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

Interpreting a Primary Source Document – 3-2-1

***Read*** the document.

Gather your thoughts on its ***historical context***, meaning all the things you know were happening at that time.

Think about the ***author,*** the ***intended audience,*** the ***purpose,*** and whether there are ***biases and prejudices***.

Now, ***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 your notes should

***use the words of the document***.

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

Remember that you can trust your studies; you have been given a document that is focused on a topic you have studied.

One

Complete Thought

from the document

that captures the main idea of the document

Two

Phrases

from the document

(Note: A phrase is a group of words. A phrase does not have a subject and verb and does not express a complete thought.)

that most strongly support or develop this main idea

Three

Words

from the document

***that were not captured*** in the thought or the phrases you chose

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

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

CREATIVELY on the paper,

creating a poster you would be proud to have displayed.

Write the names of group members ***on the front*** , **in small print, *along the bottom***, to state that you are the authors of this great work!

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

Grading Sheet - 3-2-1

Interpreting a Primary Source Document

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*** !

Using all that you now understand, focus on the historically important point that the document makes.

Remember that you can trust your studies; you have been given a document that is focused on a topic you have studied.

|  |  |
| --- | --- |
| **One Complete Thought** | |
| /4 | * Words of the document * Captures the main idea of the document * Obviously fits historical context |
|  | * Good Choice - |
| **Two Phrases** | |
| /3 | * Words of the document * captures developing ideas concerning this main idea * Words of the document * captures developing ideas concerning this main idea |
| /3 |
|  | * Good choices |
| **Three Words** | |
| /3 | * 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 |
|  | Good choices – |
| **Arrangement of Words on the Page** | |
| /1 | * supports meaning   + thoughtfully   + creatively |