

# Contextualization... Document Analysis... Synthesis ... *Monroe Doctrine*

## From the 2015 Revised Framework:

**Contextualization** involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes. Proficient students will be able to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

**Synthesis** involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines. Proficient students will make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

## From the 2015 Revised Rubric for the DBQ:

**CONTEXTUALIZATION: 1 point** - Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

**SYNTHESIS: 1 point** - 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).

## From the 2015 Revised Content Outline:

**Key Concept 4.3:** The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
  - Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the **Monroe Doctrine**.
  - Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

**MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

**WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

**WOR-2.0:** Analyze the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas.

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Identifying and analyzing context is a complex historical skill. It involves simple facts such as time (when did it happen?), but it also involves analyzing themes and making connections to other eras. Using this three part process, we will be able to analyze history on a higher level of complexity and communicate effectively that we understand history. This contextualization activity is a little different from previous activities, because you are incorporating document analysis into the contextualization. This skill is important for multiple choice, short answer, and essay writing... especially the DBQ where you will be completing HIPP for seven documents as well as contextualizing and synthesizing in your conclusion. [When you are completing a **HIPP+** analysis of a document, the Historical Context (**H**) should include local and broad context. Your + will include other context.]

### Example:

Source: *A Minute Against Slavery*, Germantown Monthly Meeting, Pennsylvania, 1688

“... would you be done in this manner? And what if it is done according to Christianity?...This makes an ill report in all those countries of Europe, where they hear of, that <sup>ye</sup> Quakers doe here handle men as they handle there <sup>ye</sup> cattle. ... And who shall maintain this cause, or plead for it. Truly we cannot do so, except you shall inform us better hereof, viz., that Christians have liberty to practice these things. Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries; separating husbands from their wives and children...”

**Think of context as a three part concept...**

- a. **Local context...** facts about the event, describing who/what/when etc. as well as connecting to what is happening in that time
- b. **Broad context...** the bigger picture, theme, era, why/how...
- c. **Other context...** similar (or different) in kind but from a different time... (connecting the theme/era to another era with same theme... within *U.S. history only*)

### Local Context (Historical Context – H):

During the colonial era, Quakers and Mennonites in Pennsylvania protested slavery. These minutes illustrate the effort to end slavery in at least one colony.

**Author’s Point of View:** The author’s point of view is that slavery is immoral and that Christians should stand up against its practice.

**Author’s Purpose:** The author seeks to gain support for abolition of slavery by encouraging people to consider that they, too, could be sold into slavery.

**Intended Audience:** The speaker is addressing the audience of a monthly meeting in Pennsylvania probably including religious believers, either Mennonites or Quakers.

### Broad Context:

In 1688, slavery had been increasing as a labor source particularly in the south following Bacon’s Rebellion. As slavery increased, so did conflict over slavery as a moral issue.

### Other Context:

In the Revolutionary Era, similar protests against the morality of slavery resulted in several northern states outlawing slavery in their state constitutions upon independence.

**NOTICE** the document is not quoted or described. It is interpreted and the context is explained. No credit will be earned from stating the obvious.

You must combine your analysis of the document with your outside knowledge of the era.

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When analyzing a document, your contextualization must include **OUTSIDE** knowledge and facts. In a DBQ, you will *not* receive credit for simply pulling information from a document.

Source: James Monroe, The Monroe Doctrine, 1823  
"With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling ... by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States....  
"Our policy in regard to Europe ... which is not to interfere in the internal concerns of any of its powers ... but in regard to those continents [the Americas], circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren if left to themselves, would adopt it of their own accord."

**Local Context (Historical Context)**  
(Who, What, When, Where... BEYOND the obvious, without quoting or describing, and with one specific piece of outside evidence!)

IPP (choose one of the following to explain – going beyond the obvious... Intended Audience, Author’s Purpose, or Author’s Point of View)

