

## Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Magazine
<input type="checkbox"/> Letter	<input type="checkbox"/> Webpage	<input type="checkbox"/> Book
<input type="checkbox"/> Map	<input type="checkbox"/> Blog	<input type="checkbox"/> Pamphlet
<input type="checkbox"/> Broadside	<input type="checkbox"/> Journal article	<input type="checkbox"/> Other

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

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

3. DATE(S) OF DOCUMENT: \_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT (IF KNOWN):  
\_\_\_\_\_

POSITION OR TITLE (IF KNOWN):  
\_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? \_\_\_\_\_  
\_\_\_\_\_

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

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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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F. What was this person's connection to the subject matter? Was this person neutral, or did he/she have opinions or interests that might have influenced what was written?

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G. Who was the intended audience for the document? Was it meant to be public or private?

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H. Was the intent of the author to inform or persuade? How do you know?

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Adapted from the Written Document Analysis Worksheet of the National Archives and Records Administration, Washington, DC 20408.

Educational materials were developed through the Making Master Teachers in Howard County Program, a partnership between Howard County Public School System and the Center for History Education at the University of Maryland, Baltimore County.