READING LIKE A GEOGRAPHER

Reading Skills	Questions	Students should be able to…	Prompts
Sourcing **(Before reading document)**	• What is the author's point of view? • Why was it written (purpose)? • When was it written? • **Where** was it written? • For whom was it written (audience)? • Is this source believable? Why? Why not?	• **Identify author's geographic perspectives (familiarity and experience based on where he/she lives or has traveled), cultural background, or territorial associations)** • **Identify and evaluate author's purpose in producing document. (How and how widely was it intended to be shared or disseminated?)** • **Predict what author will say BEFORE reading document** • **Evaluate source's believability / trustworthiness by considering genre, audience, and author's purpose**	This author probably believes… I think the audience is (close circle of friends, local region, national, international)… Based on the sourcing information, **I predict this author will…** I do/don't trust this document because…
Contextualization	• What might this information look like if mapped? • What else was happening where this source was written and at other places? • Does the source illustrate patterns of environmental or human processes? • What is unique about the place	• **Apply a geographical perspective to life situations** • **Explain the relationships of people, places and environments from the perspective of where they occur and why they are there**	If this information or situation were mapped it might look like… The consequences for both human culture and the physical environment might be…

	described in this source (its site and situation)? • How might regions be used to solve this societal problem?	• **Infer geographic context from document(s)**	This place is unique because…
Close Reading	• What claims does the author make? • What evidence does the author use to support those claims? • How does this document make me feel? • What words, phrases or geographic concepts does the author use to convince me that he/she is right? • What information does the author *leave out (intentionally or not)*?	• **Identify author's claims about event** • **Evaluate evidence / reasoning author uses to support claims** • **Evaluate author's word choice; understand that language is used deliberately**	How does the author describe the site and situation of the event or place? I think the author chose these words because they make me feel… The author is trying to convince me… (by using / saying…)
Corroboration	• What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable?	• **Establish what is true by comparing with known geographic data (topographic info, population data, etc.)** • **Recognize disparities between two accounts**	This author agrees / disagrees with… One clue that this author was/wasn't from this area, location or region is… *The author's account of an event or problem includes these geographic details that lead me to believe or doubt his familiarity with the place or event. [this is way too wordy. Yours may be more useful]*