

APPENDIX

SWAMP
TO CITY

Unless noted, the worksheets are from:
Gerald Danzer and Lawrence McBride, *A History Handbook for Student Research Projects*,
(Springfield/Chicago: Illinois State Historical Society and the Chicago Metro History Fair, 1991).

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ANALYZING A DOCUMENT

A. IDENTIFYING THE DOCUMENT

1. Author or source _____
2. Title _____

3. Date _____
4. Type of document _____
5. Proper bibliographic entry for the document _____

B. PUTTING THE DOCUMENT IN CONTEXT

1. Suggest two or three appropriate titles for this primary source: _____

2. Describe the purpose of the document or its intended audience. Why was it written?

3. Select some direct quotes or cite some specific data from the document which help explain its purpose. _____

4. Where would you look for additional documents of this type? _____

C. USING THE DOCUMENT

1. List the most important pieces of information conveyed by the document. _____

2. What questions does the document suggest? _____

D. EVALUATING THE DOCUMENT

1. Is the document reliable? List any suspected errors or misleading statements in the document. _____

2. Make a statement about the general utility of the document for your particular interest. _____

a couple of hints . . .

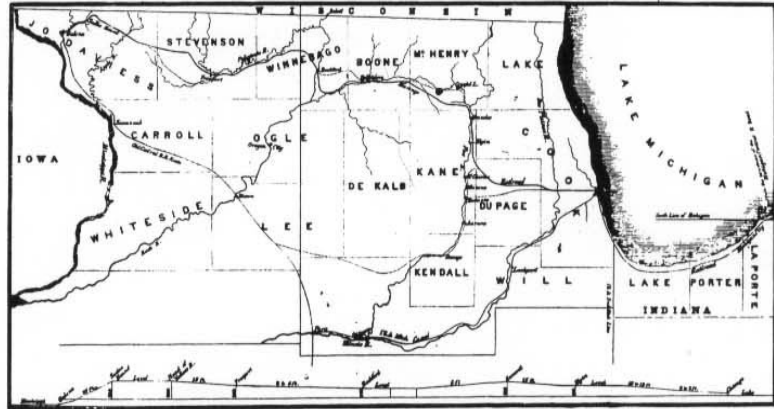
A document may provide answers to questions about a topic. However, it should also provoke new questions. Be alert for these new possibilities and be sure to write them down.

Try not to draw final conclusions based on the analysis of only one document. Remember, documents are only one type of authority used in the study of a topic. Always use as many different sources as possible.

HOW TO LOOK AT OLD MAPS

PEOPLE

1. How can I use the map?
Does it have a key?
2. Are people and their activities evident on the map?
3. How did people use the land? Are cultural features indicated?
4. Who made the map?
Why was it made?
Was it accurate?
5. Do place names provide any clues for my research?



SPACE

1. Where was this place located?
2. Which way is north?
3. How far is one mile on the map?
(or 10 miles, or 100 miles)
4. How was the land divided? How was it used?
5. How did people get from one place to another in this area?

TIME

1. What year does the map represent?
2. When was the map made?
3. Are any changes from an earlier period evident on the map? Compare this map with a current one of the same area.
4. What changes from then until now are evident?

HINT 1

Write down the questions which come to mind as you look at an old map.

HINT 2

Divide the map into sections and make a list of interesting details for each one.

HINT 3

Compare this map with others of the same area or of a similar character.

HINT 4

Relate documents, pictures, and other sources from this period to places on the map.

HINT 5

Use a Xerox copy of the map to mark points of interest.

LOOKING AT PHOTOGRAPHS

QUESTIONS TO ASK

A. IDENTIFYING THE PHOTOGRAPH

1. Who took the photograph?
2. Does the photograph have a title? Is anything written on the front or back?
3. How did you find the photograph? Where is the original located?
4. What is happening in the picture?
5. Suggest a title and an explanatory caption for the photograph.

Try not to draw final conclusions based on the analysis of only one photograph. Sometimes a photograph may only serve to reinforce a stereotype.

B. PUTTING THE PHOTOGRAPH IN CONTEXT

1. Why do you think the photograph was taken? Who was the intended audience?
2. Does the photograph illustrate a general theme, a historical period or a particular event?
3. Is the photographer interested in using artistic expression to make a point about the subject?

These "Questions to Ask" can also be applied to the analysis of posters, political cartoons, paintings, illustrations, and other pictorial sources.

C. DISSECTING THE PHOTOGRAPH

1. Divide the photograph into several parts and make a list of the objects pictured. How do the parts of the photograph help to explain the photographer's purpose?
2. What details in the photograph yield the most information?
3. Can the objects in the photograph be classified or organized into categories?

The *People, Space, and Time* approach provides a quick way to sum up a photograph:
People: Who is in the picture?
Space: Where was the photograph taken?
Time: Can you date the picture, or place it into a general period or sequence of events?

D. EVALUATING THE PHOTOGRAPH

1. How is the photograph useful in making inferences, deductions or generalizations about its subject?
2. What questions are prompted by the photograph?
3. Can you develop a more general hypothesis on the basis of this photograph?

Cartoon Analysis Worksheet

From Dr. Lawrence McBride, Illinois State University.

- A. 1. Cartoonist _____
2. Date _____
3. Source _____

Images

- B. 1. List the key objects or people

- C. 1. Which objects on your list are symbols?

2. What do you think each symbol means?

- D. 1. Describe the action in the cartoon

2. Explain the message of the cartoon

3. What special interest groups would agree/disagree with the cartoon's message?
Why?

Cartoon Analysis continued

4. How does this cartoon help us understand the topic we are studying?

Text

1. Identify the caption or title

2. Identify words or phrases that identify objects or people

3. Explain how the words explain or clarify the symbols

4. List adjectives that describe the emotions portrayed

HOW TO DO AN EXHIBIT

- I. Getting an Idea**
 - A. Think about a topic
 - B. Think about items to display
 - C. Think about a layout
- II. Research**
 - A. Background reading
 - B. Identify major themes
 - C. Collect items to display
- III. Synthesis**
 - A. Choose a title
 - B. Select items to display
 - C. Develop a layout
- IV. Blueprint Stage**
 - A. Layout sketch
 - B. Check dimensions
 - C. Criticism
 - D. Revise as necessary
- V. Writing**
 - A. Theme cards
 - B. Identification labels
 - C. Acknowledgement cards
- VI. Construction**
 - A. Gather materials
 - B. Mount display items
 - C. Add theme cards, labels, title
- VII. Grand Opening**
 - A. Receive visitors
 - B. Use speaking skills when explaining exhibit
 - C. Be prepared to answer questions

