

HISTORICAL ANALYSIS – Cause & Effect... *The Post WWII Era*

From the 2015 Revised Framework:

Causation - Historical thinking involves the ability to **identify, analyze, and evaluate the relationships** among historical **causes and effects**, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

Reminders About Causation

Historians often debate the causes and effects of events, because history is complex and filled with multiple variables. Some facts are facts: black and white. But most of history is gray: up for interpretation. When analyzing causation, we must remember that we are making a judgment and defending our viewpoint. And, remember... every viewpoint has an opposing or differing viewpoint. Analyzing the effects of historical events requires similar skill. It is not only listing ways the event impacted the nation, for example, it is analyzing historical significance of those effects. Did the effect stem directly from the event? Or, was it simply a coincidence in time and place? Was the effect short term or long term? Which cause was most significant? Which effect was most significant? Etc.

Argumentation - Historical thinking involves the ability to **create an argument and support it using relevant historical evidence**. Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. **A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence.** The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization). Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

From the 2015 Revised Rubric for the Long Essay

1. **Presents a thesis** that makes a **historically defensible claim** and responds to **all parts of the question [ATFP]**. The thesis must consist of one or more sentences located in one place, the introduction. 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]. (1 of 6 possible points)
2. **Describes causes AND/OR effects** of a historical event, development, or process. (1 of 6 possible points)
3. **Explains the reasons for the causes AND/OR effects** of a historical event, development, or process. (1 of 6 possible points)
Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.
4. Addresses the topic of the question with **specific examples of relevant evidence**. (1 of 6 possible points)
5. **Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis** or a relevant argument. (1 of 6 possible points)
6. **Extends the argument** by explaining the connections between the argument and ONE of the following:
 - A development in **a different historical period, situation, era**, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (1 of 6 possible points)**Scoring Note:** *The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference. [Several sentences!]*

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

On Contextualization: Although the long essay does not have a separate point for contextualization like the DBQ has [DBQ graded on 7 point scale], we will be including this for our class essays in order to practice the skill.

HISTORICAL ANALYSIS – Cause & Effect... *The Post WWII Era*

Directions:

Address the prompts using the formula, LC & BC. X(A). However, Y because AB. Or... LC & BC. Although X(A), Y because AB.

If you do not know the formula by now... STUDY it, PRACTICE it, and MEMORIZE it!

LC = local context (who, what, when, or where) – for long essay – one sentence; for DBQ two sentences minimum, remember to *explain!*

BC=broad context (MAGPIES-themes and trends; migration, American in the world, geography/environment, politics and power, identity, economics [work, exchange, technology], society/culture) – for long essay – one sentence; for DBQ two sentences minimum, remember to *explain!*

X = least important cause or consequence or a short term cause or consequence, *with an explanation why* [incorporating one specific piece of evidence] – 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 (explaining the most important causes or effects or the long term causes/effects)

On a separate sheet of paper, write Complete Thesis/Introductory Paragraph for the second prompt after reviewing the process for the first.

- 1. Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives overseas from 1945 through 1980.**
- 2. Explain how political and cultural debates affected American values, politics, and society during the 1960s.**

Review and discuss how you would respond to the following prompts:

3. Explain how ideas about national identity changed in response to U.S. involvement in international conflicts from 1945-1980.
4. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources affected both interactions among different groups and the development of government policies from 1945 to 1980.
5. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship affected American values, politics, and society in the post-World War II era.
6. Analyze relationships among three different regional, social, ethnic, and/or racial groups, and explain how these groups' experiences affected U.S. national identity.
7. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
8. Explain how ideas about women's rights and gender roles have affected society and politics. Confine your analysis to 1941-1980.
9. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
10. Explain how geographic and environmental factors shaped the development of various communities in the post-World War II era.
11. Analyze how competition for and debates over natural resources affected both interactions among different groups and the development of government policies.
12. Explain how and why political ideas, beliefs, institutions, party systems, and alignments developed and changed during the post-World War II era.
13. Explain how different beliefs about the federal government's role in U.S. social and economic life affected political debates and policies during the post-WWII era.
14. Analyze how technological innovation affected economic development and society during the post-World War II era.
15. Explain the causes of migration to the United States in the post-World War II era, and analyze immigration's effects on U.S. society in modern times.
16. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
17. Explain how religious groups and ideas affected American society and political life during the post-World War II era.
18. Explain how artistic, philosophical, and scientific ideas developed and shaped society and institutions during the post-World War II era.

Review the notes below/Review the steps in breaking down a prompt and planning a complete and effective introduction!

Then, on a separate sheet of paper, plan for and write a *Complete Thesis/Introductory Paragraph* for the second prompt. Your planning (“Visible Thinking”) should precede your introductory paragraph, and it should NOT mirror your peers... do this on your own!

1. Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives overseas from 1945 through 1980.

- a. What is the skill being tested? CAUSATION – both causes (reasons) and effects (results)... remember your Long Essay prompts will test one of the BIG FOUR skills: Causation, Comparison, Change and Continuity over Time, or Periodization!**

NOTES: With causation... you are doing MORE than just explaining causes and effects! You are evaluating them! Give them value! Which cause was more significant? Which effect was least significant? Or, which effect was more short term vs long term?

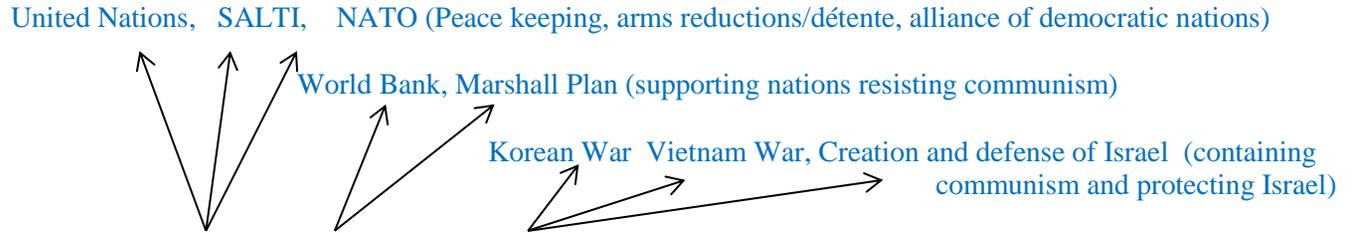
- b. What is the theme of the question? (or themes) This prompt focuses on America in the World (foreign policy). *In your synthesis (conclusion) you can compare to a different era(preferred) or compare to a different theme such as Migration, Geography/Environment, Politics and Power, Identity, Economy, or Society/Culture.***
- c. What are the parameters? 1945 – end of WWII through 1980 – election of Ronald Reagan – This is the Cold War Era, although the era doesn’t end until 1989 with the fall of the Berlin Wall in Berlin, Germany and/or 1991 with the breakup of the Soviet Union. Use this for your local context. For a long essay it can be one sentence. For DBQ it must be several sentences. Avoid generalities! Use evidence!**

Ineffective Example: From 1945 to 1980 the United States had many diplomatic, economic, and military initiatives.

Effective Example: From 1945 when the Cold War began through the election of Ronald Reagan in 1980, America’s role in the world changed as many initiatives were carried out in the name of containing communism, such as the Berlin Airlift in which President Truman prevented the Soviet Union from taking over West Berlin.

- d. Does the prompt give you organizational categories? Yes: diplomatic, economic, and military initiatives overseas Use these as your ABC! And, remember your A will also be your X! Although you can use other categories as long as you address all of these initiatives (causes and effects with examples) in your essay.**
- e. ATFQ! Make sure you address the full prompt! Have you read it not once, not twice, but thrice? “Reasons” = notice it is plural! You need to identify a minimum of TWO causes! Why did these initiatives happen? What were the goals? “Results” = again... plural! Identify at least TWO results! How did these initiatives impact the country? (think thematically or specifically)**

f. Brainstorm & Plan! You need specific evidence not just generalizations! Remember to include evidence that spans the parameters!



Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives overseas from 1945 through 1980.



g. Write your thesis! Use your formula! Have it memorized and use it when you plan your essay!

Ineffective example: There were many reasons for diplomatic, economic, and military initiatives overseas from 1945, and these initiatives had many results. Although some may say that supporting Israel was the main reason for the effects, containing communism was the main reason for them.

Notes: Do not simply restate prompt. Do not refer to some mysterious “some.” Your intro must have both complexity and evidence.

Effective example: From 1945 when the Cold War began through the election of Ronald Reagan in 1980, America’s role in the world changed as many initiatives were carried out in the name of containing communism, such as the Berlin Airlift in which President Truman prevented the Soviet Union from taking over West Berlin. Containing communism and protecting the nation of Israel were two main causes for the diplomatic, economic, and military initiatives of this era. Although these initiatives did result in the promotion of American Exceptionalism as the U.S. supported democratic and capitalist systems worldwide through things like the NATO alliance, the most significant results of these policies were long term conflict from Middle Eastern countries and costly proxy wars which deflated Americans’ view that the U.S. was an invincible superpower.

Notes: The thesis evaluates by denoting most significant effects, both reasons (plural causes) and results (plural effects) are included. Context is accurate. Although it appears this thesis is setting up the ABC by the effects (which is perfectly fine), the essay could also be organized with the categories provided in the prompt. Remember to back up your X with evidence.

Your turn... Address the following prompt by following all the steps (planning) as well as writing a complete introductory paragraph. You should be able to do this planning and have your introduction written in less than 10 minutes!

Prompt: Explain how political and cultural debates affected American values, politics, and society during the 1960s.