Decoding Primary Sources and Historical Arguments:
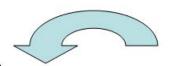**Defining what Students Have to Do**
History Learning Project
Oxford, April 1, 2009
Appendix 5
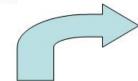
Concept Map of an Exploration of Decoding Argument

4) Evaluation

Do I have enough evidence? Is there contradictory evidence? Does it takes into account all the pertinent assigned materials? Does it answers the question? Does another answer fit the evidence I gathered better? What other conclusion can I arrive using the same evidence?

Can I give a one or two sentence response to this question?

3) Analysis-
Do you write to think?
Do you think to write?

How do I relate the sources to each other? How do they relate to the question? What are possible answers to the question? What evidence is not helpful in answering this question? What evidence is more helpful? What specific features of the evidence make you think so? What positions could I take?

Embedded   **Stand Alone**

Primary Sources

Secondary Sources

What question is the author answering?

What question is it answering (author's argument)? Are these the same questions or do they overlap?

What answers to this question have already been given or implied?

What sources do the readings use to answer the question?

How they are themselves responding to the reading?

2) Evidence for responding to the Question

What sources are given to me to answer this question? What information can I get from the sources?

1) Evaluating the Question. **What is question asking me?**

Asking Questions about the Question

Understand the question. Why it was assigned? What is it really asking? Purpose?

Broad questions about the questions? What are the possible time frames and limits I could use? Geographic coverage? Who is involved?