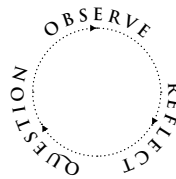


# TEACHER'S GUIDE ANALYZING MANUSCRIPTS



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Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

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## OBSERVE

**Have students identify and note details.**

Sample Questions:

Describe what you see. · What do you notice first?  
· How much of the text can you read? What does it say? · What do you see that looks strange or unfamiliar? · How are the words arranged? · What do you notice about the page the writing appears on? · What size is the page? · What do you see on the page besides writing? · What other details can you see?

## REFLECT

**Encourage students to generate and test hypotheses about the manuscript.**

Why do you think this manuscript was made? · Who do you think created it? · Who do you think was intended to read it, if anyone? · What do you think was happening when it was created? · What tools and materials were used to create it? · What can you learn from examining this? · If someone created something like this today, what would be different? · What would be the same?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

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## FURTHER INVESTIGATION

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**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

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**A few follow-up activity ideas:**

*Beginning*

*Have students choose a section of the manuscript and put it in their own words.*

*Intermediate*

*Select a section of a manuscript. Speculate about the purpose of the manuscript, and what the person, or people, who created it expected it to accomplish. Do you think it achieved their goals? Explain why you think so.*

*Advanced*

*Examine a section of the manuscript. Think about what you already know about this period in history. How does the manuscript support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this manuscript?*

*For more tips on using primary sources, go to*

**<http://www.loc.gov/teachers>**