

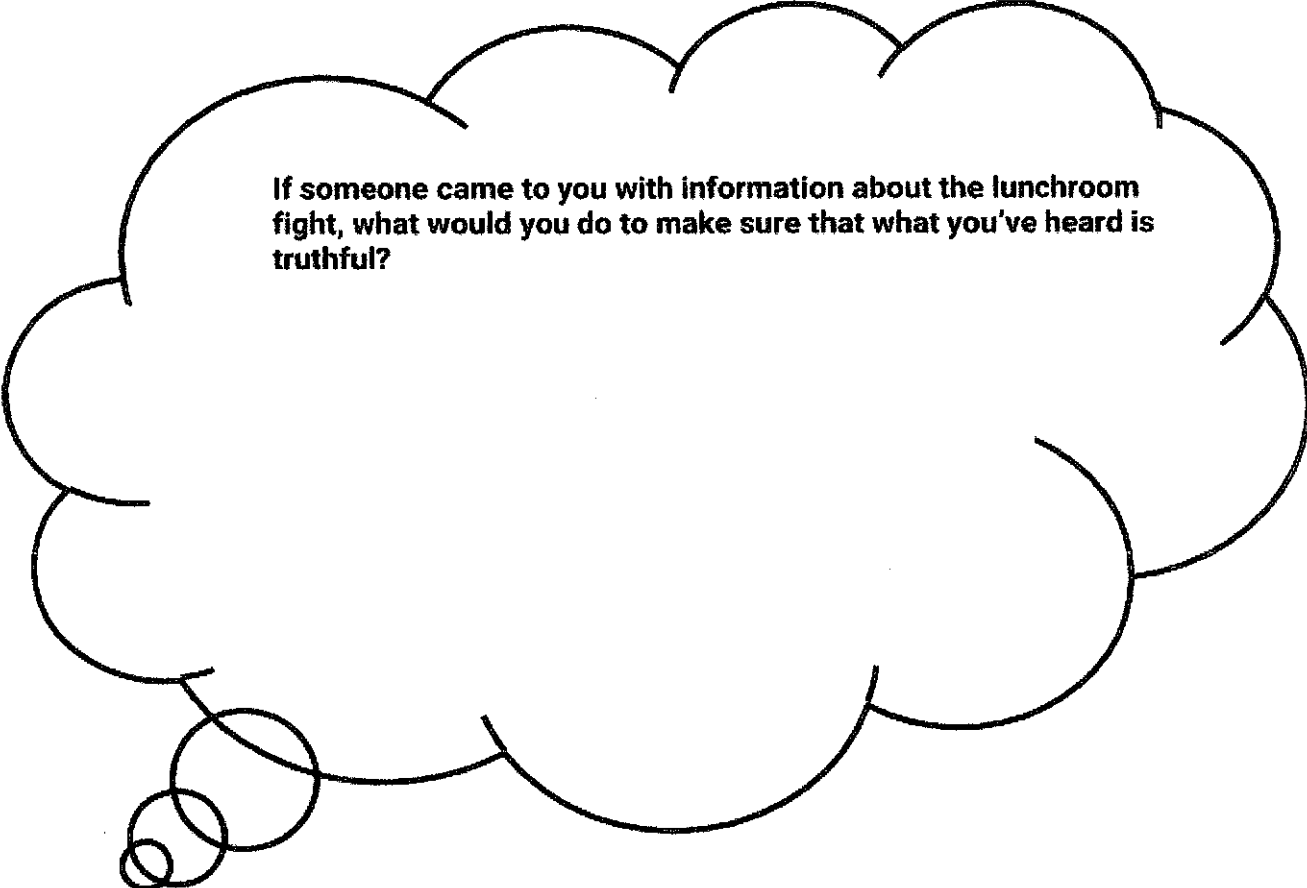
How do historians read sources?

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.


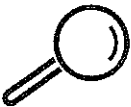



If someone came to you with information about the lunchroom fight, what would you do to make sure that what you've heard is truthful?

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:

 Annotate	 Source	 Close Read
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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.

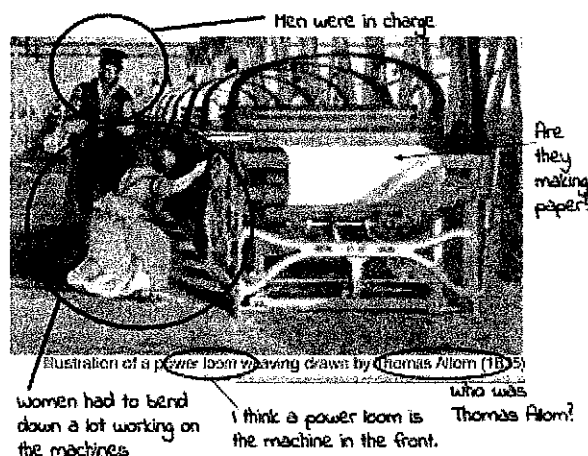


Annotation helps the reader focus their attention when reading a source and record their thoughts as they read.

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:

why did Peter the great want to westernize his country?

To make something "up to date"

The process of becoming more like western European countries

Peter the Great's reforms to modernize and westernize Russia were expensive. To pay for his new programs, Peter adopted an economic system that was popular in Western Europe called mercantilism. In mercantilism, a country uses its colonies to increase the amount of gold and silver in its treasury, where a gov't keeps its money.

Annotation Practice

Annotation Key

M

Place an "M" next to comments that suggest Max started the fight

J

Place a "J" next to comments that suggest Justin started the fight

gold and silver in its treasury.
where a gov't keeps its money

Circle words that are unclear and identify possible meanings.

why did Peter the great want to westernize his country?
Peter th
were ex
an econ
mercant
increas

Write questions in the margins to clarify misunderstandings.

➡ 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."

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

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?
2. **Why** was it written?
3. What is the **perspective** of the author?
4. How is this source useful evidence in determining what happened during the lunchroom fight?
5. What are the limitations of this source in determining what happened during the lunchroom fight?

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

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."

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



Source

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:

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 #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 1721 by Jean Jacques Manget.



Image courtesy of Wikimedia and is in the public domain

1. Why might the artist have drawn image?
2. When was this drawn?
3. Is this a **primary source** or a **secondary source**? How do you know?
4. How is this source useful evidence in determining what happened during the plague?
5. How is this source not useful evidence in determining what happened during the plague?