

DOCUMENT ANALYSIS FORM

1. Type of Primary Document (check one):

- | | | | |
|---|---|---|-----------------------------------|
| <input type="checkbox"/> Journal/Diary Document | <input type="checkbox"/> Poster/Broadside | <input type="checkbox"/> Census | <input type="checkbox"/> Legal |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Print | <input type="checkbox"/> Trade Card | <input type="checkbox"/> Contract |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Bill/Declaration | <input type="checkbox"/> Drawing/Painting | <input type="checkbox"/> Other |

2. Name or Title of Document: _____

3. Where Written: _____

4. Date of Document: _____

5. Author(s): _____

6. Write a summary of the document's content:

7. What was its purpose? Why do you think the document was written?

8. What evidence in the document helps you know why it was written?

9. List two things the author(s) included that you think are important and why.

Important	Why
a. _____	a. _____
_____	_____
b. _____	b. _____
_____	_____

10. List two things the document tells you about life at the time it was written:

a. _____

b. _____

11. What questions do you have about this document?

12. What questions does this document bring to mind?

Soldier Inventory

Name:

Rank:

Buried:

Epitaph:

Official Regiment:

Enlistment Age:

Soldier's Summary:

Sources:

Census Activity Rubric

Student Name _____

Comprehension:

Student answers reflect a general understanding of the census and its contents. Information was found and used to create answers.

_____/20

Analysis:

Student answers show that connections were made with other primary and/or secondary sources. Information was synthesized into a written response that included context and evaluative judgement(s).

_____/20

Effort:

Student completed the task in a timely manner. Questions were asked, if needed, and answers reflect depth in thinking.

_____/10

Total _____/50

Census Activity Rubric

Student Name _____

Comprehension:

Student answers reflect a general understanding of the census and its contents. Information was found and used to create answers.

_____/20

Analysis:

Student answers show that connections were made with other primary and/or secondary sources. Information was synthesized into a written response that included context and evaluative judgement(s).

_____/20

Effort:

Student completed the task in a timely manner. Questions were asked, if needed, and answers reflect depth in thinking.

_____/10

Total _____/50

Civil War Project Rubric

Keepsake Book:

Biography:

Accuracy: _____/25

Grammar: _____/10

Timeline: _____/25

Neatness: _____/10

Creativity: _____/10

Annotated Bibliography: _____/20

Total _____/100

Notes and Answer Sheets:

Individual Effort Grade:

Group Participation/Cooperation Grade: