



Source Annotation

The source annotation strategy in a social studies classroom is a powerful tool for teaching students how to interact with and analyze historical documents, texts, and other materials.

1. Instruct students to gather 4-6 sources on a specific topic or concept, ensuring a mix of primary and secondary sources. These may include documents, images, maps, diaries, letters, articles, or scholarly analyses.
2. Introduce the annotation guide to students by modeling the process and working through a few examples together. Emphasize the importance of adhering to the guide's standards.
3. Have students annotate each source and complete a written component.
4. Facilitate a peer review process where students assess whether annotation formatting guidelines were followed and if the selected sources align with the objectives of the activity.

By incorporating source annotation strategies into your teaching, you not only enhance students' historical literacy but also equip them with essential academic skills for their future educational and professional pursuits.

Annotation Guide:

1st Reading:

- Write a ? next things you don't understand
- Underline or **Highlight** things you think are important

2nd Reading:

- Write a **question** that you have about the source or the author in the margin.

3rd Reading:

- **Circle** anything related to the Essential Question (impacts) and/or Historical Significance
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After Readings:

- Complete the written component with a summary, connection to Essential Question, Historical Significance and Personal Reflection