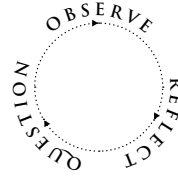


# TEACHER'S GUIDE ANALYZING BOOKS & OTHER PRINTED TEXTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

## OBSERVE

### Have students identify and note details.

Sample Questions:

- Describe what you see. · What do you notice first?
- Is there any text you can read? What does it say?
- Describe anything you see on the page besides words, such as images or decorations. · How is the text and other information arranged on the page? · Describe anything about this text that looks strange or unfamiliar. · What other details can you see?

## REFLECT

### Encourage students to generate and test hypotheses about the source.

- What was the purpose of this text? · Who created it? · Who do you think was its audience? · Can you tell anything about what was important at the time it was made? · What tools and materials were used to create it? · What is the larger story or context within which this was printed? · What can you learn from examining this? · If someone created this today, what would be different?

## QUESTION

### Have students ask questions to lead to more observations and reflections.

- What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

#### A few follow-up activity ideas:

##### *Beginning*

Have students choose a section of the text and put it in their own words.

##### *Intermediate*

Look for clues to the point of view of the person, or people, who created this text. Discuss what someone with an opposing or differing point of view might say about the issues or events described in it. How would the information be presented differently?

##### *Advanced*

Examine a section of the text. Think about what you already know about this period in history. How does the text support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this text?

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>