

Document Analysis... Progressivism DBQ Practice

From the 2015 Revised Framework:

Students will..

ANALYZE EVIDENCE...

1. **Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context** as well as the **interaction among these features**, to demonstrate understanding of the significance of a primary source.
2. **Evaluate the usefulness, reliability**, and/ or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...

1. **Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence**, and **evaluate the argument's effectiveness**.
2. **Analyze diverse historical interpretations**.

From the 2015 Revised DBQ Rubric for Document Analysis:

1 Point: **At least 6 documents used effectively** to support the stated thesis or relevant argument.

[Offers **plausible analysis** in support of stated thesis or relevant argument for all or all but one document.]

1 Point: **At least 4 documents analyzed effectively** (author's point of view, purpose, audience, or historical context).

[Includes extended HIPP analysis (not found in source) for at least 4 documents.]

From the 2015 Revised DBQ Rubric for Argument Development:

Argument Development – 1 Point: **Develops and supports a cohesive argument** that **recognizes and accounts for historical complexity** by **explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification**. [Acknowledge and explain opposing views and/or supporting views evident in the documents; acknowledge and explain how or why documents support your view or contradict your view.]

About Using Relevant Historical Evidence Appropriately

The ability to effectively incorporate document analysis into a historical essay will be a major component of the AP exam (Document Based Question), and the ability to make inferences and draw conclusions will be necessary when answering many short answer questions ...and most multiple choice questions as most will have some sort of primary or secondary source stimulus as well.

H: Historical Context	... who, what, when, where, how, why? ... understanding the document but also going beyond just what is found in document...
I: Intended Audience	... to whom is the author speaking?
P: Purpose	... what is the author hoping to communicate, gain, accomplish?
P: Point of View	... what is the stand/viewpoint of the author?

When you combine your HIPP analysis into one or more complete sentences, remember you are not only explaining the document, you are making inferences and drawing conclusions. As you move through your documents in the planning stage, note contradictions and corroborations.

Making Inferences and Drawing Conclusions... *Progressivism*

Before you analyze the documents, consider the following prompt:

Explain how Progressive Era journalists, reformers, and the federal government sought to change American society and institutions during the Progressive Era. Evaluate the effect efforts at the federal level had on the political debate regarding the role of the federal government.

1. Define the parameters of this prompt, and characterize the era (local context).

Remember to illustrate your understanding of chronology and theme by explaining the context of the prompt in general. This will increase the effectiveness of your introduction and help you focus on the time period. Your essay will be limited to this time period. Only in your synthesis (conclusion) will you go beyond the parameters of your prompt!

The Progressive Era began in/with...

And ended with...

And was characterized by...

2. Which Big Four skill(s) is being tested in this prompt?

Remember to consider this before you plan! If you understand the skill being taught, you will be better prepared to write an essay addressing the skill!

1. **Historical Causation** (Explaining causes and/or evaluating impact of events)
2. **Patterns of Continuity and Change over Time** (Explaining how & why things change or remain the same)
3. **Periodization** (Analyzing turning points and characterizing eras)
4. **Comparison** (Explaining how and why events are similar and/or different)

3. How will you adapt your thesis formula?

Remember to break down the prompt, consider your formula, and ensure your thesis/introduction/argument is complete --ATFP—and complex! Some prompts touch on more than one skill. Consider this in adapting your formula.

LC. X. However A and B. Therefore, Y.

The formula is essentially the same for any type of question, and you can move the variables around. Below you will find some different ways to use it depending on what type of question you are answering. [LC = add local context of your event/topic to the beginning of your introduction to “set the scene.”]

Historical Causation:

X = least important cause or consequence, with an explanation why – linked to a theme or organizational category which will also be topic of first body paragraph; A, B = 2 most important causes / consequences linked to Y, explanations why, broken into organizational categories (topics of your 2nd and 3rd body paragraphs); Y = your assertion statement

Continuity and Change over Time:

X = continuity or change, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph; A, B = continuity or change during the specified time period linked to your Y, broken into 2 organizational categories (topics of your 2nd and 3rd body paragraphs); Y = your assertion statement

Compare and Contrast:

X = more similar or different, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph; A, B = similarities or differences between the two things linked to your Y, broken up into organizational categories (topics of your 2nd and 3rd body paragraphs); Y = your assertion statement

Periodization | (or Take a Position):

X = counter argument, why something was /was not a turning point – linked to a theme or organizational category which will also be topic of first body paragraph; A, B = argument, why something was a turning point broken up into organizational categories (topics of your 2nd and 3rd body paragraphs); Y = your assertion statement

4. Use your HIPP strategy to analyze each document. As you do, also consider how you will use them in your essay. What will your X focus on [first body paragraph]? What will your AB focus on [second and third body paragraphs]? What is your primary argument? If you have these things in mind, you can plan how to incorporate them more effectively. Remember your main objective in your essay is to **DEFEND YOUR THESIS/ARGUMENT** as well as interpreting/analyzing documents/evidence.



- a. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Does it contradict or corroborate your thesis?

Which paragraph could you use this in? [X, A ,or B]

Making Inferences and Drawing Conclusions... *Progressivism*

Source: The Neill-Reynolds Report, June 4, 1906.

Meat scraps were also found being shoveled into receptacles from dirty floors where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, were in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health, expectorated at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was in the way of gathering dirt, splinters, floor filth, and the expectoration of tuberculosis and other diseased workers.

- b. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Does it contradict or corroborate your thesis?

Which paragraph could you use this in? [X, A ,or B]

Source: Jane Addams, The Spirit of Youth and the City Streets, 1909.

Knowing as educators do that thousands of the city youth will enter factory life at an early age as early as the state law will permit; instructed as the modern teacher is as to youth's requirements for normal mental and muscular development, it is hard to understand the apathy in regard to youth's inevitable experience in modern industry. Are the educators, like the rest of us, so caught in admiration of the astonishing achievements of modern industry that they forget the children themselves?

- c. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Does it contradict or corroborate your thesis?

Which paragraph could you use this in? [X, A ,or B]

Source: Speech by Theodore Roosevelt, February 22, 1912.

I believe in providing for direct nominations by the people, including therein direct presidential primaries for the election of delegates to the national nominating conventions. . . . I believe in the election of United States senators by direct vote. Just as actual experience convinced our people that presidents should be elected (as they are now in practice, although not in theory) by direct vote of the people instead of by indirect vote through an untrammelled electoral college, so actual experience has convinced us that senators should be elected by direct vote of the people instead of indirectly through the various legislatures.

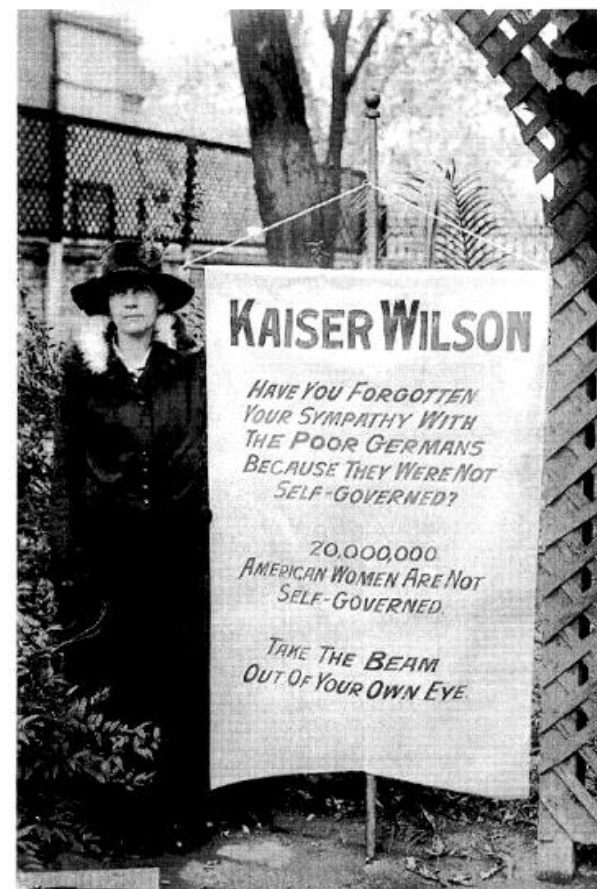
- d. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Does it contradict or corroborate your thesis?

Which paragraph could you use this in? [X, A ,or B]

Source: National Archives, Photograph, 1918.



Still Pictures Branch, National Archives at College Park.

- e. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Which paragraph could you use this in? [X, A ,or B]

Does it contradict or corroborate your thesis?

Source: Clayton Antitrust Act, October 15, 1914

That it shall be unlawful for any person engaged in commerce, in the course of such commerce, either directly or indirectly to discriminate in price between different purchasers of commodities which commodities are sold for use, consumption, or resale within the United States, where the effect of such discrimination may be to substantially lessen competition or tend to create a monopoly in any line of commerce. . . . That the labor of a human being is not a commodity or article of commerce. Nothing contained in the antitrust laws shall be construed to forbid the existence and operation of labor organizations.

- f. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Does it contradict or corroborate your thesis?

Which paragraph could you use this in? [X, A ,or B]

Source: *Hammer v. Dagenhart*, 1918.

[Suit was brought] by a father in his own behalf and . . . his two minor sons, one under the age of fourteen years and the other between the age of fourteen and sixteen years, employees in a cotton mill at Charlotte, North Carolina, to enjoin [stop] the enforcement of the act of Congress intended to prevent interstate commerce in the products of child labor. . . . The controlling question for this decision, is it within the authority of Congress in regulating commerce among the states to prohibit the transportation in interstate commerce of manufactured goods, the product of a factory in which . . . children under the age of fourteen and sixteen years have been employed or permitted to work more than eight hours in any day, or more than six days in any week? In our view, the necessary effect of this act is purely a state authority. Thus, the act in a two-fold sense is repugnant to the Constitution. . . . [I]t not only transcends the authority delegated to Congress over commerce, but also exerts a power as to a purely local matter.

- g. Interpretation of Document with H and *one* of IPP - *one or two complete sentences that include both HIPP and how it supports your X or Y:*

Does this document contradict or corroborate another?

Does it contradict or corroborate your thesis?

Which paragraph could you use this in? [X, A ,or B]

5. Now that you've planned, interpreted, and analyzed... start writing! Start with your introduction. Remember your formula and be sure the ATFP! Make sure you have outside evidence in your intro that cannot be found in the documents! (most likely in your local context but hopefully also in your X)

1 point for intro: Presents a thesis that makes a **historically defensible claim** and responds to all parts of the question. The thesis must consist of one or more sentences located in one place... The thesis must **DO MORE** than restate the question; it must have complex analysis including opposing/varying viewpoint or evaluation of significance [depending on prompt].

6. What piece(s) of outside evidence will you use in your body paragraph to further the defense of your argument? Remember you must have at least one piece of outside evidence in your body paragraphs that defends your argument **THAT IS NOT FOUND IN OR INFERRED BY A DOCUMENT. Write 2 or 3 sentences that explain this evidence and how it supports your thesis. If this evidence is consistent with one of the documents, include that analysis as well.**

1 point for outside evidence in body paragraphs: Provides an example or **additional piece of specific evidence** beyond those found in the documents to **support or qualify the argument**. This example must be *thoroughly explained*. Other outside evidence assessed as parts of the introduction, conclusion, or document analysis will not count. *This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument. (The rest of your body paragraphs will focus on your document analysis and argumentation.)*

- 7. Last but not least, the conclusion! Use the formula and remember to THOROUGHLY EXPLAIN HOW OR WHY your two topics are similar or different. If it helps, separate the two into two paragraphs. Many students lose out on these two points, because they run out of time. Make sure you plan for this! The conclusion has two possible points out of seven!**

2 points for the conclusion

Contextualization – 1 point: Situates the argument by explaining the *broader* historical events, developments, or processes immediately relevant to the question. This broad contextualization must be thoroughly explained with outside – specific evidence. *Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

Synthesis – 1 point: Accurately and explicitly *extends the argument* by *explaining the connections* between the argument and a development in a different historical period, situation, era, or geographical area. *The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference. It will likely require multiple sentences and outside evidence.*