

Document Analysis

Name _____

Hour _____ Date _____

1. What type of document is this?
 Letter Patent Graph Report Political cartoon Diary excerpt
 Telegram Press Release Memorandum Meeting minutes
 Chart Summary Resolution Public law Executive Order
 Message, Speech, Address (actual or draft) Statement Advertisement
 Map Notes Transcript Newspaper or magazine article
 Other - _____
2. Is this document classified "Top Secret", "Secret", or "Confidential"? yes no
If classified, when was it "declassified" and open to the public? _____ by whom? _____
3. Describe the physical qualities of the document (check all that apply):
 official letterhead – which government agency or office? _____
 from a private citizen handwritten typed official seals
 notations on page other characteristics _____
4. Document date(s) _____ Where was it written or created? _____
5. Author/creator _____ What is the author's status/title? _____
6. For what person(s) is this document intended? _____
7. Why was this document created? _____
8. In a brief summary of three to five sentences, explain the factual information contained in this primary source document:

9. Does this author also state opinions? yes no If yes, cite an example of an opinion the author presented _____
10. Why is this a valuable source of information? _____
11. How can you use this source? Explain: _____

12. What is left unanswered in this document? What questions would you like the author(s) to answer?

Activity:

Have students bring to class one or two primary source documents (or photocopies) from home (i.e. a sales receipt, legal description of real estate, a letter from years ago, marriage license, grade report). Students can present and discuss their contributions as a whole class or small group exercise and complete this analysis sheet on one or more of these documents.