

Understanding Historical Markers

We are going to learn about historical markers and how to break them down to understand their rhetorical situation. In class, we will use an example to discuss the different parts of a historical marker and why these are important to think about. As we discuss the example, write down what is important to know about this marker.

- *Location:* Where is this marker located? What state? What part of the state? Is the marker near any other landmarks? What is the weather like there? Why might we need to consider the weather?

NOTES ON CLASS EXAMPLE:

- *Audience:* Who is likely to visit this area? Who will read this marker? (For example, age, nationality, education, etc.)

NOTES ON CLASS EXAMPLE:

- *Purpose:* What does the marker want the reader to know? List at least 3 items and then rank them in order from most important to least important. Is there anything you think the marker did not include that it should have?

NOTES ON CLASS EXAMPLE:

- *Language/Word Choice:* What kinds of words does the marker use? Are there any words you did not know or that were confusing to you? Did the marker have words written in a language other than English? Why is this important to think about?

NOTES ON CLASS EXAMPLE:

- *Credibility:* Who created the marker? Does the marker name an author or a group/organization that created or funded it? Why is this important to consider? Were there any errors you noticed on the marker?

NOTES ON CLASS EXAMPLE: