



## I READ



### Identify the author's argument in response to the historical question.

- Which side is the author on?
- How would the author respond to the historical question?

### Read each paragraph and ask about the author's main idea.

- What is the author describing in this ¶?
- What is the main idea of this ¶?
- Does this main idea relate to or answer the historical question? How?

### Examine the author's reliability.

- Who wrote this document and what judgments can we make about him/her?
- Why did s/he write this? *Clue= Type of document, audience, & occasion for writing*

### Assess the influence of context.

- How might place have influenced the writing of this document? *Clue= Compare place document written to location of events*
- What else was going on at this time in history? *Clue= Identify historical events & when docs were written.*

### Determine the quality of the author's facts and examples.

- What facts or examples does the author give to support his/her argument?
- How do facts or examples support the author's argument?
- Where do the facts or examples come from?

## Identify the author's argument in response to the historical question.

- Put a big box at the top and write the author's main argument.

Author believes the colonists fired first.

## Read each ¶ and ask about the author's main idea.


- Underline sentences that tell you the author's main idea.  
OR
- Write the main idea in 3-4 words next to each ¶.

Soldiers  
marched  
all night

## Examine the ★ author's reliability.

- ★Star★ information about the author, his/her purpose, type of document, audience, and occasion for writing. ★


AND

 Judge: Write 1 reason to doubt the author or 1 reason to trust the author.

## Assess the influence of context.

- Put →arrows← next to information about the context—dates, of docs, location, & historical events.
- Make timeline.


AND

 Judge: Given what else was going on at this time/place, write why the author's argument does/ doesn't make sense.

## Determine the quality of the author's facts & examples.

- Put boxes around facts and examples the author uses to support his/her argument.

AND

 Judge: Write why the author's facts and examples are/are not convincing.