

**Document Analysis Form**

Based Upon Frederick D. Drake and Sarah Drake Brown, "[A Systematic Approach to Improve Students' Historical Thinking](#)," *The History Teacher* 36, no. 4 (2003): 465-489.

Name \_\_\_\_\_

Research Question \_\_\_\_\_

**1. Identify the Document**

Title \_\_\_\_\_

Citation/publication information \_\_\_\_\_

Who created the document? (name and brief description) \_\_\_\_\_

When was it written? \_\_\_\_\_ Where? \_\_\_\_\_

Who was the intended audience? \_\_\_\_\_

**2. Analyze the Document**

Why was the document written? (To inform? To persuade? To entertain? Other?)

Summary: What is/are the main point(s) made by the author(s) of this document? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

From what point of view did the author write? (social class, gender, job, political or cultural beliefs, etc.) \_\_\_\_\_

Is the document biased? (Does the author's point of view interfere with the truth?)

\_\_\_\_\_

**3. Place the Document in Historical Context**

Important people, events, and ideas at the time of the document – for example, Abraham Lincoln was an important person nationally at the time of the American Civil War

Local/Regional: people, events, and ideas of the time \_

National: people, events, and ideas of the time \_\_\_\_\_

World: people, events, and ideas of the time \_\_\_\_\_

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Conclusions you can draw from the document about local/regional, national, and world context of the time \_\_\_\_\_

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**4. Identify a Claim or Point Within Your Argument That This Source Will Provide or Illustrate in Your Paper**

Claim or Point \_\_\_\_\_

Evidence within the document that provides or illustrates this claim \_\_\_\_\_

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Evidence within the document that relates to other documents (which also illustrate this claim) (i.e., how might you synthesize the data in this source with other data?) \_\_\_\_\_

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(You may copy, paste, and fill in additional sets of section 4 if you have additional claims for which this document provides evidence.)