



Using Documents Every Day!

Applying content knowledge to documents,
sourcing skills, and SAQs

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Welcome!

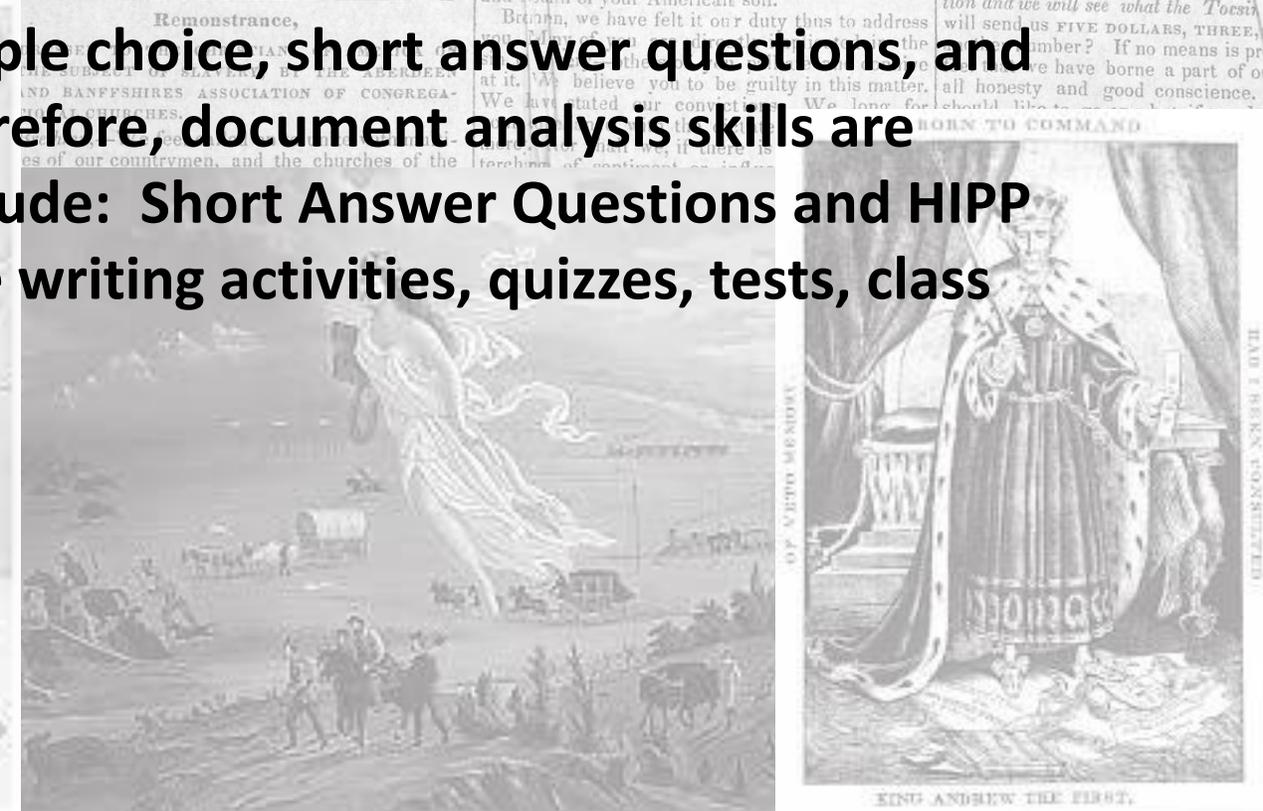
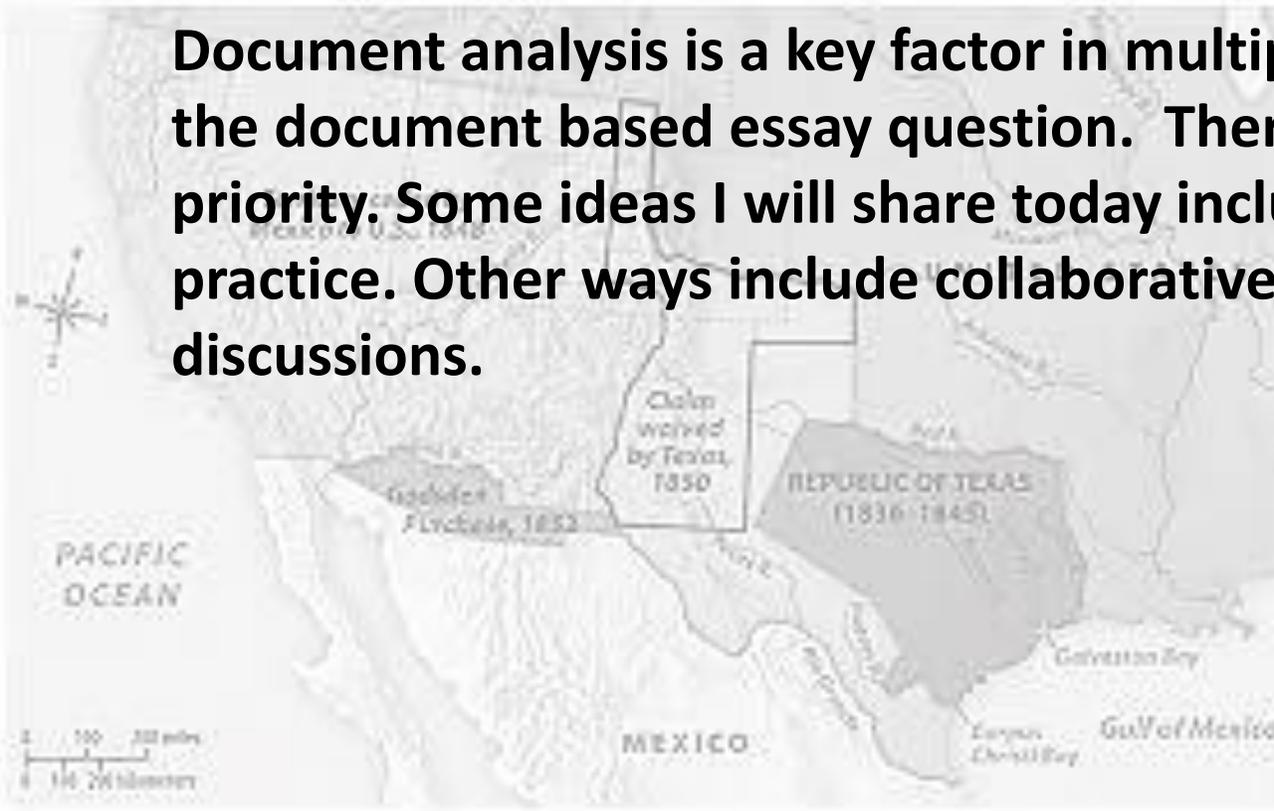


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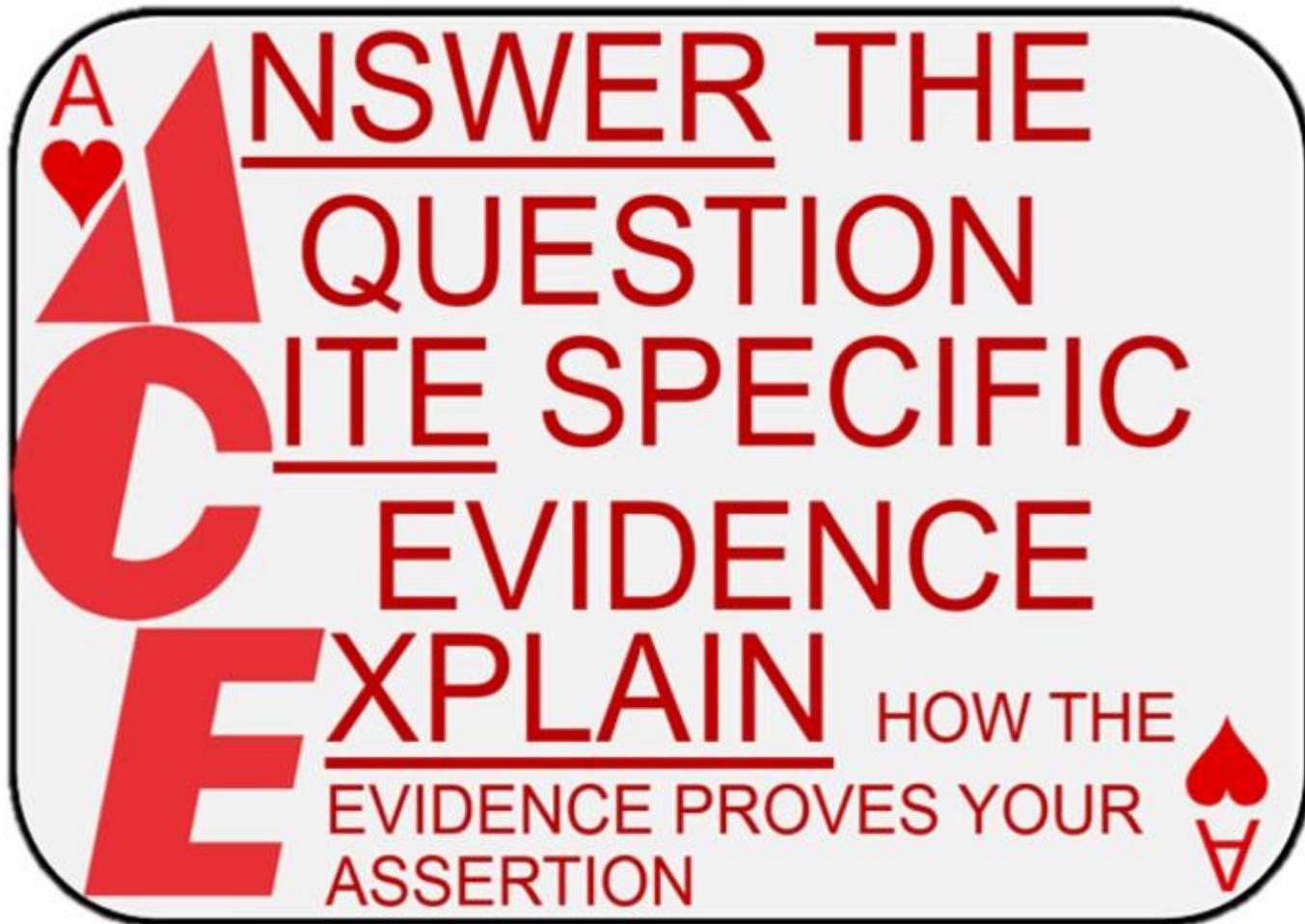
Document Analysis

Using Documents in class on a regular basis is a great way to reinforce a skill based approached to teaching.

Document analysis is a key factor in multiple choice, short answer questions, and the document based essay question. Therefore, document analysis skills are priority. Some ideas I will share today include: Short Answer Questions and HIPP practice. Other ways include collaborative writing activities, quizzes, tests, class discussions.



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EVIDENCE PROVES YOUR
ASSERTION



One way to incorporate documents regularly is by having students complete and/or discuss docs with SAQ writing. This can be a full activity of 10-15 minutes or a shorter activity. The following slides provide some samples using a variety of strategies.

Primary Source

Full SAQs can be a warmup or part of a quiz, test, or writing activity.

The Saturday Evening Post, "Self-Preservation," 1920

Deportation and immigration are the two great questions before us. We have made a good start at the first, but it will be useless to continue deportations unless we are prepared to take equally drastic actions on immigration. Those aliens who deplore our individualistic, capitalistic system are preparing to come over here by the hundred thousand to enjoy our benefits and if possible to join with their fellows already here to short-cut to fortune by confiscating our capital.

We must rid our minds of the notion that America is some kind of world institution for the care of nuts; that Americans have no rights that her guests are bound to respect; that her citizenship is open to anyone to accept or reject as his own whims and interests dictate; that men who cannot speak our language have a God-given right to tell us where to get off; that we can make a few passes over anyone regardless of race and presto! An American; or that we can keep ceaselessly dividing with the whole world and have as much as we had before.

People talk to these immigrants from Russia, from Hungary, from the Balkans, as if they need to become Americanized is to learn not to keep coal in the bathtub and to be taught a little pushcart English. They see the Negro problem; but they cannot grasp the Russian problem. They do not understand that many of these alien peoples are temperamentally and racially unfitted for easy assimilation; that they are living in an age two or three centuries behind ours. They are white, they can read a few lines, and they have a few dollars- so in we come. We need three generations to educate, to crossbreed with western strains and to assimilate a large number of those that we have here now.

Address the three prompts using your 3-step strategy.

- Briefly explain the author's point of view.
- Identify and explain ONE specific development in the 1920's that reflects the arguments presented in the article.
- Briefly explain how the development you explained in part b. compares to ONE of the following: Dawes Severalty Act, Chinese Exclusion Act, *Plessy v. Ferguson*.

Although this style of question is not standard practice for AP exams, it is a powerful tool to help build in small moments of review along the way.

Primary Source

Source: President Lyndon B. Johnson, Speech excerpt, 1964

“...The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community. It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods. But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor...
...While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America...”

Reinforcing POV, purpose, and continuity.

Using your knowledge of history and analysis of the document, address the following prompts in complete sentences.

- a. Briefly explain the author's point of view regarding the role of government in American society.**
- b. Identify and explain ONE specific act of the federal government in the 1960's that provides an example of the author's goals.**
- c. Briefly explain how the development discussed in part b. illustrates a continuity from ONE of the following: Radical Republican reform under President U.S. Grant, Progressive reform under President Theodore Roosevelt, New Deal reform under President Franklin Roosevelt.**

Color Coding:

Blue: *Use the lingo* to set up your answer. This helps you focus on the prompt, ensuring you AAFP!

Yellow: Each answer needs at least *one specific piece of evidence* (or higher-level analysis, depending on the question) not found in the document.

Green: *Explain how or why* your evidence (or analysis) addresses the prompt.

These three steps are often described as **ACE**. **A**nswer the questions, **C**ite specific evidence, and **E**xplain. These three steps target the main reasons why responses fail to earn the point. Each answer is 1 point, all or nothing.

Primary Source – Providing a Sample Answer

Source: President Lyndon B. Johnson, Speech excerpt, 1964

Samples can be used to debrief an SAQ assignment using student samples or created collectively in class.

...The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we

The author's POV regarding the role of government was positive and powerful, as he states the government under his leadership will work to find the answers to problems such as inequality, community feelings, education. This is evident as he speaks of the Great Society being America's destiny, and the government can help make that happen.

One specific act of the federal government in the 1960's that provides an example of the author's goals was the Voting Rights Act. This act gave the government more power to oversee and monitor elections particularly in the South to ensure that discrimination did not prevent African Americans and others from voting. Securing voting rights led to increased liberty, and this was one part of his vision for a Great Society.

The development discussed in part b., the Voting Rights Act, illustrates a continuity from Radical Republican reform under President U.S. Grant, because both administrations were involved in overseeing voting rights for African Americans. During Reconstruction, Grant supported the Reconstruction Acts which divided the South into zones with military presence to ensure that whites weren't preventing blacks from voting. This action stopped in 1877, but continued and came back to life under LBJ.

- c. Briefly explain how the development discussed in part b. illustrates a continuity from ONE of the following: Radical Republican reform under President U.S. Grant, Progressive reform under President Theodore Roosevelt, New Deal reform under President Franklin Roosevelt.

Maps

SAQs are also a vehicle to practice other important skills such as causation, comparison, CCOT.

To increase the challenge, remove the title or the year from a map. Can students figure out the era/situation without sourcing clues?

Reinforcing causation skill as well as document interpretation

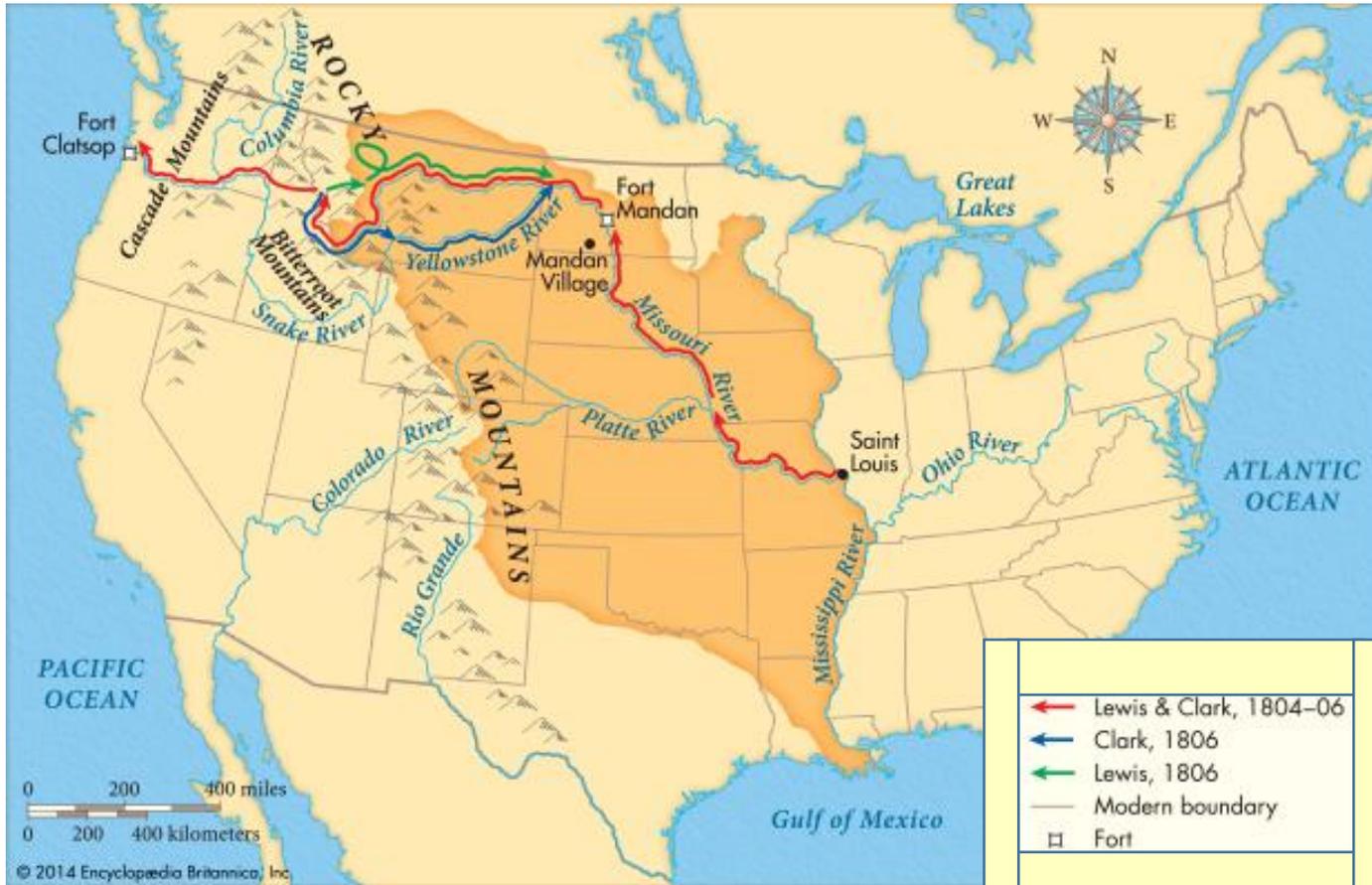


- Briefly explain ONE reason for the migration illustrated on the map.
- Briefly explain ONE specific development during the 1920's that resulted from the migration illustrated on the map.
- Briefly explain ONE specific development beyond the 1920's that resulted from the migration illustrated on the map.

Map

The term Louisiana has been removed from this map. Students should still be able to recognize it and place it in the Jeffersonian era. The key does provide clues if the purchase doesn't immediately present itself to the student.

Source: Encyclopedia Britannica, Lewis and Clark expedition



Using the document and your knowledge of U.S. History, answer a, b, and c. Write in complete sentences.

- Explain the historical situation depicted on the map.
- Explain ONE reason for the situation you described in part a.
- Explain how ONE of the following connect to the historical development illustrated on the map: Missouri Compromise of 1820, Mexican-American War (1846-1848), Kansas-Nebraska Act of 1854.

Again, this is not standard practice on the exam. However, it is a powerful tool to expand the activity. I have used this type of question to generate discussion without requiring students to write. Asking, "what other events can you connect this event to?" They may go back to pre-Columbian societies or forward to enclosure of the west, for example.

Images



HOW TO KEEP THE CAT AND
GET RID OF THE COOTIES?

—Morris for the George Matthew Adams Service.

- Briefly explain the artist's perspective regarding prohibition in the 1920's.
- Briefly explain ONE historical development that led to the issue illustrated in the image.
- Briefly explain ONE way the development illustrated in the image was challenged from 1918-1933.

Political cartoons are the most likely images to appear on the exam, however photographs, drawings, engravings, paintings can also appear.

If you target certain skills each week, you can develop SAQs of your own to reinforce those skills. This one targets causation and POV.

Source: "Peace Today," *New York Sun*, Rube Goldberg, 1947

Images



Using your historical knowledge as well as your analysis of the image, address the following prompts in complete sentences.

- Briefly explain the historical situation referenced by the artist.
- Briefly explain the artist's perspective regarding the situation discussed in part a.
- Briefly explain how the situation discussed in part a. impacted American society during the late twentieth century.

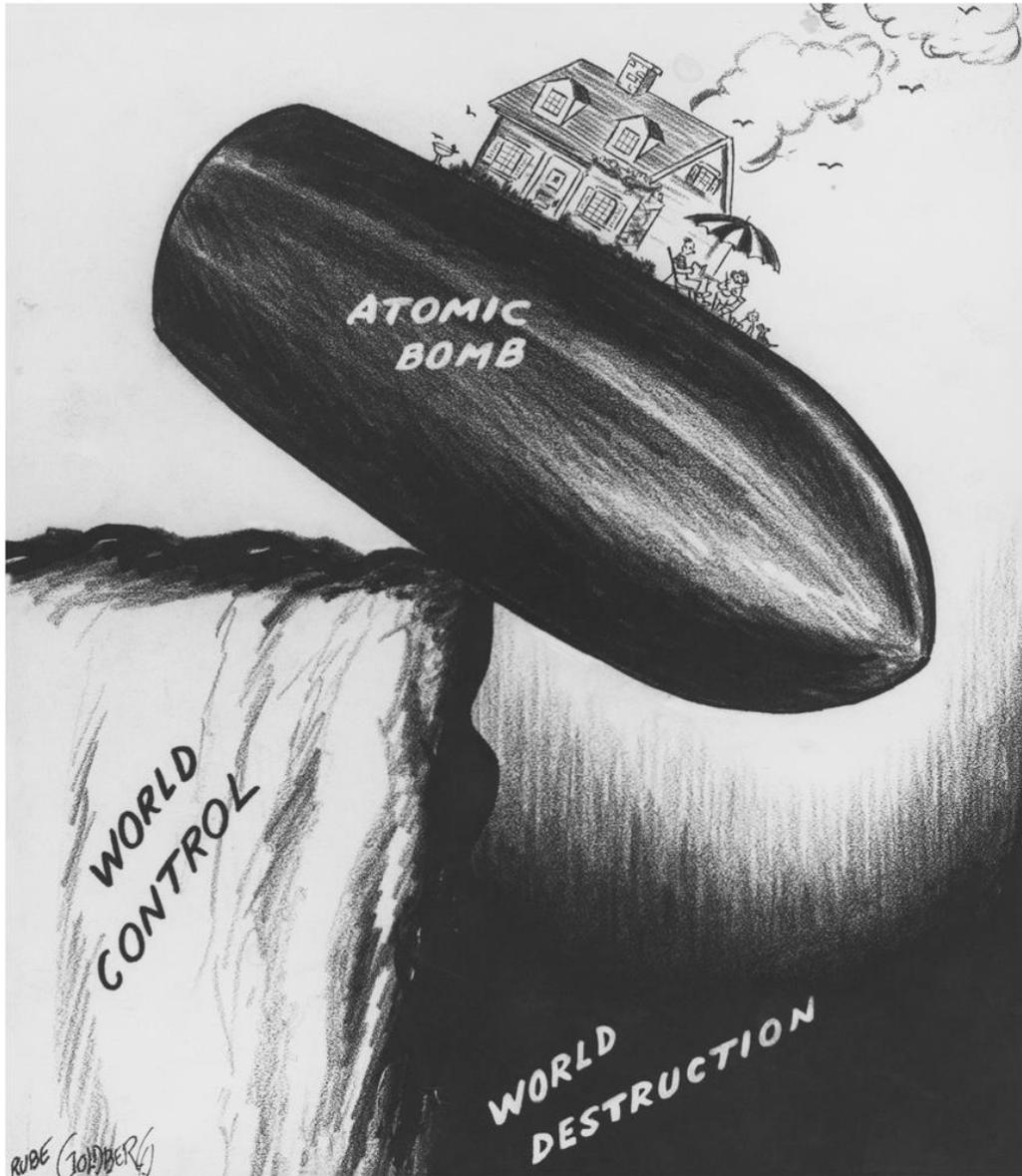
As a warmup activity, I will have a document displayed on the screen when students arrive. On the whiteboard (or using a document camera), I will have the "lingo" setting up each answer. Then students discuss in their groups how they would address each prompt. Followed up by Q & A.

The historical situation referenced by the artist was

The artist's perspective regarding the situation discussed in part a. was

The situation discussed in part a. impacted American society during the twentieth century by

Source: "Peace Today," *New York Sun*, Rube Goldberg, 1947



Images – Expanding an SAQ to DBQ skills

Further the discussion by having students -verbally or in writing- practice sourcing.

Sample Argument:

Foreign policy changed following WWII due to the Cold War arms race.

Describe the doc. –

"Peace Today" shows an atomic bomb carrying a family over a cliff headed toward world destruction.

HIPP the doc. –

The historical situation of the cartoon included the competition between the USA and the USSR to acquire atomic weapons.

Use the doc to support an argument. –

This doc. supports the argument that foreign policy changed, because before WWII world tensions did not include weapons powerful enough to destroy much of the planet. After the creation of atomic weapons, not only did arms race intensify but fears of MAD increased (mutually assured destruction).

Source: Boro, "Reaganomics," 1984



Images

Using your historical knowledge as well as your analysis of the image, address the following prompts in complete sentences.

- Briefly explain the historical situation referenced by the artist.
- Briefly explain the artist's perspective regarding the situation discussed in part a.
- Briefly explain ONE counterargument to the perspective you discussed in part b.

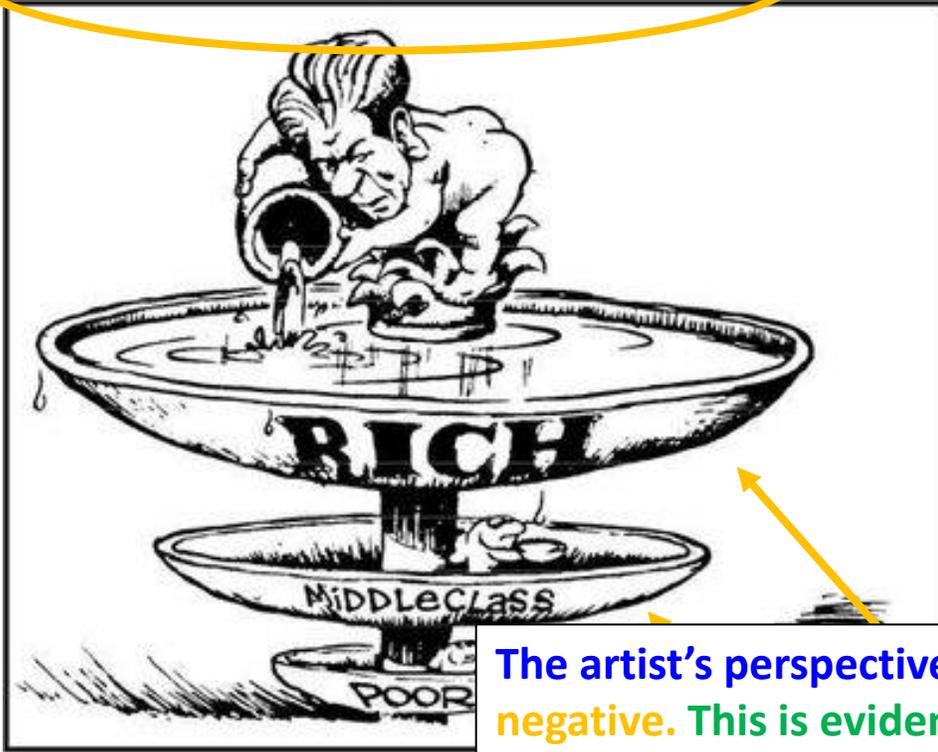
HIPPING strategy:

In my experience, students are most successful with historical situation. POV is a close second. I encourage my students to practice/master these two and only choose purpose or audience if they are absolutely sure they can adequately explain it.

For POV, I first ask them, "What is the topic of the document?" Then I ask, "What is the author/artist's POV regarding that topic? OR... (especially at the beginning of the year) I will ask "Was the author/artist's POV positive or negative toward that topic?" In the case of a political cartoon I might ask, "Was the artist celebrating or criticizing that topic?" Most of the time the positive/negative and praise/critique approach works. In other cases, a thematic approach may work better.

Images – Providing Sample Answers

Source: Boro, "Reaganomics," 1984



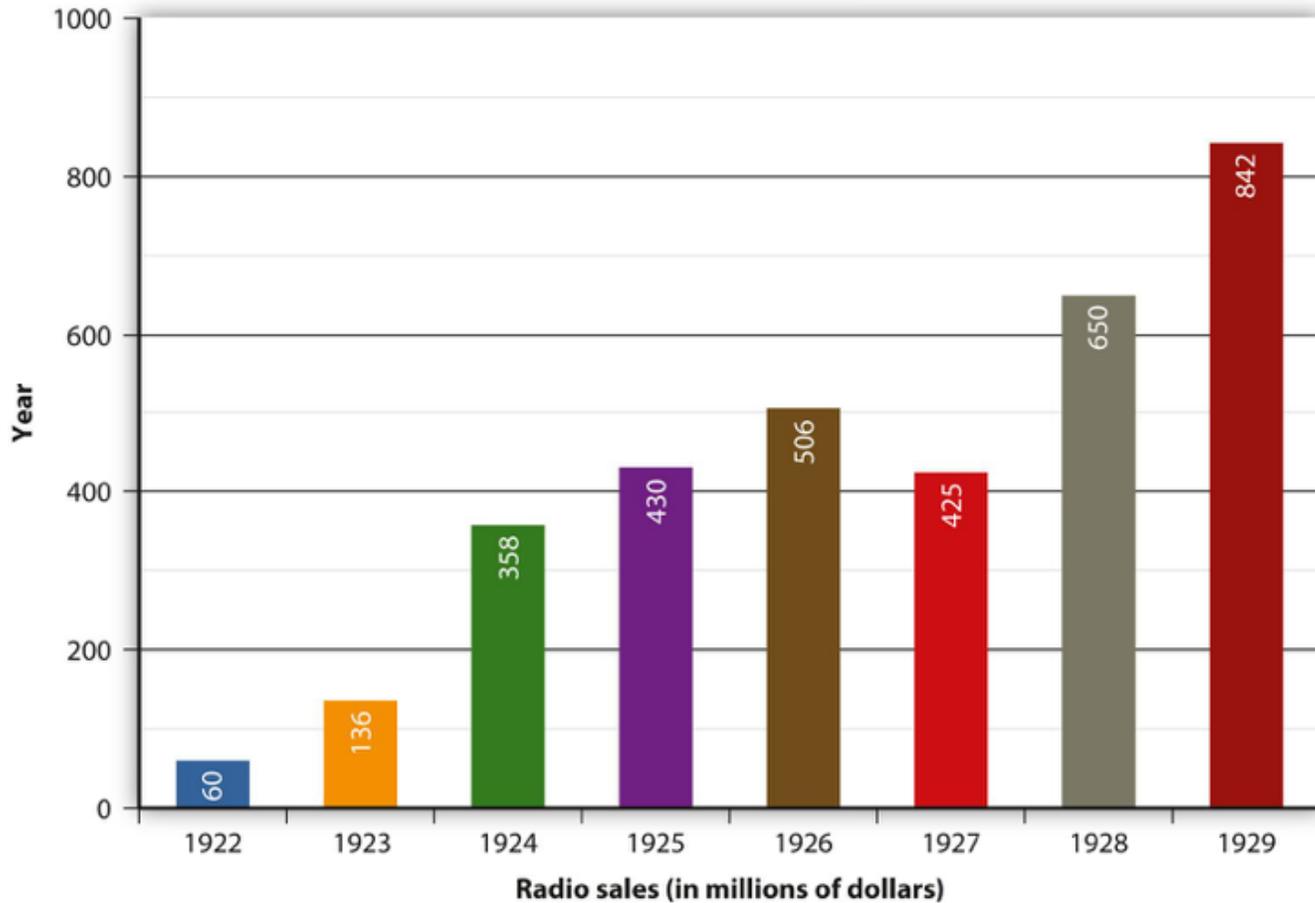
Using your historical knowledge as well as your analysis of the image, address the following prompts in complete sentences.

- Briefly explain the historical situation referenced by the artist.
- Briefly explain the artist's perspective regarding the situation discussed in part a.
- Briefly explain ONE counterargument to the perspective you discussed in part b.

The historical situation referenced by the artist was **President Ronald Reagan's economic policies during the 1980s**. In order to help the economy recover from 1970's stagflation Reagan implemented supply side policy of reducing business and income taxes with hope the increased jobs would lead to "trickle down" effect.

The artist's perspective regarding the situation discussed in part a., trickle down economics, was **negative**. This is evident because Reagan is displayed as a naked cherub dumping water into the rich while the middle class and poor fish try to catch a single drop of water. The artist didn't believe the policy would lead to a true trickle down of benefits to the poor.

One counterargument to the negative perspective discussed in part b. is **positive economic growth in the 1980's**. The economy in the 80's was much better than that of the 70's. Even though there were short recessions in early and late 80's, overall growth was positive with more jobs. More jobs means more poor people have salaries.



Charts

TIP: When analyzing charts/graphs on a DBQ, teach your students to ONLY choosing historical situation for sourcing. Rarely are the other three successful (and beyond the obvious) for a chart or graph.

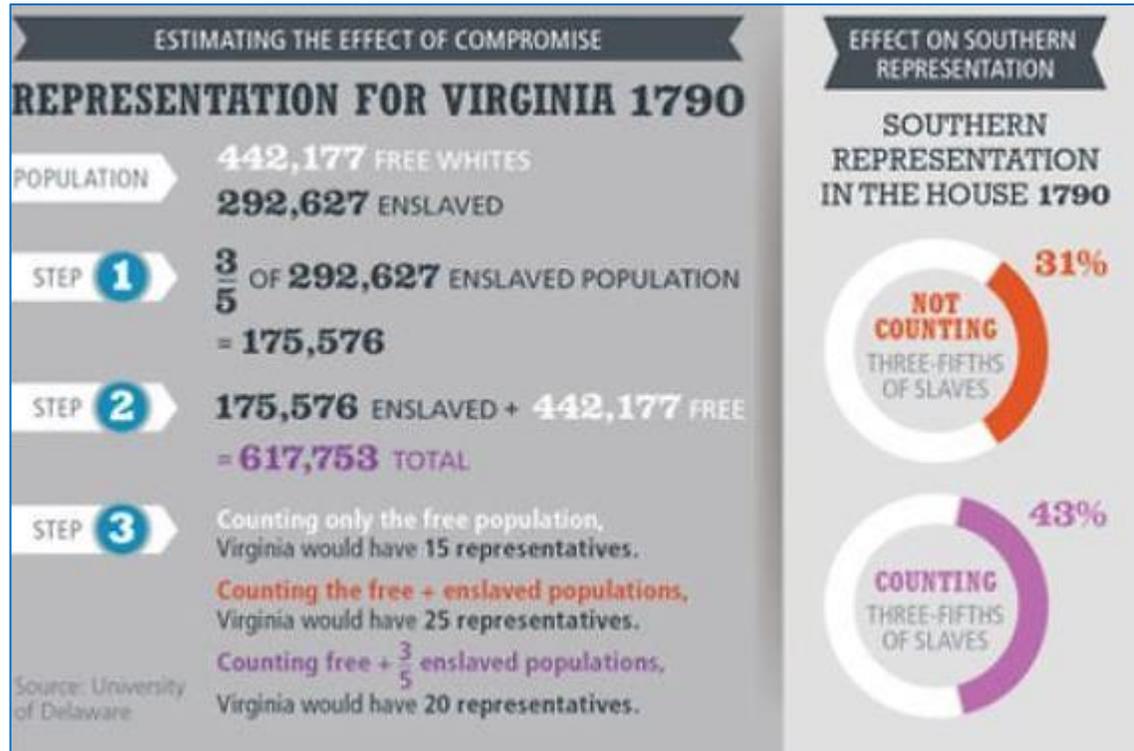
An SAQ activity can be shortened and still be effective. For example, verbal responses instead of written. Or, only have one prompt instead of three. The important thing is that the student is exposed to regular document analysis practice.

- Briefly explain how the development illustrated in the chart reflects changing culture in the United States during the 1920s.
- Identify and explain ONE additional development during the 1920s that also supports your answer in part a.
- Briefly explain how ONE of the following had a similar impact on the United States to the development illustrated in the chart : telegraph, telephone, television.

Reinforcing CCOT, comparison, and causation.

Graph/Charts

Source: 1790 analysis of compromise, University of Delaware



Reinforcing causation.

Using your knowledge of history and the information in the chart, address the following prompts in complete sentences.

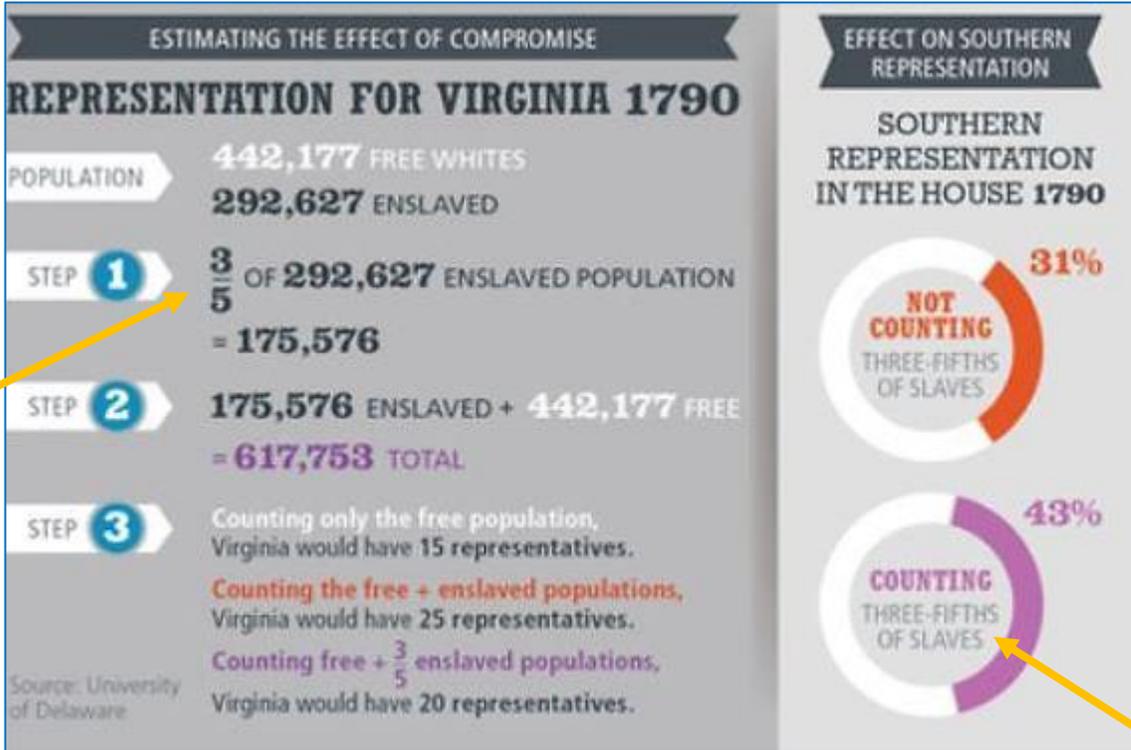
- Briefly explain how the data recorded in the chart impacted political balance of power in the federal government from 1789-1865.
- Identify and explain ONE reason for compromise outlined in the chart.
- Identify and explain ONE way the compromise impacted United States society in the long run.

The image above is a little more detailed than those usually used on the AP exam. However, it is still a useful tool for practice. If this SAQ appeared on a reading quiz after students read the chapter covering the Critical Era, they should be able to fully understand the process.

I chose this topic for my students, because most of them do not fully understand the 3/5 compromise. They simply think it defined slaves as 3/5 human. When you see a weakness in their understanding, incorporating a document can help reinforce deeper understanding.

Graph/Chart – Sample Answers

Source: 1790 analysis of compromise, University of Delaware



Using your knowledge of history and the information in the chart, address the following prompts in complete sentences.

- Briefly explain how the data recorded in the chart impacted political balance of power in the federal government from 1789-1865.
- Identify and explain ONE reason for compromise outlined in the chart.
- Identify and explain ONE way the compromise impacted United States society in the long run.

The data recorded in the chart impacted political balance of power in the federal government from 1789-1865 by allowing southern states to have inflated numbers of representatives by allowing them to count 3/5 of their slaves who were considered property and not citizens. If Southern states had not been allowed to count any slaves for purpose of apportionment in the House of Reps., northern free states would have had more political power.

One reason for the compromise outlined in the chart was to increase the number of electoral votes for southern states. There were some in the north that didn't want them to count any slaves, and there were some in the south that wanted to count all slaves. It was a battle for power and the compromise was they could only count three out of five.

One way the 3/5 Comp. impacted the U.S. society in the long run was increased racism. The 3/5th part of this comp. led to the idea that even after slaves were freed, blacks were less than human, sort of like saying they were 3/5 of a person.

Secondary Sources

On the SAQ portion of the exam, the first SAQ will be secondary source(s). Usually this SAQ is a “dueling historian” type scenario.

Many times, the key difference is how the historians are interpreting/explaining an event (positive or negative). Other times it may be thematic (economic vs religious, for example). In this case the difference is group focus.

Source A: Dr. Anderson, “FDR’s Executive Order 8802,” 2005

African Americans had protections under the Constitution during Reconstruction, yet racist, segregationists were determined to dismantle those progressive measures. With the desegregation of war industries prior to our entry into the Second World War, at least some progress was made. However, when African Americans went to fight in the war, they were segregated and treated below the status of captured Nazi and Japanese soldiers.

Source B: Dr. Richardson, “Horrible Executive Order 9066,” 2010

It was amazing that with a stroke of a pen and no official act of Congress, President Franklin Roosevelt directed the removal of Japanese-Americans [and those of Japanese descent without citizenship as well as Italians and Germans] from the West Coast, forcing them into armed camps. This was the nearly complete removal of civil rights. This was the worst example of several in United States history where Presidents reduced civil liberties in times of war, in the name of national security.

Using your knowledge of history and your analysis of the excerpts, answer the following questions.

- Briefly explain ONE way the two executive orders are similar in their point of view.
- Briefly explain ONE way the two executive orders are different in their point of view.
- Briefly explain how ONE of the following compares or connects to source B: Chinese Exclusion Act, Sedition and Espionage Acts during WWI, Quota Laws of the 1920’s

Comparison and POV skills are emphasized here. And once again, the connection piece is added in order to help them review earlier events.

If students ask whether they should focus their attention on the date of the document or the subject of the document... they are focusing on the subject of document. However, if the student understands historiography, their analysis of when/why it was written may contribute to one of their answers.

Secondary Sources

Source A: Civil War archives, commentary on causation, 2012

“...On the eve of the Civil War, some 4 million Africans and their descendants toiled as slave laborers in the South. Slavery was interwoven into the Southern economy even though only a relatively small portion of the population actually owned slaves. ...Ownership of more than a handful of slaves bestowed respect and contributed to social position...

...The states of the North, meanwhile, one by one had gradually abolished slavery. A steady flow of immigrants, especially from Ireland and Germany during the potato famine of the 1840s and 1850s, insured the North a ready pool of laborers, many of whom could be hired at low wages, diminishing the need to cling to the institution of slavery...”

Source B: “The rallying cry of secession,” *History Today*, 2002

“...The concept of states' rights had been an old idea by 1860. The original thirteen colonies in America in the 1700s, separated from the mother country in Europe by a vast ocean, were used to making many of their own decisions and ignoring quite a few of the rules imposed on them from abroad. During the American Revolution, the founding fathers were forced to compromise with the states to ensure ratification of the Constitution and the establishment of a united country. In fact, the original Constitution banned slavery, but Virginia would not accept it...”

Using your knowledge of history as well as your interpretation of the excerpts above, address the following prompts in complete sentences.

- a. Briefly explain ONE difference between the perspectives.**
- b. Provide ONE piece of specific historical evidence not mentioned in either document to support the point of view in Source A.**
- c. Provide ONE piece of specific historical evidence not mentioned in either document to support the point of view in Source B.**

Secondary Source Sample Answers

Source A: Civil War archives, commentary on causation, 2012

"...On the eve of the Civil War, some 4 million Africans and their descendants toiled as slave laborers in the South. Slavery was interwoven into the Southern economy even though only a relatively small portion of the population actually owned slaves. ...Ownership of more than a handful of slaves bestowed respect and contributed to social position..."

"...The states of the North, meanwhile, one by one had gradually abolished slavery. A steady flow of immigrants, especially from Ireland and Germany during the potato famine of the 1840s and 1850s, insured the North a ready pool of laborers, many of whom could be hired at low wages, diminishing the need to cling to the institution of slavery..."

Source B: "The rallying cry of secession," *History Today*, 2002

"...The concept of states' rights had been an old idea by 1860. The original thirteen colonies in America in the 1700s, separated from the mother country in Europe by a vast ocean, were used to making many of their own decisions and ignoring quite a few of the rules imposed on them from abroad. During the American Revolution, the founding fathers were forced to compromise with the states to ensure ratification of the Constitution and the establishment of a united country. In fact, the original Constitution banned slavery, but Virginia would not accept it..."

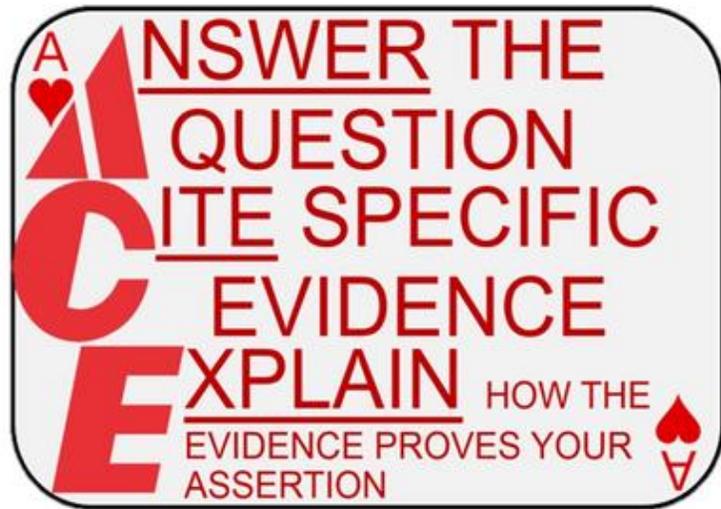
One difference between the perspectives was what was the primary issue leading to Civil War. In source A, the author describes the reduced need to defend slavery with increased immigrants and in source B, the author discusses how states' rights and desire of places like Virginia to maintain slavery was the cause of war and secession.

One piece of specific historical evidence not mentioned in either doc. to support the point of view in source A is sectional differences regarding labor. With the Market Revolution, more northerners touted the virtue of wage labor in stark contrast to the slave labor in the south. This is consistent with the perspective in source A which describes a reduced need for slaves.

One piece of evidence to support source B's pov is the Republican Party platform. They were a free-soil party against the spread of slavery and southerners saw that as a threat to their own power to maintain slavery so when Lincoln was elected they started to secede in fear they would lose their state power to make their own decisions regarding slavery. This is consistent with source B's view on slavery.

The SAQ samples thus far are from my 2021 practice set available at the bottom of my 2021 exam page:

<http://www.ffapush.com/2021-ap-exam-materials.html>



SAQ Practice Sets

SAQ Practice Sets Described

Sample Responses and Strategies Video



Primary Source and a Step-by-Step example for class discussion:

Source: George Mason, from a debate in the Virginia Ratifying Convention, 4 June 1788

Mr. Chairman, whether the Constitution be good or bad, the present clause clearly discovers that it is a national government, and no longer a Confederation. I mean that clause which gives the first hint of the general government laying direct taxes. The assumption of this power of levying direct taxes does, of itself, entirely change the confederation of the states into the states into one consolidated government. This power, being at discretion, unconfined, and without any kind of control, must carry everything before it. The very idea of converting what was formerly a confederation to a consolidated government, is totally subversive of every principle which has hitherto governed us.

1. Read the document. Circle or underline key items that reveal its significance.
2. Identify the topic(s). Constitution, power of the government
3. Identify the historical situation. Constitutional Convention, Federalist vs Anti-Federalist debate, replacing AOC
4. Is the author's point of view positive or negative toward the topic? Negative toward stronger gov./Constitution
5. How is the POV evident? Fearful of taxing powers and calls it "subversive"
6. What is an opposing POV? Hamilton, Jay, Madison... effective government must have greater power including the power to tax

Primary Source inquiry activity:

1. Read the document. Circle or underline key items that reveal its significance.
2. How would you use the document to defend the following argument: The most significant impact of Spanish colonization in North America was the decimation of Native American populations.

Resendez's analysis of Indian Enslavement describes the impact of slavery coupled with disease as causes for the dramatic reduction of Native population. This supports the argument that Spanish colonization's most significant impact was decimation of Natives, because enslaving them combined with exposure to European diseases led to massive death.

3. What outside evidence would you use to further support the argument?

The Spanish encomienda system rewarded Spanish conquerors with land. They enslaved Indians and converted them to Catholicism. This shows that the impact the Spanish had on North America was negative, including many deaths, because as colonization increased many natives died in battles, abuse, or from starvation.

Source: Andrés Reséndez, *The Other Slavery: The Uncovered Story of Indian Enslavement in America*, 2016, pg. 6

In the Caribbean basin, along the Gulf coast, and across large regions of northern Mexico and the American Southwest, Native populations were reduced by seventy, eighty, and even ninety percent through a combination of warfare, famine, epidemics, and slavery. Biology gets much of the blame for this collapse, but as we shall see, it is impossible to disentangle the effects of slavery and epidemics. In fact, a synergetic relationship existed between the two: slaving raids spread germs and caused deaths; deceased slaves needed to be replaced, and thus their deaths spurred additional raids.

Primary Source inquiry activity:



Courtesy of the American Historical Association

Evaluate the student responses! Which ones earn the point?

- One historical situation in the U.S. during WWII suggested by the image was the participation of women in the war effort. Many women worked in war industries such as building planes as job opportunities soared as many men went off to war.
- One specific event from 1900-1941 that led to the historical situation for women suggested by the image was the 19th Amendment granting women the right to vote.
- The result was increased debate over whether it was socially acceptable for women to work. This is evident as the image uses a question to men. Men traditionally had power over women's choice on working while married, showing the lingering cult of domesticity in American culture.

2. Using the image above from the cover of a 1944 government pamphlet, answer (a), (b), and (c).

- Briefly describe ONE historical situation in the United States during the Second World War suggested by the image.
- Briefly explain how ONE specific event or development in the period from 1900 to 1941 led to the historical situation for women suggested by the image.
- Briefly explain how ONE specific event or development in the period from 1944 to 1970 resulted from the historical situation suggested by the image.

This type of activity can also be used in self-assessment and peer-assessment. If they can identify and evaluate the three steps (along with factually relevant and accurate information), it will help strengthen their own skills.

A stylized, wavy American flag is positioned on the left side of the slide, extending from the bottom left towards the center. The flag's colors are slightly muted and blended into the white background.

Questions?

Other Ideas for incorporating documents?