

Analyzing Documents... *The Roaring Twenties*

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.

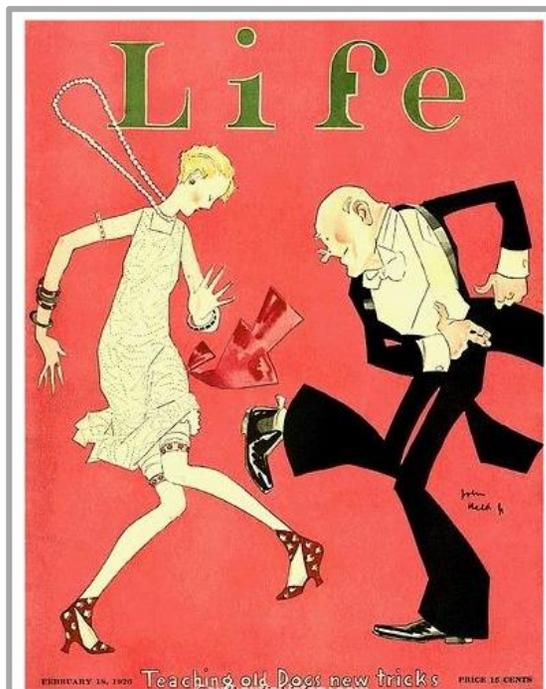
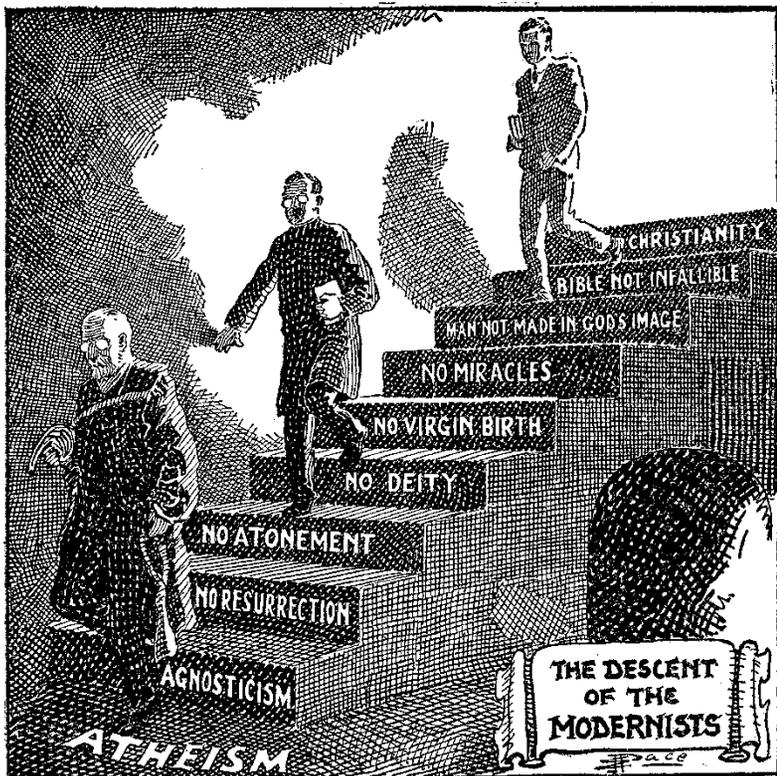
INTERPRET DOCUMENTS...

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.

Reminder: Just as historians pull information from a plethora of different sources, we must also consider more than one source when analyzing history. In an essay, this skill will enable complex analysis. When incorporating document analysis into a DBQ, for example, include observations of how documents corroborate or contradict each other.

Directions: Analyze the two images using your knowledge of history and your HIPP strategy. Then answer the Short Answer Questions. Remember your analysis of historical context MUST include outside information. It is NOT enough to simply state the obvious by describing similarities or differences in the images.

Sources: "The Descent of the Modernists", by E. J. Pace, first appearing in his book *Christian Cartoons*, published in 1922, Public Domain
Life Magazine Cover, "Teaching old Dog new tricks," 1926, authentichistory.com



Short Answer Questions.

- a. Briefly explain ONE major difference between the historical interpretations of changing American culture during the 1920s as illustrated in Pace's cartoon and the *Life Magazine* cover.
- b. Briefly explain how ONE specific event, development, or circumstance in the period from the end of World War I in 1918 to the beginning of the Great Depression in 1929 could be used to support Pace's view on Modernism.
- c. Briefly explain how ONE specific event, development, or circumstance in the period from the end of World War I in 1918 to the beginning of the Great Depression in 1929 could be used to support the viewpoint of the *Life Magazine* cover.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2015 Revised College Board APUSH Framework and sources as cited in document