

Contextualization... Document Analysis... *Monroe Doctrine*

From the 2017 Revised Framework:

Students will be able to...

- Describe an accurate historical context for a specific historical development or process.
- Explain how a relevant context influenced a specific historical development or process.
- Use context to explain the relative historical significance of a specific historical development or process.

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.

From the 2017 Revised Rubric for the DBQ:

CONTEXTUALIZATION: 1 point - Describes a **broader historical context** relevant to the prompt.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference. (Three sentences, at least!)

ANALYSIS AND REASONING: 1 point – Document Sourcing

For at least three documents, explains how or why the document's **point of view, purpose, historical situation, and/or audience** is relevant to an argument.

To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.

From the 2015 Revised Content Outline:

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

- I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
 - A) Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the **Monroe Doctrine**.
 - B) Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

WOR-2.0: Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

Contextualization... Document Analysis... Example

Identifying and analyzing context is a complex historical skill. It involves simple facts such as time (when did it happen?), but it also involves analyzing themes and making connections to other eras. Using this three part process, we will be able to analyze history on a higher level of complexity and communicate effectively that we understand history. This contextualization activity is a little different from previous activities, because you are incorporating document analysis into the contextualization. This skill is important for multiple choice, short answer, and essay writing... especially the DBQ where you will be completing HIPP for seven documents as well as contextualizing. [When you are completing a **HIPP** analysis of a document, the Historical Context (**H**) should include local and broad context.]

Example:

Source: *A Minute Against Slavery*, Germantown Monthly Meeting, Pennsylvania, 1688

“... would you be done in this manner? And what if it is done according to Christianity?...This makes an ill report in all those countries of Europe, where they hear of, that ^{ye} Quakers doe here handle men as they handle there ^{ye} cattle. ... And who shall maintain this cause, or plead for it. Truly we cannot do so, except you shall inform us better hereof, viz., that Christians have liberty to practice these things. Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries; separating husbands from their wives and children...”

Think of context as a three part concept...

- Local context...** facts about the event, describing who/what/when etc. as well as connecting to what is happening in that time... this step helps you connect to what you know...
- Broad context *within* parameters...** the bigger picture, theme, era, why/how... this is the most significant step...
- Broad context *beyond* parameters...** make a connection between the central topic and an event or development that precedes or follows the parameters of the prompt. (connecting the theme/era/event to another era (within *U.S. history only*)... making this connection can help you avoid writing a contextualization that defends your thesis and ensuring it explains the big picture.

Local & Broad Context (Historical Context – H):

The historical context of these minutes included the effort to end slavery in at least one colony **during the Colonial era when chattel slavery was developing**. In 1688, **slavery had been increasing as a labor source particularly in the south following Bacon’s Rebellion. As slavery increased, so did conflict over slavery as a moral issue.**

Broad Context beyond parameters:

Efforts to end slavery in the Colonial Era failed, and later in the Revolutionary Era, similar protests against the morality of slavery resulted in several northern states outlawing slavery in their state constitutions upon independence.

Author’s Point of View: **The author’s point of view** is that slavery is immoral and that **Christians should stand up against its practice in order to do what is right** and also to **protect their own religion and respect**.

Author’s Purpose: **The author’s purpose was to gain support for abolition of slavery by encouraging people to consider that they, too, could be sold into slavery. If others can empathize with the horror of slavery then the author can motivate them to act.**

Intended Audience: **The speaker’s intended audience** included religious believers, either Mennonites or Quakers, but the ultimate audience is the greater society who could hear the message if those Christians will start standing up for what is right.

NOTICE the document is not quoted or described. It is interpreted and the context is explained. No credit will be earned from stating the obvious. You must combine your analysis of the document with your outside knowledge of the era and higher level analysis. **And... don’t forget to use the lingo!**

Contextualization... Document Analysis... *Monroe Doctrine*

When analyzing a document, your contextualization must include **OUTSIDE** knowledge and facts. In a DBQ, you will *not* receive credit for simply pulling information from a document.

Source: James Monroe, The Monroe Doctrine, 1823

"With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling ... by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States....

"Our policy in regard to Europe ... which is not to interfere in the internal concerns of any of its powers ... but in regard to those continents [the Americas], circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren if left to themselves, would adopt it of their own accord."

Local Context (Historical Context)

(Who, What, When, Where... BEYOND the obvious, without quoting or describing, and with one specific piece of outside evidence!)

IPP (choose one of the following to explain – going beyond the obvious... Intended Audience, Author’s Purpose, or Author’s Point of View)

Broad Context

Why, How

What is the "Big Picture?"

What is the theme?

...*BEYOND* the obvious,

without quoting,

& with one specific piece of outside evidence!

Broad Context Beyond Parameters

Make a connection to events or developments that precede or follow(*in U.S. History only*); Explain *how* the BROAD context connects from one era to another.

