|  |
| --- |
| ORIGIN **OPCVL** Questions to consider: 1. Who created it?
2. Who is the author?
3. When was it created?
4. When/where / who published it?
5. Is there anything we know about the author that is pertinent to our evaluation?
 |
|  PURPOSE Questions to consider:1. Why does this document exist?
2. Who is the target audience and how can I tell?
3. Why did the author choose this format?
4. What does the document “say”?
5. Can it tell you more than is on the surface?

Remember: one-sided sources help us understand people’s views |  CONTENT/*Context* Questions to consider:1. When does this take place?
2. Who is involved? People, Leaders, Nations
3. Where is this?
4. What impact/significance does this have and on who or what?
5. Why did this take place/happen?
 |
|  VALUE Questions to consider:1. What can you tell about the author from this piece?
2. What can you tell about the time period?
3. Under what circumstances was this piece created and how does this piece reflect those circumstances
4. Does the author represent a particular ‘side’ of a controversy or event?
5. What can we tell about the author’s perspectives from the piece?
 |  LIMITATIONS Questions to consider:1. What part of the story can we NOT tell from this document?
2. How could we verify the content of the piece?
3. Does this piece inaccurately reflect anything about the time period?
4. What does the author leave out and why does he/she leave it out (if you know)?
5. What is purposely not addressed?
 |

**Writing an OPCVL Source Evaluation**

An OPCVL source evaluation typically is written as a paragraph. Each sentence within the paragraph includes multiple detailed pieces of information.

**Basic 5-Sentence Starters:**

1. The origin of the source is….
2. The purpose is…
3. The content includes…
4. The values of the origin, purpose, and content are…
5. The limitations of the origins, purpose, and content are

**Examples of advanced OPCVL source evaluation paragraphs:**

The first source which will be evaluated in depth is Julia Kirk Blackwelder’s book “The Feminization of Work in the United States, 1900-1995”, written in 1997. The origin of this source is **valuable** because Blackwelder is a professor of history at Texas University, specializing in modern U.S. and American women’s history, and written extensively on women’s employment in scholarly journals and books, indicating she is knowledgeable on this topic. Furthermore, the date of the publication of this source, 1997, strengthens its value, as it indicates that Blackwelder, benefitting the hindsight, has been able to analyze a comprehensive range of sources, including government documents, interviews and statistics. However, the **origin** of the source is limited in that Blackwelder is not a professional expert in economics, with which this topic is closely related and, consequently, might have misinterpreted some of the economic data presented. The **purpose** of Blackwelder’s book is to analyze the trends of American women’s employment in the 1900-1955 period, and “to let evidence speak for itself” (Blackwelder, xiii). This is **valuable**, for it indicates that an extended period of time has been examined, permitting for connections to be made between the trends discovered. However, the fact that the author has covered nearly a century of economic developments **limits its value** to a historian studying economic developments within a short time period.