what would be different? What would be the same?

Question

What do you wonder about when you read this text?

Student's Guide (6-8)

Analyze a Photograph/Print

Observe

Describe what you see in the image.

What people and objects are shown? How are they arranged?

What do you notice that you didn't expect in the image?

Evaluate

What is happening in the image?

Why do you think someone took this photo or created this print?

Who do you think the artist captured the image for? Who is the audience?

What can you learn from examining the image?

If someone made this today, what would be different? What would be the same?

Question

What do you wonder about when you see this image?

Student's Guide (6-8)

Analyze an Audio Recording

Observe

Describe what you hear.

If you hear voices, can you understand what is being said or sung? Is it an interview, speech, conversation or something else?

What other details can you hear? Are there background noises, was the audio recorded outside?

Evaluate

Why do you think someone made this recording?

Who would be interested in hearing this audio recording?

What was happening in history at the time this was recorded?

Do you like what you hear? Why or why not?

What can you learn from listening to this recording?

Question

What do you wonder about when you listen to this audio recording?

Student's Guide (6-8)

Analyze a Video

Observe

Describe what you see and hear. What do you notice first?

What kind of video is it? Does it have real people or cartoons? Are there words on the screen?

Does anything about it seem strange or unusual?

Evaluate

Why do you think someone made this video?

Who are the people in the video, and who do you think it was made for?

What feelings or ideas did you have when watching the video?

What do you think the creators of this video were trying to communicate with you, the viewer?

If someone created this video today, do you think it would be different? Why or why not?

Question

What do you wonder about when you watch this video?

Student's Guide (6-8)

Analyze a Political Cartoon

Observe

Describe what you see. What people and objects are shown?

Do you see any words? What do they say?

What do you see that looks different than it would in a photograph?

Evaluate

What is happening in this cartoon?

What was happening in history when this cartoon was made?

Who do you think the cartoon was made for? Who is the audience?

What issue do you think this cartoon is about? What do you think the cartoonist's opinion is about it?

What methods does the cartoonist use to persuade the audience?

Question

What do you wonder about when you see this political cartoon?

Student's Guide (6-8)

Analyze a Map

Observe

Describe what you see. What size and shape is the map?

What on the map looks strange or unfamiliar? Does anything not belong?

What place or places does the map show? Is the map measuring anything, like population?

Evaluate

Why do you think this map was made, and who was it made for?

How do you think this map was made?

What does this map tell you about what people who made it knew and what they didn't?

How do you think this map compares to current maps of this place?

What did you learn from examining this map?

Question

What do you wonder about when you look at this map?

Student's Guide (6-12+)

Analyze an Object

About the Object

Type of Object:

Year it was created:

Observe

Describe what you see. What do you notice first?

What is its size, shape, smell, color?

What material(s) is it made from?

Evaluate & Reflect

What was happening at the time in history this object was made?

Why was this object created? List evidence from the object or your knowledge about the object maker that led you to your conclusion?

What does this object tell you about what the people who made it knew and what they didn't?

If this object was made today, what would be different? What would be the same?

Question

What did you find out from this object that you might not learn anywhere else?

What other objects or historical evidence are you going to use to help you understand this object?

What do you still wonder about the object and its purpose?