Fitzgerald /10 Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interpreting a Primary Source Document –

Step 4 – Interpreting the Document

3-2-1

Having ***read*** the document, gathered your thought on its ***historical context***, and

given thought to its ***author, intended audience, purpose and biases and prejudices***,

it is time to ***interpret*** the document ***with all this in mind***.

First, take notes on the document as you would on a reading from class,

bulleting its ***main idea***, and then below that indenting ***supporting points*** with any pertinent ***details***.

Remember that notes are

***in the words of the document***.

Use all that you have remember about the historical context and author/audience/purpose/bias/prejudice to focus on the historical important point that the document makes.

Remember that you can trust your studies; you have not been given a document that is general or that is something you have not studied.

One

Complete Thought

from the document

that capture the main idea of the document

(Don’t forget historical context!)

Two

Phrases

from the document

that capture supporting reasons given for this main idea

Three

Words

from the document

that were not captured in the thought or the phrases

but which are very important to the speaker’s main idea stated in the thought

Arrange the 1 thought, the 2 phrases, and the 3 words on the paper

in any way you like.

Be creative!

Fitzgerald /20 /10 Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grading Sheet - 3-2-1

Interpreting a Primary Source Document – Step 4

Having ***read*** the document, gathered your thought on its ***historical context***, and

given thought to its ***author, intended audience, purpose and biases and prejudices***,

it is time to ***interpret*** the document ***with all this in mind*** !

First, take notes on the document as you would on a reading from class,

bulleting its ***main idea***, and then below that indenting ***supporting points*** with any pertinent ***details***.

Remember that notes are ***in the words of the document***.

Use all that you have remember about the historical context and author/audience/purpose/bias/prejudice to focus on the historical important point that the document makes.

Remember that you can trust your studies; you have not been given a document that is general or that is something you have not studied.

|  |  |
| --- | --- |
| /4 | * **One Complete Thought**
* Words of the document
* Capture the main idea of the document
* Obviously fits historical context – Puritans had started their own colony both to
	+ To set a model of the changes they believed would purify the Church of England, hoping that the Church saw these changes in action they would agree that they were correct

 And* + To establish their own importance in society despite the fact that they were not a part of the aristocracy
* Best Choice - “We shall be as a City upon a Hill, the eyes of all people are upon us”
 |
|  /3 | * **Two Phrases**
* Words of the document
* captures developing ideas concerning this main idea
* Words of the document
* captures developing ideas concerning this main idea
* Good choices
	+ “may live and be multiplied” – what will happen if they succeed
	+ “surely perish out of this good land” – what will happen if they fail
 |
|   /3 |
| /3 | * **Three Words**
* from the document
* that were not captured in the thought or the phrases
* but important to the historical context and main idea stated
* from the document
* that were not captured in the thought or the phrases
* but important to the historical context and main idea stated
* from the document
* that were not captured in the thought or the phrases
* but important to the historical context and main idea stated
 |
| /3 |
| /3 |
| /1 | * Arranged creatively on the paper
 |