

HONORS Document Based Historical Analysis Guidelines

Goals

- Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
- Develop an understanding of how people view, construct, and interpret history

Task

Develop an inquiry question based on a time period or event in U.S History and make a claim based on your understanding of primary and secondary sources.

Example Inquiry questions

- Was dropping the bomb on Hiroshima and Nagasaki justified?
- Why did the Russians pull their missiles out of Cuba (during the Cold War)?
- What happened at Wounded Knee, South Dakota on December 29, 1890? Why did it happen?
- What was life like for Mexicans and Mexican Americans during the 1920s?

Requirements

- 1,000-1,500 words
- Works Cited page that includes as a minimum:
 - 2 secondary sources (ie. one chapter from Zinn)-- Read these first to get a base understanding!
 - 4 or more primary sources

Link to all of [Howard Zinn's *People's History of the United States* chapters](#)

Resources for Primary Source Documents

- [Stanford History Education Group](#) (Great site to help you choose a topic!)
- [A Treasury of Primary Documents](#)
- [Digital History](#)
- [Library of Congress](#)
- [From Revolution to Reconstruction](#)
- [Mr. Lincoln's Virtual Library](#) (a great resource on Abraham Lincoln)
- [Documenting the American South](#)
- [National History Day](#) (a great list of links to PS Docs)
- [Documents for the Study of American History](#)
- [Authentic History Center](#) (Popular culture)
- [A great source on the underground railroad](#)
- [Archive.org](#)
- [openlibrary.org](#)

Timeline of Deadlines

Assignment	Deadline
Choose your topic and email Ashley/Jessica your inquiry question	Monday, 11/7
Submit a working bibliography of the sources you plan on using to Ashley/Jessica via email. You must have a min. Of 2 secondary sources and 4 primary sources	Friday, 11/11
Finish reading and taking notes on your sources	Friday 11/18
OPTIONAL: Draft of your paper due at conference time with Ashley/Jessica (If you don't schedule a conference with me, you won't get feedback on your paper)	Schedule a conference with Ashley/Jessica sometime between Wednesday, 11/30 and Wed 12/7
Final draft	Friday, 12/9

STANFORD HISTORY EDUCATION GROUP
READING LIKE A HISTORIAN

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (Before reading document)	- What is the author's point of view? - Why was it written? - When was it written? - Is this source believable? Why? Why not?	- Identify author's position on historical event - Identify and evaluate author's purpose in producing document - Predict what author will say BEFORE reading document - Evaluate source's believability/ trustworthiness by considering genre, audience, and author's purpose.	This author probably believes... I think the audience is... Based on the sourcing information, I predict this author will... I do/don't trust this document because...
Contextualization	- What else was going on at the time this was written? - What was it like to be alive at this time? - What things were different back then? What things were the same?	- Use context/background information to draw more meaning from document - Infer historical context from document(s) - Recognize that document reflects one moment in changing past - Understand that words must be understood in a larger context	I already know that ____ is happening at this time... From this document I would guess that people at this time were feeling... This document might not give me the whole picture because ...
Close Reading	- What claims does the author make? - What evidence does the author use to support those claims? - How is this document make me feel? - What words or phrases does the author use to convince me that he/she is right? - What information does the author leave out?	- Identify author's claims about event - Evaluate evidence/reasoning author uses to support claims - Evaluate author's word choice; understand that language is used deliberately	I think the author chose these words because they make me feel... The author is trying to convince me... (by using/saying...)
Corroboration	- What do other pieces of evidence say? - Am I finding different versions of the story? Why or why not? - What pieces of evidence are most believable?	- Establish what is true by comparing documents to each other - Recognize disparities between two accounts	This author agrees/ disagrees with... This document was written earlier/later than the other, so...

Historical Analysis Rubric

10	9	8	7	5	0
Brilliant execution of the standard; exceeds expectations	Strong execution with some room to improve	Meets the standard	Approaching the standard	Below the standard	Standard is not present in the paper

Historical Perspective/Claim _____x2

_____ Does the analysis answer the inquiry question and articulate a thesis on the research that rises out of the history studied?

_____ Does the paper make a solid claim that is focused, reasonable, debatable, and clearly stated?

_____ Is there evidence of abundant research and critical thought in the perspective?

Evidence _____x2 _____

_____ Does every paragraph contain substantial historical information from source materials that appear in your Works Cited?

_____ Does your evidence make sense in the context of your argument?

_____ Is all evidence cited parenthetically with page numbers?

_____ Are all direct quotes set up correctly?

Development _____x3 _____

_____ Do you make specific and clear connections between the textual evidence and the perspective of the paragraph or paper?

_____ Are you making commentary and connections between your ideas for your reader?

_____ Are your arguments well-supported, without vague generalizations or misinterpretation?

Organization _____x2 _____

_____ Are your paragraphs focused around clear ideas that are anchored in topic sentences?

_____ Do your ideas and paragraphs logically flow in a TEA paragraph format?

_____ Is the overall perspective of the paper supported in every paragraph?

_____ Is the essay properly framed in with an introduction and conclusion?

Sentence Craft _____

_____ Are you writing sentences that are grammatically correct?

_____ Is the meaning of your sentences clear and easy to follow?

_____ Do you use simple and complex sentences for a varied effect?

Proofreading and formatting _____

_____ Are there errors in your paper that spell check could catch?

_____ Did you carefully read through your paper for proofreading errors?

_____ Does it have a title that is cleverer than "Historical Inquiry Paper"?

Final Grade: _____/110