

The Basics

What? A protocol to help students analyze sources by thinking carefully about their origins, audience, purpose, point-of-view, and significance.

When? When students are doing an in-depth examination or exploration of a primary or secondary source (or a set of sources).

Why? It requires students to think about the ways in which the past has been interpreted and to consider how historical context may have influenced a source's creation.

How to Implement

1. Choose a document or set of documents for students to analyze.
2. Introduce students to each letter of the HAPPY sourcing protocol. Explain that sometimes, for a variety of reasons, not all of the elements can be completed. See "Resources for Additional Information" for a sample.
3. Either as a class, in small groups, or individually, have students complete a [graphic organizer](#) that asks the following questions about the source or set of sources:

Historical Context

- Can you place the source into a historical narrative or timeline?
- Is there anything you already know that might help you understand this source?
- What was happening at the time that might have influenced the document's creation?

Audience

- Who was this created for (that is, was this published for anyone to read or was it published privately, for one specific person or group)?

Purpose

- What was the reason for production of the source at the time?

POV (Point of View)

- Can you identify anything about the author that might explain why they wrote this?

Why (Significance)

- What main idea is the source trying to convey?
- Why is this source important in history (that is, how does this document impact, shape/or reflect arguments about this particular subject)?

Resources and Additional Information

- [HAPPY Graphic Organizer](#)
- [Research](#) supporting sourcing
- [Video Model](#) of this strategy
- Examples of how to use in this strategy: [Grades 3-5](#), [Grades 6-8](#), [Grades 9-12](#)