


Source Skills 1 - Analysis (a careful study)

 **Mission:** to understand the basic Content and Origins of source A

Study Source **A**

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Who created the source: _____

What is their job, role or position: _____

Where is the person who made the source from: _____

Who is it for / to / audience: _____

When was the source created (year) _____ this is in the _____ century

When (tick 2): BCE CE AND BC AD

When / type of source (tick 1): Primary Contemporary Secondary Tertiary

What / type of source: letter, speech, diary, other: _____

What does the source say: (Summarise in your own words rather than copy out lines)

1. The **main** point of the source is: _____

2. The source also tells says: _____

3. Furthermore, _____

4. _____

What: is the overall TONE of the source. (add one word / emotion to show how the 'author' feels)

Source Skills 2 - Evaluation (Judging reliability)

 **Mission:** to evaluate the source A

Now that you have analysed source A you are going to evaluate source A.

Analysis = to study the source very carefully.

Evaluation = to judge the source and decide if it is reliable or not.



- **Content** *What the source says*
- **Origin** *Who, when, where*
- **Purpose** *Why, motive, reason*

Now use the COP method to evaluate (judge) if the source is more reliable or unreliable.

	C O N T E N T	O R I G I N	W H E N	P U R P O S E		
Unreliable	What	Reliable	Who	When	Where	Why
Uses opinions		Uses facts	Could the person know things others do not?	Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details.	Where a person comes from may influence the reliability of a source.	Does the person have <u>motive</u> or a reason to lie?
One sided		Balanced	Does the person have an important job or role?	Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time.	For example, a German in 1942 may be biased towards a Jewish person.	Does the person have a reason to tell the truth?
Strong Language		Softer Language	Is the person trustworthy or do they have a good character or reputation?		Think national, regional or political bias.	Could it be propaganda and / or persuasion?
Emotional		Calm	Could the 'audience' influence what is said or written?			
Confused		Clear				
Boasts		Modest				
Exaggerates		Understates				
Subjective		Objective				
Disrespectful		Respectful				

Study Source A For 'point' use a full sentence E.G. ' *The source content may / may not be reliable* ' / 10

● **Content:** is what it says. Look for 'bias indicators' e.g. *opinion*, exaggerates to decide if reliable or not?

Point: _____

Explain: _____

Evidence from source " _____ "

● **Origin:** choose one of or combination of who, when and where. Reliable or not ?

Point: _____

Explain: _____

● **Purpose:** consider the motive or the 'why' the source was created. Reliable or not ?

Point: _____


Explain: _____

Another reason for OR against reliability? Is the source corroborated by sources B,C and D ?

Finally, give source A an overall judgement for its reliability by circling below.

Unreliable	1	2	3	4	5	6	7	8	9	10	Reliable	<input type="checkbox"/>
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Source Skills - Analysis + evaluation (short version)

 **Mission:** to understand, interpret and evaluate source A

Study Source **A**

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Who created the source: _____

What is their job, role or position: _____

Where is the person who made the source from: _____

Who is it for (audience) : _____

When was the source created (year) _____ this is in the _____ century

When (tick 2): BCE CE **AND** BC AD

When / type of source (tick 1): Primary Contemporary Secondary Tertiary

What / type of source: letter, speech, diary, other: _____

What does the source say: (Summarise in your own words rather than copy out lines)

1. The **main** point of the source is: _____

2. The source also says: _____

3. Furthermore: _____

4. _____

Is the source **reliable or not** ? Consider 'COP' Content (what) **O**origin (who, when, where) **P**urpose (why).

Point = The source is more reliable less reliable

Example / Explain = _____

'Evidence' from the source = _____

The source is corroborated the source is not corroborated by another source.

An example of this is _____

Finally, give the source an **overall judgement** for source reliability by circling below.

Unreliable	1	2	3	4	5	6	7	8	9	10	Reliable	<input type="checkbox"/>
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Who created the source: _____ **Who** is it for: _____

Where is the person who made it from _____ their job, role or position _____

When was the source created (year) _____ this is in the _____ century BCE CE

When / type of source. Primary Contemporary Secondary Tertiary

What / type of source: letter, speech, diary, other: _____

What is the content of the source: (Summarise in your own words rather than copy out lines)

The MAIN point is: _____

The source also states: _____

Furthermore it shows: _____

Finally it reveals: _____

Now use the COP to evaluate (judge) if the source is more reliable or unreliable. COP = : 1: Content 2: Origin 3: Purpose

C O N T E N T	Unreliable What	Reliable	O R I G I N S	Who	When	Where	P U R P O S E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful		Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or do they have a good character or reputation? Could the 'audience' influence what is said or written?	Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time.	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national, regional or political bias.		Does the person have <u>motive</u> or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?



Content (what) - read the source carefully and look for 'bias indicators' ... eg. opinion, fact, exaggerates.

Point: The content makes the source MORE likely to be reliable LESS likely to be reliable

Explain : _____

Evidence from source : " _____ "

Origin of the source: now consider the who, when and where.

Point: The origin makes the source MORE likely to be reliable LESS likely to be reliable

Explain : _____

Purpose of the source: consider the motive, the 'why' it was created

Point: The purpose makes the source MORE likely to be reliable LESS likely to be reliable

Explain: _____

Other reasons for / against reliability? Is the source corroborated or another example using COP ?

Finally, give the source an overall judgement for its reliability by circling below.

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable