# Source Evaluation Questions and Process for Social Studies

## Crosswalk with College Board’s Pre-AP APPARTS Document Analysis Method

When examining a single source:

### Consider:
- **Type**
- **Origin**
- **Authority**
- **Context**

### Read the document closely

### Identify information from the source that helps answer the inquiry question

### Assess the credibility of the source

<table>
<thead>
<tr>
<th>APPARTS*</th>
<th>MSDE Skill</th>
<th>Definition</th>
<th>Questions</th>
</tr>
</thead>
</table>
| No Parallel to MSDE Skill | **Type** | Analyzing a source to understand its layout and the type of evidence being analyzed. | - What type of document is this (graph/political cartoon/news article, etc.)?  
- Is it a primary or secondary source? |
| Author | **Origin** | Analyzing a source to determine basic information about its creation. | - When was this source created?  
- Where was this source created?  
- Who created this source? |
| Author | **Authority** | Analyzing a source to understand who created it, why it was created, and how those factors may impact the credibility of the information provided. | - What do we know about the author's perspective and how might it impact the information provided by the source?  
- What was the intended audience for this source (public, private, political, etc.) and how might it impact the information provided by the source?  
- Why the source was created (to inform, to persuade, etc.) and how might this impact the information the source provides? |
| Place and Time | **Context** | Contextualizing a source places it in the time period it was created to determine how events during that time may have influenced the information provided. | - What else was going on at the time the source was created?  
- How might the events of this time period impact the information provided by the source? |

### Significance

**Credibility**

Determining if the source is relevant to the question being researched and if the information provided should be trusted or believed.

- Have you reviewed the authority, origin, type, context, and corroborative value of the source? If so, do any of these raise questions about the credibility of the source?  
- Is the information contained in the source relevant to the question being researched?
Source Evaluation Questions and Process for Social Studies
Crosswalk with College Board’s Pre-AP APPARTS Document Analysis Method

When comparing multiple sources:

1. Consider:
   - Type
   - Origin
   - Authority
   - Context

2. Read the document closely

3. Identify information from the source that helps answer the inquiry question

4. Assess the credibility of the source

---

**APPARTS**

<table>
<thead>
<tr>
<th>APPARTS*</th>
<th>MSDE Skill</th>
<th>Definition</th>
<th>Questions</th>
</tr>
</thead>
</table>
| No Parallel to MSDE Skill | Corroboration | Comparing the information provided by the original source with a variety of other sources to determine if the sources contradict or support one another. | - What do other pieces of evidence say when compared to the first source?  
- Am I finding the same information everywhere? If yes, why might that be and if no, why not?  
- Am I finding different versions of the story? If yes, why might that be and if no, why not?  
- Can I build an argument in response to my claim that is supported by multiple pieces of evidence? |

* Adapted from Pre-AP APPARTS Document Analysis tool found at: [https://secure-media.collegeboard.org/apc/ap05_ushist_greer_2_p_50286.pdf](https://secure-media.collegeboard.org/apc/ap05_ushist_greer_2_p_50286.pdf)