

## Extended Analysis of Documents

**Note-** MUST go beyond what is stated in the source line of the document and its content.

	<b>Author's Point of View (POV)</b>	<b>Intended Audience</b>	<b>Intended Purpose</b>	<b>Historical Context</b>
<b>Meaning</b>	Frame of Reference/Bias	Person and/or Group Targeted	Goal, Reason or Motive	Time and Place (Immediate)
<b>Things to Consider</b>	<p>What about their identity causes them to say what they say?</p> <ul style="list-style-type: none"> <li>-Profession</li> <li>-Social Class</li> <li>-Education</li> <li>-Race/Ethnicity</li> <li>-Culture</li> <li>-Sex/Gender</li> <li>-Region</li> <li>-Religion</li> <li>-Political Affiliation</li> <li>-Advocate</li> <li>-Law-abiding citizen</li> <li>-Leader</li> <li>-Opponent</li> <li>-Activist</li> <li>-Reformer</li> <li>-Supporter</li> <li>-Defender</li> <li>-Critic</li> <li>-In his/her opinion</li> <li>-In his/her eyes</li> <li>-Owners</li> <li>-Others?</li> </ul> <p>How does this identity/factor specifically influence/impact the content of the document?</p>	<p>For whom was the document created and how might this affect the reliability of the source?</p> <ul style="list-style-type: none"> <li>-Fellow x...</li> <li>-Voters</li> <li>-Political Party</li> <li>-Independent or Undecided people</li> <li>-Reading public</li> <li>-Critics</li> <li>-Supporters</li> <li>-Leaders</li> <li>-Religious group</li> <li>-Economists</li> <li>-Women</li> <li>-Minorities</li> <li>-Recipient of communication</li> <li>-News media</li> <li>-Delegation</li> <li>-Others?</li> </ul>	<p>Why was the document created?</p> <p>Why was it produced at the time it was produced?</p> <ul style="list-style-type: none"> <li>-Persuade</li> <li>-Influence</li> <li>-Support</li> <li>-Justify</li> <li>-Convince</li> <li>-Advocate</li> <li>-Motivate</li> <li>-Entertain</li> <li>-Inform</li> <li>-Explain</li> <li>-Teach</li> <li>-Inspire</li> <li>-Criticize</li> <li>-Critique</li> <li>-Defend</li> <li>-Convert</li> <li>-Record</li> <li>-Request</li> <li>-Describe</li> <li>-Argue</li> <li>-Oppose</li> <li>-Attempt</li> <li>-Emphasize</li> <li>-Appeal</li> <li>-Vocalize</li> <li>-Make</li> <li>-Condemn</li> <li>-Others?</li> </ul>	<p>When and where was the document created?</p> <p>How might this affect the meaning?</p> <p>How does it relate to the "big picture?"</p> <ul style="list-style-type: none"> <li>-During or after a time of _____</li> <li>-Historical Events</li> <li>-Broader regional, national, or global processes and trends</li> <li>-At the height of _____</li> <li>-Certain decade</li> <li>-Connections</li> <li>-Ties to _____</li> <li>-War</li> <li>-Supreme Court case</li> <li>-Others?</li> </ul>
<b>Basic Sample</b>	"The author's POV was _____" and "is shown by _____"	"The author's intended audience was _____" and "is shown by _____"	"The author's purpose in writing was to _____" and "is shown by _____"	"The historical context of this document is _____."
<b>Better Sample</b>	As a politician seeking reelection, he wanted to discuss policies believed to be popular with voters.	His candid words were not surprising since he was directly addressing supporters at a fundraising event for his political party.	He sought to convince undecided voters by identifying common ground with them right before the election.	As someone running for political office in the U.S. during the heightening of the Cold War in the 1950s, he wanted to come across as a strong anticommunist.
<b>Best Sample</b>				