



THINKS Document Analysis

Document analysis is a cornerstone of social studies education, offering numerous benefits that enhance students' understanding of historical events, societal changes, and historical thinking skills.

Document analysis requires students to evaluate sources, discern biases, and foster higher-order thinking. By examining primary and secondary sources, students engage directly with the voices of the past, gaining a more nuanced understanding of historical events and perspectives.

Using THINKS to get students to analyze historical documents improves their historical thinking skills. By incorporating document analysis, social studies classrooms empower students to become active learners and critical thinkers, equipping them with skills that extend beyond the classroom into their roles as informed, engaged citizens. THINKS is a powerful tool that can be used on a weekly basis in your classroom.

THINKS DOCUMENT ANALYSIS

THINKS Document Analysis - Secondary Source		
T (Target Audience) 1. Who was the target audience of this document? 2. Whose voice or perspective is not shared in this document?	H (Historical Context) 1. When was this document created and/or circulated? Why were it? 2. What historical context does the author address in this document?	I (Intended Purpose) 1. Why do you think this document was written in other words, what is its purpose? 2. What specific elements of the text best capture the purpose of the document? Cite evidence.
N (New Vocabulary) 1. What words are new to you or need to be defined? 	K (Key Perspective) 1. Based on your reading of this document, what are some things that can be inferred about the author's perspective or point of view? 2. What do you know about people with the authors' attributed role? How could their circumstances impact their perspective?	
S (Significance) 1. List two things or ideas that make this document and/or historical claim historically significant. 2. Provide one quote from the document that demonstrates why it might be considered historically significant. Explain your reasoning.		

- THINKS Document Analysis is a tool to help read, understand, and interpret sources
- The acronym provides questions for consideration to help guide thinking:
 - T: Target Audience
 - H: Historical Context
 - I: Intended Purpose
 - N: New Vocabulary
 - K: Key Perspective
 - S: Significance



Write A Tweet

Incorporating Twitter or tweet-style activities into social studies classrooms can enhance student engagement and develop concise summarization skills. Here's how educators can effectively implement this approach:

- 1. Summarizing Content:** Encourage students to distill key information from lessons or readings into 280-character "tweets." This practice hones their ability to identify main ideas and articulate them succinctly. For instance, after a unit on the Civil Rights Movement, students might craft tweets highlighting pivotal events or figures.
- 2. Character Perspectives:** Assign students to create tweets from the viewpoints of historical figures, fostering empathy and deeper understanding. For example, a tweet from Abraham Lincoln during the Civil War era could provide insights into his leadership challenges.
- 3. Exit Tickets:** Implement "tweet-sized" exit slips where students summarize what they've learned at the end of a lesson. This quick assessment gauges comprehension and retention.
- 4. Paper Tweets:** For classrooms without digital access, consider "paper tweets." Students write their messages on paper templates, which can be displayed on a classroom bulletin board, simulating a Twitter feed. This approach fosters social and emotional learning and serves as a formative assessment tool.

Best Practices:

- **Set Clear Guidelines:** Define the purpose and expectations for using tweets in assignments to ensure relevance and appropriateness.
- **Assess Appropriately:** Develop rubrics that focus on content accuracy, creativity, and adherence to the character limit.
- **Ensure Accessibility:** For classrooms with limited technology, adapt activities to offline formats like paper tweets.

By integrating tweet-style summaries, educators can promote concise communication, critical thinking, and engagement with social studies content.