

Task 8

Completion throughout the year of the 120 assigned Primary Sources from the Sherman textbook.

Content Standards:

1. *Assess* data and draw inferences
2. *Present* all information in a clear and concise written format.
3. *Collect* and *evaluate and employ* information from primary source material.
4. *Identify* bias and prejudice within historical documents.
5. *Construct* and tests hypotheses presented
6. *Assess* data and draw inferences.
7. *Demonstrate* understanding of historical cause and effect.
8. *Relate* the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
9. *Interpret* past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Criteria:

1. Offer an in-depth analysis and interpretation of the document.
2. Distinguish between fact and opinion.
3. Explores reliability of author, bias.
4. Shows evidence of thorough knowledge of period. Read the appropriate Section in McKay-Hill (as assigned by PSA Work packet)

5. Identify the key issues and main points included in the primary source; show an understanding of author's goal(s)/intent.
6. Show a strong understanding of author's audience

General Task Description:

Students will continue to analyze primary source document on a continual basis.

The will use the Primary Source Work Sheet and self evaluate using the Rubric below.

DBQ's will be discussed in class on a regular basis. Once every three weeks the PSA folder of each student will be graded using a Holistic means of grading.

Rubric

Primary Source Analysis Rubric

Name: _____

Date: _____

Class: _____

Remarks /Score	Exemplary 16-20	Adequate 11-15	Minimal 6- 10	Attempted 1 - 5
Analysis of Document	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author;	Offers accurate analysis of the document	Demonstrates only a minimal understanding of the document	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written	Uses previous general historical knowledge to examine issues included in document	Limited use of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge

Identification of Key Issues/Main Points	Identifies the key issues and main points included in the primary source; shows understanding of author's goal(s)	Identifies most but not all of the key issues and main points in the primary source	Describes in general terms one issue or concept included in the primary source	Deals only briefly and vaguely with the key issues and main points in the document
Understanding of Audience	Shows strong understanding of author's audience	Shows some understanding of author's audience	Shows little understanding of author's audience	Shows no understanding of author's audience

Relates and is reflective to current events	Shows strong understanding relationship/reflection to current events	Shows some reflection in regard to current events	Shows little understanding of relationship to the current world and little reflection.	Shows littler or no understanding of criteria
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Analyzing a Primary Source Evaluation Form

Name: _____

Date: _____

Class: _____

	Exemplary 16-20	Adequate 11-15	Minimal 6-10	Attempted 1-5
Analysis of Document				
Knowledge of Historical Context				
Identification of Key Issues/Main Points				
Understanding of Audience				
Relates and is reflective to current events				

COMMENTS: