**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Plainview Old Bethpage Central School District**

**Social Studies Department**

**S.O.A.P. : Analyzing Primary and Secondary Sources**

The purpose of **S.O.A.P.** is to help students analyze various types of historical sources for **context, point of view, main idea**, and **craft and structure**. **Contextualization** is the ability of students to think about or provide information about the situation in which the document was created. **Point of View** requires students to recognize a position or perspective that may have influenced the document. **Main Idea/Purpose** refers to the reason why the document was written.  While completing a SOAP activity students may also analyze documents for **craft and structure.** Students can consider the words that the author chooses to use to support their claim or purpose.

S.O.A.P. represents **source**, **occasion**, **audience** and **purpose**. Students should consider several questions related to these characteristics when analyzing a historical document.

**Occasion:**

* When was the document created?
* What was happening when this document was created?
* What events may have influenced the contents of the source (conflicts, social/economic/political movements…)?
* Where was the document created?

**Purpose:**

* Why was the document created (to persuade/dissuade, inform, defend a point of view…)?
* Evaluate the words that the author chooses to support their claim or purpose.
* Does the intended purpose affect the source’s reliability?

**Source:**

* Who created the document?
* What is the author’s background

(education, race, class, gender…)?

* Was the author an eyewitness to an

event?

* Does the author have authority to

comment on the subject?

**Audience:**

* For whom was the document

created?

* Who would agree/disagree?
* Who would have read this document

or been affected by it?