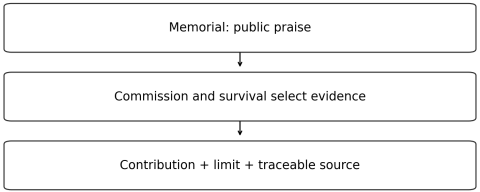
Supported focus — Classical sources and research dossier

Supported focus preparation

Method and conditions



- A **focused inquiry 聚焦探究** asks a bounded question that actual evidence can answer.
- Research question; source origin, purpose and limits.

Worked method 1

Read and reason

A focused inquiry 聚焦探究 asks a bounded question that actual evidence can answer. “How does this household’s memorial present generosity?” is more manageable than “What did all Romans believe?” An annotation 评注 identifies the source, explains its contribution and tests its limits. Separate an ancient object or text from its modern edition, catalogue and translation. Credit each accurately.

Original context 1

Read and reason

Original simulated source cards for learning how to evaluate evidence, not ancient documents or a real dossier collection. Card A: A memorial inscription commissioned by one wealthy household, dated to a stated twenty-year interval by the supplied catalogue. The inscription praises a family member's generosity. The catalogue records the findspot but does not identify who wrote the wording.

Original context 2

Read and reason

Card B: A satirical poem by an elite writer, preserved in a later manuscript. Its speaker exaggerates a dinner host's behaviour for comic effect. The supplied edition identifies the passage and translation, but the speaker is not automatically the author. Card C: A worn household vessel from an excavated domestic room. The excavation record gives its layer and measurements. No owner name or inscription survives.

Original context 3

Read and reason

These descriptions deliberately omit actual inventory numbers, dates and Latin text. They can support method practice only. An assessed dossier needs real, traceable primary materials and the school's approved source selection, with accurate editions and translation credits.

Attempt 1.1

Read and reason

Choose a bounded inquiry for Card A and write a model annotation using only its supplied information.

Reasoning 1.1

Read and reason

Inquiry: “How does the household’s memorial represent generosity?” Annotation: “Card A presents generosity as a quality worth commemorating, so it can illuminate the household’s public representation of the deceased. Commissioning and praise may select favourable qualities; the inscription does not independently verify every act or represent all social groups. Its twenty-year dating interval limits precise chronological claims.

Reasoning 1.2

Read and reason

Before assessed use, replace this simulated card with the actual inscription, catalogue number, location, text and credited translation.”

Attempt 2.1

Read and reason

Compare one useful contribution and one limitation of Cards B and C for investigating dining practices.

Reasoning 2.1

Read and reason

B may illuminate an elite literary representation of a host, but satire and speaker exaggeration limit literal reporting. C can illuminate a vessel's material form and excavated context, but no named owner or stated use survives. Corroborate any dining interpretation rather than assigning a personal story to the object.

Attempt 3.1

Read and reason

Explain why collecting attractive images and treating a modern translation as an ancient author are weak methods. State the exact next step before using these cards in a real dossier.

Reasoning 3.1

Read and reason

Images without traceable identity, context and relevance cannot support the inquiry; a translator's choices are modern mediation of an ancient text, not the ancient author. Obtain teacher-approved real primary sources, exact identifiers, dates, editions and translation credits, then compare their evidence and limitations. These simulated cards are not an assessed source collection.

Transfer and limits

Read and reason

Research question; source origin, purpose and limits.

Check yourself

Read and reason

Cover the worked answer. Explain why the method fits the last task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.