

# HISTORICAL CAUSATION AND ARGUMENTATION...The Second Great Awakening & Reforms

## From the 2015 and 2017 Revised Framework:

### Causation

Students will be able to...

- Describe causes or effects of a specific historical development or process.
- Explain the relationship between causes and effects of a specific historical development or process.
- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

### ARGUMENT DEVELOPMENT

Students will be able to...

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

## From the 2017 Revised Rubric for the Long Essay

### THESIS/CLAIM (1 point)

Responds to the prompt with a **historically defensible thesis/claim** that establishes a line of reasoning. **ATFP!**

To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

### ANALYSIS AND REASONING --Targeted Skill – Argumentation, Causation/CCOT/Comparison (2 points)

Uses historical reasoning to frame or structure an argument that addresses the prompt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. **Close the Loop!**

## From the 2015 Revised Content Outline:

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

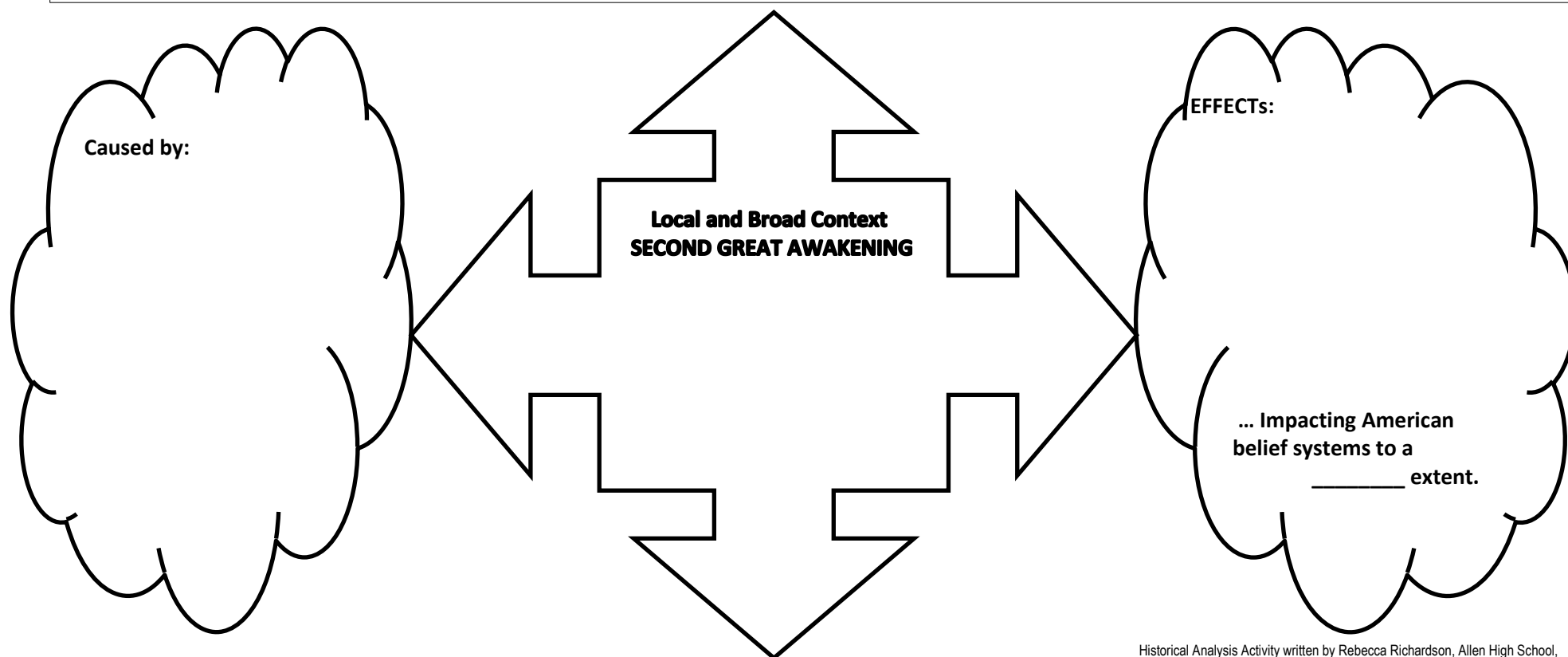
- II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own.
  - A) The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a **Second Great Awakening** among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.
  - B) A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.
  - C) Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
  - D) Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.
- III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.
  - A) Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
  - B) Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.
  - C) A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.

# HISTORICAL CAUSATION AND ARGUMENTATION...The Second Great Awakening & Reforms

Prompt: Evaluate the causes and effects of the Second Great Awakening from the 1790s through the Civil War. To what extent did this movement impact in American belief systems?

1. What is the *purpose* of your essay? What are your parameters?

2. Explain *how* you will ATEP, then brainstorm facts and evidence. Start in the middle of the graphic (causes) then move outward to effects and continuities.



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3. Using the thesis formula below to write your thesis. Don't forget to ATFP!

## **LC & BC. Although X, Y because A and B.**

What are the major causes of "event" and what were the most important short and long term consequences of "event"?

LC & BC: set the scene of this essay by explaining the event and briefly characterizing the era. You can also explain a connection to developments preceding or following the parameters of the prompt.

X = identify and explain one major cause, with an explanation how or why – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = 2 consequences linked to Y with explanations of how or why

Y = your assertion statement, why the effects are more significant than the causes, and including your analysis of extent

# HISTORICAL CAUSATION #2... impact of REFORMS on EXPANDING DEMOCRATIC IDEALS

Prompt #2: Evaluate the extent to which Jackson Era ["Jacksonian Democracy" or "Era of the Common Man"] reform movements expanded democratic ideals.

1. What is your purpose? What are your parameters?

2. Other than reform movements, what other forces expanded Democratic ideals during this time period?

3. How did reform movements impact democratic ideals? Review the reform movements below (potential evidence for your essay) and explain how each impacted (or not) democratic ideals. Add additional evidence to each reform movement.

Most Emphasized Reform Movements	Impact on Democratic Ideals (how and to what extent)
<b>Religion</b> Deism, Unitarianism, Baptist, Methodist, Mormons, <b>Second Great Awakening</b> , Evangelicalism, Peter Cartwright, Francis Asbury, Burned Over District, Joseph Smith, Brigham Young, Camp Meetings, William Miller – Millerites – Adventists	
<b>Temperance</b> Temperance Societies, Temperance legislation, T.S. Arthur - Ten Nights in a Bar Room and What I Saw There, Neal Dow, Maine Laws	
<b>Abolition</b> William Lloyd Garrison - The Liberator, American Anti-Slavery Society, Lyman Beecher, Lewis and Arthur Tappan, Theodore Dwight Weld, Wendell Phillips, David Walker – Appeal to the Colored Citizens of the World (1829), Sojourner Truth, Frederick Douglass, Sarah and Angelina Grimke, American Colonization Society, Harriet Beecher Stowe – Uncle Tom’s Cabin	
<b>Women’s Movement</b> Cult of Domesticity, Susan B. Anthony, Lucretia Mott, Margaret Fuller – The Dial, Declaration of Sentiments, Seneca Falls, Soujourner Truth – Aint I a Woman?	
<b>Utopianism</b> Enlightened Rationalism, Romanticism, Transcendentalism, Ralph Waldo Emerson, Henry David Thoreau, Robert Owen, Oneida, New Harmony, Shakers	

# HISTORICAL CAUSATION #2... impact of REFORMS on EXPANDING DEMOCRATIC IDEALS

Other Reform Movements	Impact on Democratic Ideals (how and to what extent)
<b>Immigration</b> Nativism, Irish Immigration, Great Potato Famine, German Immigration, Anti-Catholicism, Know Nothing Party (American Party)	
<b>Education</b> Public School Movement, Horace Mann, Women's Education, Troy Seminary – Emma Willard, Mount Holyoke, Oberlin College, Curriculum Development	
<b>Prisons and Mental Facilities</b> Dorothea Dix – Mental Asylums, Eastern State Penitentiary (Pennsylvania System), Auburn System	

4. What impacted democratic ideals *more*, reforms or the other forces?

5. Using your standard thesis formula, write your thesis in the space below. Make sure to ATFP!

**LC/BC. Although X, Y because A and B**

What are the major causes or consequences of "event" and what were the most important causes or consequences of "event"?

LC = historical context... set the scene by briefly describing the era and event and/or connecting it to developments preceding or following

X = least important cause or consequence, with an explanation why; explained thoroughly with a piece of specific evidence

A, B = most important causes / consequences, explanations why, broken up into organizational categories

Y = your assertion statement addressing extent

# HISTORICAL CAUSATION #2... impact of REFORMS on EXPANDING DEMOCRATIC IDEALS

From the 2017 Revised Rubric for DBQ

## EVIDENCE FROM DOCUMENTS (2 points)

### Using Evidence FROM the Documents:

Uses the content of at least three documents to address the topic of the prompt.

To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.

Supports an argument in response to the prompt using at least six documents.

To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt. *Close the loop!*

## ANALYSIS AND REASONING OF DOCUMENTS (1 point)

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. **HIPP at least three!**

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.

**To earn the three document points in a DBQ, you have essentially three goals: HIPP at least three, describe at least six of the seven, and use them as evidence to support your thesis.**

### 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. Instead, you want to use the content of the documents AS EVIDENCE in defense of your argument. 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?” or “What is this document saying?” **DO NOT quote the documents!**

**You will have seven documents and you must use at least 6; however, I advise you to use all just in case you do not get credit for one.**

**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.

**Step 2:** Use the HIPP strategy to analyze the documents. Choose 4 or 5 to thoroughly source, even though you only need three according to the rubric. Remember you only need one of the HIPP.

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

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

It may seem redundant to explain relevance and use in defense of argument, but keep in mind you will not be HIPing all documents and it is better to clearly target each skill rather than oversimplifying.

Source: Fourth Annual Report, Society for the Reformation of Juvenile Delinquents in the City of New York, 1829.

We might feel a pride in the reflection, that our young country . . . was the first to adopt the penitentiary system of prison discipline, and the first to attempt to prevent the commission of crimes, by seeking out the youthful and unprotected, who were in the way of temptation, and by religious and moral instruction, by imparting to them useful knowledge, and by giving them industrious and orderly habits, rescuing them from vice and rendering them valuable members of society.

To confine these youthful criminals . . . where no, or scarcely any, distinction can be made between the young and old, or between the more and less vicious, where little can be learned but the ways of the wicked, and from whence they must be sent to encounter new wants, new temptations, and to commit new crimes, is to pursue a course, as little reconcilable with justice as humanity; yet, till the House of Refuge was established there was no alternative.

### EXAMPLE:

*Document Description:* The Fourth Annual Report explains how prison reform for young people had a positive impact on society, because young criminals were nurtured as children rather than punished as adults.

*HIPP...* The author's point of view in the Fourth Annual Report is that Christianity had effective solutions to societal problems. This is relevant to the argument that Jackson Era reforms expanded democratic ideals to a large extent, because the liberties of young people were being defended and valued.

*Supporting X or Y:* Prison reform expanded democratic ideals, because young people were provided instruction rather than simply punished for crimes which helped them become good citizens.

**YOUR TURN!**

Source: Engraving by Patrick Reason, 1835.



*Document Description:* The 1835 engraving...

*HIPP...*

*Supporting X or Y:*

Source: Samuel F.B. Morse, *Imminent Dangers to the Free Institutions of the United States*, 1835.

In our national infancy we needed the strength of numbers. . . . Now emigration is changed; naturalization has become the door of entrance not alone to the ever welcome lovers of liberty, but also for the priest-ridden troops of the Holy Alliance. . . . Now emigrants are selected . . . not for their affinity to liberty, but for their mental servitude, and their docility in obeying the orders of their priests. . . .

It may be, Americans, that you still doubt the existence of a conspiracy. . . . Do you wish to test its existence and its power? . . . Test it by attempting a change in the Naturalization Law. Take the ground that such a change must be made, that no foreigner who comes into the country after the law is passed shall ever be allowed the right of suffrage.

*Document Description:* Morse's document on dangers to free institutions...

*HIPP...*

*Supporting X or Y:*

Source: The Constitution of the Brook Farm Association, 1841.

In order to more effectually promote the great purposes of human culture; . . . to apply the principles of justice and love to our social organization in accordance with the laws of Divine Providence; to substitute a system of brotherly cooperation for one of selfish competition; to secure to our children . . . the benefits of the highest physical, intellectual and moral education . . .; to institute an attractive, efficient, and productive system of industry; . . . to diminish the desire of excessive accumulation, by making the acquisition of individual property subservient to upright and disinterested uses; to guarantee to each other forever the means of physical support, and of spiritual progress;—we the undersigned do unite in a voluntary Association. . .

*Document Description:* Brook Farm's Constitution...

*HIPP...*

*Supporting X or Y:*

Source: Elizabeth Cady Stanton, Seneca Falls Declaration, August 2, 1848.

. . . But we are assembled to protest against a form of government, existing without the consent of the governed—to declare our right to be free as man is free, to be represented in the government which we are taxed to support, to have such disgraceful laws as give man the power to chastise and imprison his wife. . . . And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live.

*Document Description:* The Seneca Falls Declaration...

*HIPP...*

*Supporting X or Y:*