

Name \_\_\_\_\_

# Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

What symbols (if any) are used in the document?

\_\_\_\_\_

If any symbols are used, are they—

- a. clear (easy to interpret)? \_\_\_\_\_
- b. memorable? \_\_\_\_\_
- c. dramatic? \_\_\_\_\_

Are the messages in the document primarily visual, verbal, or both?

\_\_\_\_\_

3. DATE(S) OF DOCUMENT:

\_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

\_\_\_\_\_

PRECEDING CONDITIONS THAT MOTIVATED THE AUTHOR?

\_\_\_\_\_

BIASES OF THE AUTHOR: \_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

\_\_\_\_\_

6. HISTORICAL CONTEXT

Local/regional people, events, and ideas at the time of the document: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

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Conclusions about local/regional, national, and world context at the time: \_\_\_\_\_

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7. Study the graphic for 2 minutes. Form an overall impression of the graphic and then examine individual items. Next, divide the graphic into quadrants and study each section to see what new details become visible.

Use the chart below to list people, objects, and activities in the graphic.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Based on what you have observed above, list three things you might infer from this graphic.

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8. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

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B. Why do you think this document was written?

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C. What evidence in the document helps you know why it was written? Quote from the document.

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D. List two things the document tells you about life in the United States at the time it was written:

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E. Write a question to the author that is left unanswered by the document:

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