The answer to the question which part of the story the author is or what the author inaccurately reported.

**Coaching Note:** When answering question 2, a response cannot simply state the author is biased. It must explain how the biased does not limit the value of a source, however, it does affect how evidence from the biased source is

Economic, social, educational, or political

Indirectly or directly. Understanding information on a particular point of view is political. Understanding the perspectives of others can produce bias. Bias may be

An author may have a reason for being one-sided. But no real basis from limited access to information, unbalanced

Within a society

Thorough character analysis and clues, including subjective statements, background, specific events, a particular character, nation, or group

Overemphasized, downplayed, omitted

Including a lack of balance on an argument where only one side is presented and specific details are

Through the deliberate inclusion or deliberate exclusion of certain facts to support a particular interpretation.

**Claims**

Through the deliberate inclusion or deliberate exclusion of certain facts, the sources are not.

Evidence and sources are NOT the same thing. Evidence, the sources, need to be analyzed and evaluated.

**Bias:** Bias refers to one-sidedness. It always implies the opposite of objectivity. Instead of presenting facts in a

**Evidence:** Evidence refers to information or details from a source that can be used for a specific purpose, such as

**Analysis of Sources**

Values can be different in different time periods and as well as different cultures.

Meanings of words sometimes change over time.

When evaluating sources using historical evidence:

Considerations when using historical sources:

Primary sources: For historians, secondary sources are works of chronicles, memoirs, and interpretation based on

Secondary sources: For historians, secondary sources are works of synthesis, analysis, and interpretation based on the

Documentary, biographies, and memoirs. They can also include less obvious sources (tories, plays, poems, documents, periodicals, and accounts. They can also include less obvious sources (tories, plays, poems, documents, periodicals, and accounts.

From primary sources. These materials include entire sections, chapters, and important sections. From history, materials.
Facets: Reliability is influenced by factors that include subjectivity, bias, point of view, fact and opinion, and accuracy of the sources of library knowledge about that event. In assessing the reliability of information, one should consider the source and the context in which it was produced. For example, a source that is specifically designed for a particular audience may be more reliable than one that is not. When thinking about purpose, ask: What is the intent of this work/document? Why did the author create this work/document? Why does this work/document exist? When thinking about audience, ask: Does the author of this work/document indicate who the intended audience is? Who was the audience thinking about this work/document? Why did the author create this work/document? Why does this work/document exist? If the work does not clearly state its purpose or audience, one may need to infer these from other sources. Additionally, one may need to evaluate the reliability of the sources themselves, considering factors such as the author's expertise and reputation, the publication date, and the source's bias or point of view.