# Source Evaluation Questions and Process for Social Studies

Crosswalk between Maryland's 6.0 Skills and Processes and the Stanford History Education Group (SHEG) Approach

When examining a single source:

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**

### Table: Crosswalk between Maryland's 6.0 Skills and SHEG Approach

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<th>SHEG*</th>
<th>MSDE Skill</th>
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| Type  | Analyzing a source to understand its layout and type of evidence being analyzed. | o What type of document is this (graph/political cartoon/news article, etc.)?  
o Is it a primary or secondary source? |
| Origin| Analyzing a source to determine basic information about its creation. | o When was this source created?  
o Where was this source created?  
o Who created this source? |
| Authority| Analyzing a source to understand who created it, why they created it, and how those factors may impact the credibility of the information provided. | o What do we know about the author’s perspective and how might it impact the information provided by the source?  
o What was the intended audience for this source (public, private, political, etc.) and how might it impact the information provided by the source?  
o Why the source was created (to inform, to persuade, etc.) and how might this impact the information the source provides? |
| 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. | o What else was going on at the time the source was created?  
o How might the events of this time period impact the information provided by the source? |
| Credibility| Determining if the source is relevant to the question being researched and if the information provided should be trusted or believed. | o 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?  
o Is the information contained in the source relevant to the question being researched? |

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When comparing multiple sources:

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

- **Identify information from the source that helps answer the inquiry question**

- **Read the document closely**

- **Assess the credibility of the source**

- **Corroboration**

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

- **Identify information from the source that helps answer the inquiry question**

- **Assess the credibility of the source**

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**SHEG**

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| **Corroboration** | **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 Stanford History Education Group (SHEG). Found at: https://historytech.files.wordpress.com/2014/09/screenshot-of-sheg-chart.png