

## Task 3

### Analysis of Primary Source Documents

#### Standards:

#### Content:

1. *Collect and evaluate and employ* information from primary source material.
2. *Distinguish* valid arguments from fallacious arguments.
3. *Identify* bias and prejudice within historical documents.
4. *Construct* and test hypotheses.
5. *Present* all information in a clear and concise written format.
6. *Assess* data and draw inferences.
7. *Demonstrate* understanding of historical cause and effect.

#### General Task Description:

Students will be assigned four Primary and Visual Sources from Sherman textbook, chapter 1.

They are

1. *A letter to Boccaccio: Literary Humanism- Petrarch*
2. *The City of Ladies – de Pizan*
3. *The Book of the Courtier - Castiglione*
4. *The School of Athens – Raphael (Visual)*

Students will analyze the documents using the PSA Worksheet (See page 8)

#### 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. Re read the Middle Ages Section in McKay-Hill (Chpts 13-14)
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

## Rubric:

### Primary Source Analysis Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Remarks /Score	Exemplary 16-20	Adequate 11-15	Minimal 6- 10	Attempted 1 - 5
<b>Analysis of Document</b>	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
<b>Knowledge of Historical Context</b>	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
<b>Identification of Key Issues/Main Points</b>	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
<b>Understanding of Audience</b>	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

**Comment from Mr. Gannon:**