

HIPP – O Starters

Historical Context:

- During this time...
- At the time this document was written....
- The period (year-year) saw an increase/change/lessening of...
- (Author wrote/spoke/did their thing..) during a time of...
- (Author's) efforts to (purpose verb)..can be understood in the context of the (...) at the time.

Intended Audience:

- (Author's speech/letter/etc) was aimed at...
- The author was reaching out to....
- (Author) targeted...
- Addressing (the individual/group), who (would have agreed/disagreed/something about the group's pov)
- This was meant for...

Purpose:

- (Author's) intention was to (verb)....
- (Author) trying to (verb) (audience) to...
- (Author), hoping to (verb)...
- In (letter/speech/cartoon), (author) sought to...
- Purpose verbs: persuade, convince, discredit, expose, highlight, celebrate, criticize, justify, inform, explain, assuage, reassure, incite...)

Point of View:

- (Author), as a (status/occupation) him/herself...
- The period (year-year) saw an increase/change/lessening of...
- (Author wrote/spoke/did their thing) during a time of...
- (Author's) efforts to (purpose verb)...can be understood in the context of the (.....) at the time.

HIPPING in the DBQ

1. Be methodical. Use every document (unless you are confused about how to use one of the documents – then it is best to leave it out). Think about the TWO things you need to do with EACH document: (A) How does the information from this source help me prove my argument? (B) How I can use HIPP to further support my argument?
2. Use as much specific, outside information as you can in making your argument. You should strive for 3 pieces of outside evidence per sub-thesis (paragraph). This is the support for your analysis. It is the proof that your connections are accurate and that you can do more than just tell the reader what the documents say. 2. The more information you use the more chance you have of earning the point in this category.
3. A historian's job is to dig through countless possible sources to find "an answer: to a historical question. Of course, not all those sources have equal value, and a good historian must understand all the HIPP qualities to determine a source's worth. HIPP analysis gives you a chance to show the value and usefulness of a source in answering

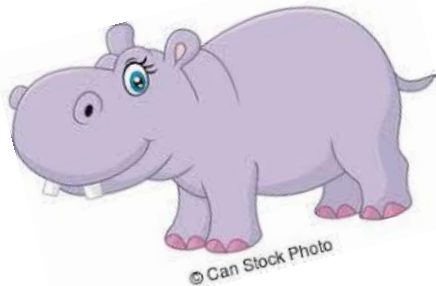
the DBQ prompt. It is like you saying to the reader "Let me tell you a bit more about this source that isn't obvious to the general reader who doesn't know their history."

- Historical Context is a reliable category that you can use on any primary source. (It is less useful on secondary sources). Think about what specifically was going on historically that led to the creation of this source or makes it significant. For example, Andrew Carnegie's Gospel of Wealth makes a lot more sense if you understand the great wealth inequality of the Gilded Age.
- It is not enough to just state the "intended audience" – you need to analyze how the intended audience influenced what was being written/drawn. For example DON'T just say "The audience for the Seneca Falls Declaration was _____," but rather analyze how the intended audience influenced the Declaration by saying "Because the Declaration of Sentiments' intended audience included the male political elite who held very traditional views of women, Stanton borrowed the language of the founding fathers to anchor her demands firmly in the American political tradition which her audience recognized and respected."
- You won't get any credit for saying that the purpose of a source is...exactly what the source says. That just shows you can read. What is the author/speaker trying to do in the source? Persuade, convince, refute, urge, respond to critics, and energize supporters?
- It's NOT enough just to describe what a source is saying, and to say that's the writer's/artists' "point of view". Don't just repeat or describe the source, but rather analyze how the author's point of view impacts his message. In his "Wealth" essay, Carnegie states that the wealthy should not leave inheritance to their children. Does the source become more significant if you know that he was the wealthiest man in the country at the time? How might Carnegie's rags-to-riches upbringing affect his point of view?



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4. One more tip about trying to incorporate point of view: Don't do it unless you really understand WHO the author/artist is, his/her position/job/philosophies, and how those details would impact his/her point of view.



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