

This is a three page instruction guide. Pages 1 and 2 focus on completing the DOCUMENT ANALYSES.

1. For each unit assignment I will assign either 3 or 4 documents to read.
2. For each document that you are assigned complete a copy of the sheet that is found on page 2. This means that you will have either 3 or 4 analysis sheets per assignment.
3. If you have access to a scanner you can write out your answers on the sheets and scan them for uploading.
4. If not you can type on the sheets and save them in a file to upload.
5. Follow the instructions found in the file “Document analysis and Synthesis Instructions” that have been provided in Bb to complete each sheet. Use steps 1-10.
6. After you have completed each sheet by following the instructions mentioned in step 5, go to page 3 of this document to read about writing a synthesis.

Name: _____

Section: _____

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Answer each question below. YOUR GRADE IS DETERMINED BY DIVIDING THE TOTAL NUMBER OF POINTS EARNED BY 0.17 TO CONVERT TO A 100-POINT SCALE. 1 pt. EQUALS APPROXIMATELY 5.88 pts. ON A 100-POINT SCALE.

Document Analysis Worksheet (YOU MAY ADDITIONAL SHEETS IF NECESSARY.)

1. TYPE OF DOCUMENT (Check one): (1 pt)

- Newspaper
- Letter
- Speech
- Memorandum
- Telegram
- Press release
- Report
- Legislative record
- Census report
- Other (Identify)** _____

2a. ORIGINAL DATE OF DOCUMENT **OR** DATE OF EVENTS DESCRIBED IN THE DOCUMENT **IF** THE DOCUMENT WAS CREATED AFTER DESCRIBED EVENTS: (1 pt)

2b. **Identify two similar** major historical events were occurring around the time of the events discussed in the document? (This information helps establish the setting when the document was written.) (2 pts)

3a. **NAME** OF THE AUTHOR (OR CREATOR) OF THE DOCUMENT (1 pt):

3b. Provide relevant biographical information on the author/creator? (1 pt):

4. FOR WHAT SPECIFIC AUDIENCE WAS THE DOCUMENT WRITTEN (For the public to hear or read it or to record personal reflections, for example? The audience can shape the message) (1 pt)

5. DOCUMENT INFORMATION (There are many possible ways to answer A-D.)

A. Select three things the author said that you think are important and for **each of your selections** give a historical reason why you picked it (6 pts: 1 for each selection and 1 for each justification. THIS IS WORTH 37.5 POINTS!):

B. Why do you think this document was written (see #4 to inform or to persuade someone, to defend something? Write a complete sentence not just these words.) (1 pt)

C. What evidence in the document helps you know why it was written? Quote (COPY WORD FOR WORD) FROM THE DOCUMENT. (1 pt)

D. What historical topics, themes, or course content objectives are relevant for this document? **Identify two.** Use content objectives or course themes from the syllabus. (2pts: THIS IS WORTH 12.5 POINTS!)

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Modifications made by Carmen V. Harris

U.S. National Archives & Records Administration 700 Pennsylvania Avenue NW, Washington, DC 20408 • 1-86-NARA-NARA • 1-866-272-6272

This page addresses the writing of the SYNTHESIS.

1. After you have completed your sheet for EACH document that is in the unit assignment, refer to the instructions for the synthesis and write a synthesis.
2. Your narrative should be based on these documents only. The purpose of this exercise is to demonstrate your ability to use limited information to write a story based on what you have.
3. There are no bonus points for looking up with professional authors have said about these issues. The only way to learn to think historically and to demonstrate that you understand historical problems and issues is to do it.
4. If you have questions write me.