

# ANALYTICAL TOOLS USED IN COACH T'S CLASS

## SOAPS Document Guideline Sheet

**Purpose:** The SOAPS method will help you analyze when and where the author of a document, text, political cartoon, or picture is coming from and what his or her biases may be.

**1. Who is the Speaker?** \_\_\_\_\_

Who is the person who produced this piece (the voice that tells the story)? What is their background and why are they making the points they are making? Is there a bias in what was written or shown? If so, why? If not, why not?

**2. What is the Occasion?** \_\_\_\_\_

What is the time and place of the piece—the current situation? It is particularly important that you understand the context that encouraged the writing or creation to happen.

**3. What is the Audience?** \_\_\_\_\_

To what group of readers or viewers is this piece directed? The audience may be one person, a small group, or a large group; it may be a certain person or certain people.

**4. What is the Purpose?** \_\_\_\_\_

What was the reason behind this text or picture? Examine the logic and any arguments being made. How does it connect to what we are doing today?

**5. What is the Subject?** \_\_\_\_\_

State the general topic, content, and main idea contained in the text or picture. Students should be able to state the subject in a few words or a short phrase.

## OPTIC: A Strategy for the Analysis of Visuals

In order to more fully and accurately understand the context, meaning, and purpose of a particular **visual** (such as artwork, a photograph, map, graph, etc.) a systematic method of analysis is required. One of those methods is explained by the acronym **OPTIC**:

- 1. OVERVIEW**—Conduct a brief overview of the main subject of the visual (i.e., what is the primary scene, historical context, etc.) to determine a general theme or focus.
- 2. PARTS**—Scrutinize the parts of the visual and note any elements or details that seem important. Make use of circling and dividing visuals into quarters.
- 3. TITLE**—Read the title or caption of the visual (if present) for added information.
- 4. INTERRELATIONSHIPS**—Use the words in the title or caption and the individual parts of the visual to determine connections and relationships within the graphic. How do the different parts of the visual work together? This is what brings the visual together into a single focus.
- 5. CONCLUSION**—Draw a conclusion about the meaning of the visual as a whole. Summarize the message or primary meaning of the visual in one or two sentences. Can include where did this come from? Who created it and why?

Borrowed from: <http://www.mrallenswebsite.com/news.cfm?subpage=955186>

## HAPPY

- 1. H:** Historical context: What was going on during the time document was written?
- 2. A:** Audience: Who is this document intended for?
- 3. P:** Purpose: Why is the author writing this? What is document's historical context?
- 4. P:** Point of View: Where is the author coming from? What is his/her background (age, gender, race, religion, etc.)?
- 5. Y:** (Wh)Y: Why is this document significant? How does it relate to the prompt /discussion/time period?

## **H.I.P.P.O.ing Documents**

1. **H:** Historical context; any event that the document is referencing or responding to. This is most likely what the prompt of possible DBQ/Long Essay is referencing, as well.
2. **I:** Intended audience; the audience whom the creator of the document is speaking to, or the audience that ends up receiving this information.
3. **P:** Purpose; the intention that the creator of the document has when projecting this information to other people.
4. **P:** Point of View; the creator of the document's social background, beliefs, or political standings, and how they fit into the big picture as a person.
5. **O:** Outside information or organization; Involves information not mentioned in the prompt that could supplement your response to said prompt. Can be skipped to just be HIPP.

### HIPPOing Phrases in your Notebook / Essay

- Historical context:
  - "the historical context of this document is \_\_\_\_\_."
- Intended Audience:
  - "the author's intended audience was \_\_\_\_\_" and "is shown by \_\_\_\_\_"
- Purpose:
  - "the author's purpose in writing was to \_\_\_\_\_" and "is shown by \_\_\_\_\_"
- Point of View:
  - "the author's point of view in this document was \_\_\_\_\_" and "is shown by \_\_\_\_\_"
- Outside Information:
  - What other historical examples/ideas/events/issues from the document's time period help explain its creation or the ideas that motivated it? Stay within the time period of the document.

## **SHIPPS**

### **1. SUBJECT (CONTENT)**

When reading a document, determine the subject. Answer these questions – what is the document about, what does it NOT say? What content is useful? Also, look at the format of the document, does that add to the content or change it?

### **2. HISTORICAL SITUATION- More than the Date!**

The occasion of the document involves its time frame and the historical context behind the document. Answer such questions – when in time the document was created, what was happening in history, and where did it geographically originate? Does the context affect the reliability of the source?

### **3. INTENDED AUDIENCE**

All documents have an intended audience. How might the audience have affected the content or purpose of the document?

### **4. PURPOSE (WHY/ GOAL)- External**

Critical to the analysis of a document is an understanding of the purpose behind the document. Why did the author create the document at this time? What goal did the speaker want to achieve? How does that affect the reliability of the document?

### **5. POINT OF VIEW (THE WHY BEHIND THE WHY)- INTERNAL**

First, try to determine if what the author says is "Expected" or "Unexpected?" Based on the author's Position, Gender, Social Status, Economic Status, Political Persuasion, or nationality is this what one would expect him to say, or not? This becomes the basis of your Point of View.

### **6. SPEAKER (Authorship)**

When analyzing a document, the process begins with attribution, or who wrote or spoke the words. Who the speaker is affects his or her reliability. Analyze who the speaker is! Also, what is the tone of the speaker? Is it important?