

## Progressivism DBQ Practice

### 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.

Before you analyze the documents, consider the following prompt:

**Explain how Progressive Era journalists, reformers, and the federal government impacted American society and political debates regarding the role of government during the Progressive Era.**

#### 1. Define the parameters of this prompt, and characterize the era.

**The Progressive Era began in/with...**

**And ended with...**

**And was characterized by...**

#### 2. Which Big Three 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. **Comparison** (Explaining how and why events are similar and/or different)

#### 3. How will you adapt your thesis formula to match the primary skill being tested?

*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.*

#### 4. Use the Three-Step Plan to analyze each document.

##### How to Reference the Documents in the DBQ Body Paragraphs

Most students fail to earn the document analysis points on the DBQ because they simply string together facts they pull from documents which results in story-telling. Never lose sight of your purpose: defending an argument/thesis! Using documents as evidence requires showing understanding of the content and then applying that understanding to the defense of your argument. Ask yourself questions such as, “How does this document address my prompt?” and “What is this document saying?”

##### **DO NOT quote the documents. Go Beyond the Obvious! GBO!**

It is okay to have separate paragraph for each document, or you may group them.

You *cannot* group them in order to *generalize* any one step, however.

If you do group them, add a couple of sentences explaining how they corroborate or contradict each other. *This will help you get the complex analysis point.*

**Step 1: Describe the document...** GO BEYOND THE OBVIOUS AND DON'T QUOTE. You can say “Document 1...”

or use the name of the document. **Then... explain how it relates to the main topic of your essay,** *Do this for every document, unless you are not targeting the use of six documents point.*

“Document #\_\_ shows/explains... This document relates to \_\_\_\_\_ because...”  
(Identify the number of the document you are describing and describe it GBO.) (Identify the main topic of your essay.) (Explain how or why it relates.)

**Step 2: Use the HIPPA strategy to analyze the documents.** Choose 4 to thoroughly source, even though you only need three according to the rubric. Remember you only need *one* of the HIPPA.\*

**Then... explain how or why the HIPPA relates to your argument/thesis. (CLOSE THE LOOP)**

GO BEYOND THE OBVIOUS and explain how or why it is relevant to the argument. *Tip: USE THE LINGO!*

“The \_\_\_\_\_ of document #\_\_ was... because...”  
(purpose/POV/audience/context) (Identify doc.) (Describe HIPPA.) (Explain how/why the HIPPA is evident.)  
This is relevant to the argument that ... because...”  
(Identify X or Y from your thesis or other relevant argument connected to it.) (Explain how or why the HIPPA relates to your argument/thesis)

**Step 3: Apply your analysis to your essay.** *How does each document support your thesis or support an opposing view?*

To get this point you must use *at least six* of the seven documents AS EVIDENCE to support your X or Y. I recommend you use all seven in case you don't get credit for one.

**Start with step 1** (description and explanation of how it relates to the topic), and then **CLOSE THE LOOP.**

**If the document is one of the four you HIPPAed, then start with steps one and two, and then close the loop.**

“Therefore, document #\_\_ supports the argument that ... because.....”  
(Identify doc.) (State your X or Y from your thesis.) (Explain how or why it supports the argument.)

Document 1



**Document 2**

**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.**

**Document 3**

**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?**

**Document 4**

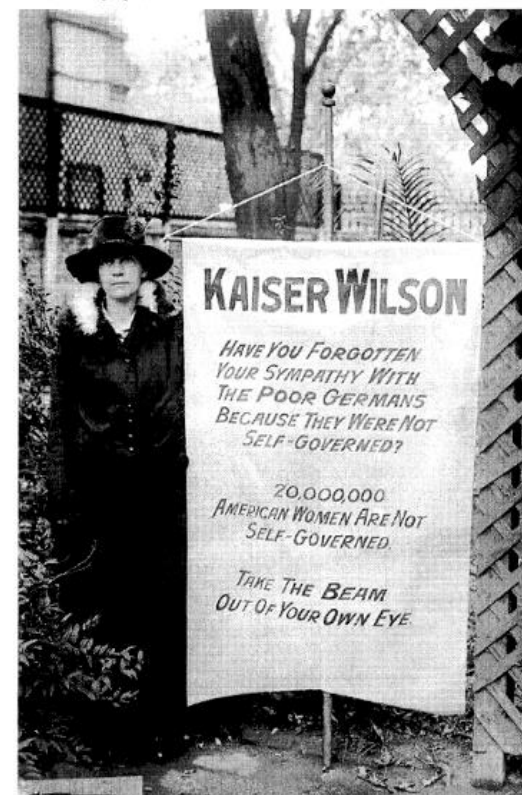
**Source: Speech by Theodore Roosevelt, February 22, 1912.**

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.

**Document 5**

Source: National Archives, Photograph, 1918.



**Document 6**

**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.**

**Document 7**

**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.**

5. Now that you've planned, interpreted, and analyzed... start writing! Start with your introduction. Remember your formula and be sure to ATFP!

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 3 or 4 sentences that explain this evidence and how it supports your thesis. If this evidence corroborates or contradicts one of the documents, include that analysis as well.