



Analyze That!

9TH-12TH

**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](#).

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 (9-12+)

Analyze a Document

About the Text

Observe

Title:

In your own words, summarize what the document says.

Publication Date:

Identify at least three things about this document you think are important.

Creator(s):

Type of Document:

Describe anything about this text that looks strange and unfamiliar.

Evaluate & Reflect

What was the purpose of this text? For what audience was the document made?

List two things the document tells you about life at the time it was created.

What major events were happening in the world during the time this document was created?

Do you know about other people, places and events from the same time as this document? If so, how does your knowledge help you better understand the document?

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

Question

What questions does this document raise in your mind?

What other documents or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze a Photograph/Print

About the Photograph

Title:

Publication Date:

Type (check all that apply):

- Portrait
- Landscape
- Aerial/Satellites
- Action
- Event
- Architectural
- Family
- Posed
- Panoramic
- Candid
- Documentary
- Selfie
- Other

Observe

Write one sentence summarizing this image.

What did you notice first? Describe what you see.

Identify at least two things about this image you think are important.

Evaluate & Reflect

What's happening in this image? Why do you think it was made?

Who do you think was the audience for this image?

List two things the image tells you about life in the United States at the time it was created.

What major events were happening in the world during the time this image was created?

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

Question

What questions does this photograph/print raise in your mind?

What other documents, photos or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze an Audio Recording

About the Audio

Title:

Publication Date:

Type (check all that apply):

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> Radio | <input type="checkbox"/> Policy Speech | <input type="checkbox"/> Musical Performance |
| <input type="checkbox"/> Podcast | <input type="checkbox"/> Convention | <input type="checkbox"/> Campaign Speech |
| <input type="checkbox"/> Testimony | <input type="checkbox"/> News Report | <input type="checkbox"/> Court Arguments |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Entertainment | <input type="checkbox"/> Speech to or
in Congress |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Press Conference | |
| <input type="checkbox"/> Other | | |

Observe

Describe what you hear.

What do you notice first? Are there background noises?

Write one sentence summarizing this recording.

Evaluate & Reflect

What is the purpose of this recording?

Who would be interested in hearing this? Who do you think is the intended audience?

How do you think the creator/speaker on the audio wanted the audience to respond? List evidence from the recording.

What was happening in the world at the time this audio was recorded?

What can you learn from listening to this recording?

Question

What questions does this audio raise in your mind?

What other documents, audio or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze a Video

About the Video

Title:

Broadcast Date:

Type (check all that apply):

- Animation
- Propaganda
- Promotional
- Training Film
- Combat film
- Newsreel
- News Report
- Informational
- Commercial
- Entertainment
- Documentary
- Other

Observe

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

Does anything seem strange or unusual?

What was the mood or tone of the video?

Evaluate & Reflect

What was the purpose of this video? Who do you think created it?

Who do you think was the intended audience?

What feelings or ideas do you think its creators wanted to communicate?

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

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

Question

What questions does this video raise in your mind?

What other documents or historical evidence are you going to use to help understand this event or topic?

Student's Guide (9-12+)

Analyze a Political Cartoon

About the Cartoon

Title:

Publication Date:

Observe

Describe what you see. List the people, objects, places and dialogue.

Evaluate & Reflect

What's happening in this cartoon? Who do you think was the audience for this cartoon?

What is the event or issue that inspired the cartoon? What do you think was the cartoonist's point of view?

Identify the specific techniques used in the cartoon (e.g., symbolism, analogy, exaggeration, labeling and irony). What is the artist trying to show the reader by using these techniques?

Is this cartoon persuasive? Explain why or why not.

What other techniques could the artist have used to make this cartoon more persuasive?

Question

What questions does this cartoon raise in your mind?

What other documents or historical evidence are you going to use to help you understand this event or topic?

Student's Guide (9-12+)

Analyze a Map

About the Map

Title:

Year it was published:

Type (check all that apply):

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographical | <input type="checkbox"/> Aerial/
Satellites |
| <input type="checkbox"/> Survey | <input type="checkbox"/> Exploration | |
| <input type="checkbox"/> Planning | <input type="checkbox"/> Land Use | <input type="checkbox"/> Natural
Resources |
| <input type="checkbox"/> Military | <input type="checkbox"/> Transportation | |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | <input type="checkbox"/> Population/
Settlement |

Observe

Describe what you see. What graphical elements do you see?

What on the map looks like it does not belong?

What place or places does the map show?

Evaluate & Reflect

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

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

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

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

Question

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

What other documents or historical evidence are you going to use to help you understand this event or topic?

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

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?