

# H.I.P.P.O.ing Documents

Four ways to extend the analysis of primary and secondary source documents

## 1. Historical Context

Analysis of 'Historical Context' involves connecting a document to specific historical events, to specific circumstances of time and place, and/or to broader regional, national, or global processes. Identifying the 'Historical Context' places the document within broader trends which are contemporary to the source. It might also connect the document across time to earlier and later eras, or across space to events happening in different places.

To place a document within an historical context, identify the particular trend or process in which the document fits. Write a sentence which describes the context, explain how the document participates in that historical trend or process. Include the phrase "the historical context of this document is \_\_\_\_\_."

## 2. Intended Audience

Authors aim what they write to particular groups of people. Observing the 'intended audience' of a source involves identifying a person or group the author expects to inform or influence in creating the source. It is very important in constructing your argument about the intended audience that you go beyond what is noted in the source line of the document. Credit for extended analysis of a document will not be granted for mere repetition of an audience identified in the source line.

If you know the 'intended audience' of the author, write sentences which describe the audience. In describing the author's intended audience include the phrases, "the author's intended audience was \_\_\_\_\_" and "is shown by \_\_\_\_\_."

## 3. Purpose (Author's)

Author's Purpose can be thought of as the goal sought by the author. It involves identifying the author's endgame, what they hope to accomplish, and why they are writing the document. Common purposes include attempts to inform, to entertain, to persuade, to influence, to teach, to record, requirements of the author's job or profession, to describe, self-aggrandizement, and/or to regulate (as in laws or rules).

If you pick up on a 'purpose' of the author in producing the document write sentences which describe the purpose conveyed. In describing the author's purpose in creating a source include the phrases "the author's purpose in writing was to \_\_\_\_\_" and "is shown by \_\_\_\_\_."

#### 4. **P**oint of View (POV)

The best way to earn the POV point is to go beyond the basic identity of the source author and the source itself, as described in the document source line. In order to write a successful POV statement, you should try to establish a better understanding of the identity of the author; you can do this by asking yourself questions about the author and the source. What is the author's profession? What is the author's gender or social class? What religion does the author follow? Does the author have an identifiable ethnicity, nationality, or other allegiance to a particular group? Once you've asked these questions, go further and explain how one of these factors may have influenced the content of the source. Your complete POV statement should both identify an influence that may have shaped the author or source and explain how that particular influence specifically affected the content of the document.

If you pick up on a 'purpose' of the author in producing the document write sentences which describe the purpose conveyed. In describing author's purpose in creating a source include the phrases "the author's purpose in writing was to \_\_\_\_\_" and "is shown by \_\_\_\_\_."

#### 5. **O**utside Information

The best way to earn your point for use of outside information on the DBQ is to bring outside information that is NOT contained in the 7 documents, but helps to support your thesis and **Answers The Question (ATQ)**. Use the 7 documents to spark a list of outside information and then use each piece of outside information in your DBQ when discussing each of the 7 Documents. Make sure your outside information helps to support your thesis, is within the time period of the question being asked, and **Answers The Question**.

### **Example:**

Source: William Jennings Bryan speech, campaign for the presidency, 1900.

*Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the governed and colonization violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by doing so. . . .Our experiment in colonization has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.*

## Potential Extended Analysis

**Historical Context:** nativism, Scientific Racism, Social Darwinism, Philippine-American War, Opposition to annexation of the Philippines, (Spanish American War), Isolationism, Enlightenment (popular sovereignty)

**Intended Audience:** Voters, Undecided Voters, Anti-Imperialists, Democrats, those who oppose annexation and the Philippine-American War

**Purpose (Author's):** Seeking election, seeking to shape U.S. foreign policy against colonialism or against imperialism

**Point of View:** William Jennings Bryan as a politician seeks to recommend the policies that he thinks are best for the United States in order to promote what he sees as the interests of the country. He does so, as a politician, as a way to seek office if his policies represent what most people support. On the other hand, he might be taking an unpopular stance because he sees his job as a politician to guide the country along the best path for the continuation of the nation.

**Outside Information:** Democratic Party Slogan: A Republic forever, an Empire Never, Emilio Aguinaldo, William H. Taft (Governor of Philippines), Insular Cases, The Flag doesn't follow the Constitution, Monroe Doctrine, Filipino Insurrection, William McKinley, Theodore Roosevelt, Mark Hanna.