



# Thinking Like a Historian

1. Source
2. Corroboration
3. Contextualization
4. Close Reading



# Why think like a historian?

- 📖 To better be able to determine what information is believable.
- 📖 To support conclusions and statements with reliable information.
- 📖 To better understand an event or person in history!

# Sourcing

📖 Before you examine a piece of evidence, ask yourself:

- 📖 Who made this? (Or who wrote it?) Is this person believable?
- 📖 What kind of evidence is it? (Diary entry? Police report? Newspaper article?)
- 📖 Why was it made?
- 📖 When was this made? (A long or short time after the event?)

# Sourcing

📖 When analyzing a source, there are characteristics that make a source more or less reliable, such as:






- 📖 Credibility of the author
- 📖 Commitment of author to the information?
  - 📖 Anonymous?
  - 📖 Signed under oath?
- 📖 Motive for creating document / evidence
- 📖 Witness or not?

A photograph of a classroom chalkboard. At the top, a pull-down screen displays a world map. The chalkboard itself is green and has the text "Why do historians need to source?" written in white. On the left side, a wooden ruler is placed vertically. At the bottom, there is a chalk tray and a power outlet on the wall.

Why do historians need to source?

# Corroboration

## Investigate:

-  What do other pieces of evidence say?
-  Am I finding the same information everywhere?
-  Am I finding different versions of the story? (If so, why?)
-  Where else could I look to find out about this?
-  Which pieces of evidence are or would be most believable?

# Corroboration





📖 What do you do if you find information from two pieces of evidence that contradict each other? How do you know which to believe?

A photograph of a classroom chalkboard. At the top, a world map is mounted in a horizontal frame. The chalkboard itself is green and has some faint, light-colored handprints on the right side. A wooden ruler is placed vertically on the left side of the chalkboard. At the bottom, there is a chalk tray and a power outlet on the wall.

Why do historians need to corroborate information?

# Contextualization

 In your mind, visualize:

-  What was it like to be alive in the past?
-  What was going on at the time and place?
-  What things were different back then?  
What things were the same?
-  What would it look like to see this event through the eyes of someone who lived back then?

# Contextualization

📁 How do we understand the context of a time and place?

A photograph of a classroom chalkboard. At the top, a world map is mounted in a horizontal frame. The chalkboard itself is green and has the text "Why do historians need to contextualize?" written in white. On the left side, a wooden ruler is placed vertically. At the bottom, there is a chalk tray and a power outlet on the wall.

Why do historians need to  
contextualize?