

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"/> Seals | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Notations | |
| <input type="checkbox"/> Typed | <input type="checkbox"/> "Received" stamp | |

3. Date(s) of document: _____

4. Author (or creator) of the document: _____

Position (title): _____

5. For what audience was the document written? _____

6. Document information (There are many possible ways to answer 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?

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

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

1.

2.

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

*Adapted from worksheets developed by the staff of the Education Branch, National Archives, Washington, DC 20408.