

The First “Red Scare”

*A time of panic in the shadow of a devastating world war,
Russia’s revolution, labor unrest, and anarchist terror at home*

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://mindsparks.com>
access@mindsparks.com

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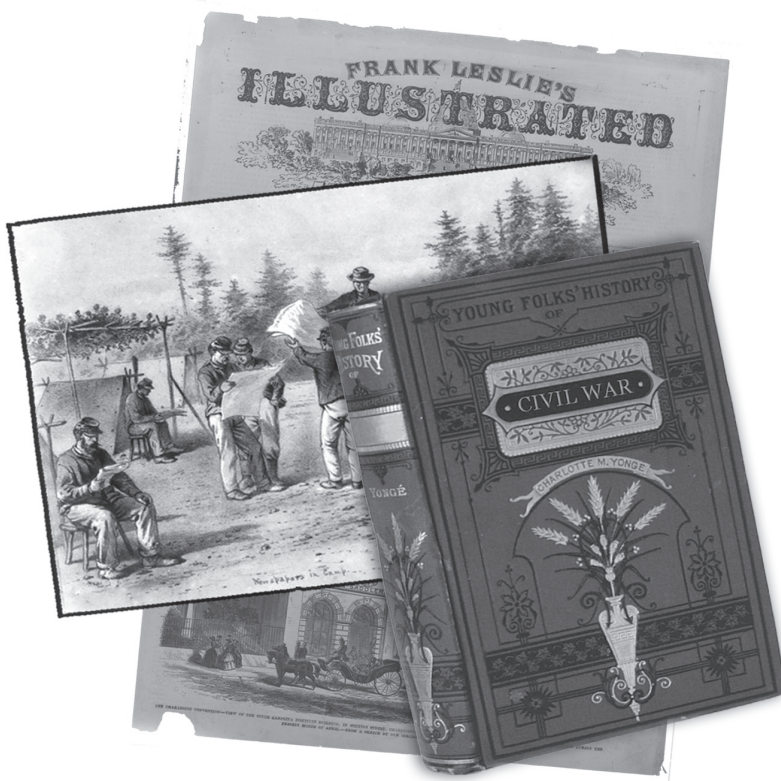
Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2005 Statement on Standards of Professional Conduct of the Council of the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes:

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **TWO Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. Within each group, the sources clash in a very clear way. (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **CD-ROM.** The ImageXaminer lets students view the primary sources as a class, in small groups, or individually. A folder containing all of the student handouts in pdf format, including a graphic organizer for use with the ImageXaminer's grid tool, allows for printing directly from the CD.
- **One DBQ.** On page 22, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

All pages in this booklet may be photocopied for classroom use.

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 7–9. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources with the ImageXaminer. You may also ask them to use its magnifying tools to more clearly focus their analysis.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Use the overheads to focus this discussion on each source in turn. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 22 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this booklet (see page 22):

Was the “Red Scare” of 1919–1920 a response to real dangers facing the nation, or was it based entirely on prejudice and irrational fear?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in "laundry list" style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This Debating the Documents lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this Debating the Documents lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals; others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter), but also to its artistic style, shading, composition, camera angle, symbols and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing and the likely audience for the source. These things give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ,” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge. The DBQ is on page 22.

• *The First “Red Scare”* •

World War I was a horrifying and brutal shock to all who took part in it. Few were prepared for the massive and seemingly senseless slaughter of the years 1914 to 1918. At home, few Americans were ready for the vast new powers the government gained during the war. Much of industry came under public control. Even the thoughts and feelings of citizens were closely watched to keep them loyal and ready to sacrifice. Strict laws were used to arrest socialists, anarchists, German Americans, and others opposed to the war against Germany. By 1918, a mood of fear and suspicion had taken hold. If anything, the end of the war only made matters worse.

In November 1918, when the guns fell silent, millions of men returned to civilian life. They arrived home just as war production stopped. Lacking orders, factories cut back and laid off workers. Unemployment soared and wages fell, even as prices remained high. In 1919 a wave of strikes swept the nation, from Seattle in February to huge steel and coal strikes in the fall. Hundreds of thousands of workers went on strike at the worst time possible, for business owners were in no mood to raise wages when production and profits were falling.

Even in normal times, this wave of strikes might have made Americans uneasy. But these were not ordinary times.

The war's end still left the nation facing an unsettled and extremely violent world. As one writer put it, “unrest is upon us, and no one knows to what lengths it will go before there is anything like a real world order again.” Along with the destruction and bitterness left by the war, the event that deeply disturbed many people was the 1917 Bolshevik revolution in Russia. This brought to power the world's first communist state. Once in power, the Bolsheviks quickly cancelled promised elections and imposed a bloody tyranny on Russia. The Bolshevik state quickly proved far more brutal even than the

older Czarist state it replaced. And the Bolsheviks quickly began calling for similar revolutions all over the world.

Soon, some radicals in the West organized their own revolutionary communist parties. The two tiny communist parties in the U.S. were almost entirely powerless. Yet their ties with Russia's Bolsheviks frightened many people. In April 1919, packages with bombs inside began to be delivered through the mail to many well-known, powerful Americans. This terrified the nation and set off a wave of anticommunist hysteria—even though it was never learned who mailed the bombs.

Democrat Woodrow Wilson was president. His Attorney General, A. Mitchell Palmer, soon reacted to the mood of fear sweeping the country. He led a number of huge raids to round up perhaps as many as ten thousand communists and other radicals, especially foreign-born radicals. Immigration laws were used to imprison them without charges or access to lawyers. About eight hundred such alien radicals were deported.

The last of these so-called “Palmer Raids” took place in May 1920. By then, the wave of strikes had passed, and a less fearful mood was settling. Soon, a public backlash arose against what Palmer had done. Many newspapers and elected officials spoke out against the raids. Among them was Republican Warren G. Harding, who became president in 1921 and freed many remaining victims of this so-called “Red Scare.”

Some historians say this first Red Scare was worse than the more famous one led by U.S. Senator Joseph McCarthy in the early 1950s. The four documents in this booklet should help you begin to assess and try to explain the Red Scare of 1919–1920.

The First "Red Scare" Time Line

1869

• • • The Knights of Labor is founded. Its most effective leader, Terrence Powderly, is elected Grand Master Workman in 1879.

1886

• • • The American Federation of Labor (AFL) is formed with Samuel Gompers as the first president. Violence erupts after a bomb is thrown at Haymarket Square in Chicago during a rally in support of the eight-hour work day.

1892

• • • In the Homestead Strike in Pennsylvania, the union loses the fight over Carnegie Steel's attempt to break the union.

1894

• • • Court injunctions and federal troops help defeat a strike against the Pullman Palace Car Company near Chicago.

1905

• • • The Industrial Workers of the World (IWW) is founded. The U.S. Supreme Court, in *Lochner v. New York*, declares a New York maximum hours law unconstitutional under the due process clause of the 14th Amendment.

1914

• • • World War I begins in Europe. The "Ludlow Massacre" occurs during a strike in Colorado when several wives and children of striking miners are killed in a National Guard attack on their tent colony.

1916

• • • The Adamson Act provides for an eight-hour day for railroad workers. This prevents a nationwide strike. A federal child labor law is enacted but is later declared unconstitutional.

1917

• • • President Woodrow Wilson leads the U.S. into World War I on the side of the Allies. In Russia, the Bolsheviks seize power in the October Revolution and form the world's first communist government. They soon abandon the Allies in the war effort. The Espionage Act makes it a crime to interfere with the recruiting of troops or disclose national defense information. Several hundred go to prison under this act, including antiwar radicals such as Eugene V. Debs, Bill Haywood, and Emma Goldman.

1918

• • • The Sedition Act makes it a crime to criticize the government or the Constitution. Wilson's Attorney General, A. Mitchell Palmer, will use the Sedition Act and the Espionage Act in his 1919–1920 campaign against radicalism. **November 11:** An armistice ends World War I.

1919

• • • **February 6–11:** The city-wide Seattle General Strike takes place. **June 2:** Bombs explode in eight cities, including the home of Attorney General Palmer. Anarchists are blamed. **September 14:** Massachusetts Governor Calvin Coolidge fires striking Boston policemen. **December 21:** Attorney General Palmer orders agents to detain 249 aliens suspected of subversive activities, including Emma Goldman. The suspects are deported to Russia.

1920

• • • **January 2:** Federal agents round up several thousand suspected radicals in raids in about 30 cities. The raids continue until May. Most of the arrested are released. **September 16:** an explosion kills 30 and injures 300 people in the Wall Street financial district in New York City.

Visual Primary Source Document 1



Courtesy of the Library of Congress

Information on Document 1

On April 28, 1919, a plot was discovered and stopped in time when a package with a bomb arrived at the offices of the mayor of Seattle. On May 1, the day for labor's traditional May Day celebrations, anti-labor patriotic groups and marchers clashed, triggering riots in a number of cities. In May and June, a number of other bombs

were sent through the mail to top public officials. Most were stopped but a few exploded. This editorial cartoon by John T. McCutcheon appeared in the Chicago Tribune on June 5, 1919. The cartoon depicts several sorts of unrest and trouble besetting an already war-weakened world.

Visual Primary Source Document 2



Stock Montage, Inc.

Information on Document 2

The last of the Palmer Raids took place in May 1920. By then, many Americans were having doubts about the fairness of the raids. During these round-ups, those arrested were often not even told what they were charged with, and few were allowed to speak with lawyers. In some

cases, immigrant radicals were deported with no notification of other family members. This 1920 cartoon comments on the effects of these Palmer Raids on America's traditions of individual liberty and respect for the rule of law.

Study the Document: Visual Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What is this document about?
That is, what overall point does it make about the time just after World War I?

2 Context

What do you need to know to better understand this document?
In particular, what do you need to know about World War I, the Russian Revolution of 1917, and unrest in the U.S. in 1919 in order to better understand this cartoon?

3 Visual Features

What visual features add to the impact of this cartoon? For example, how do the bottles help the cartoon make a point about World War I? What point is stressed by the way the two figures on the left are drawn?

4 Bias

What view or opinion is expressed here about the unrest facing the world at the end of World War I? Do you think this viewpoint is a fair one? Why or why not? How might this viewpoint or bias help to explain the “Red Scare” of 1919–1920?

Study the Document: Visual Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What is this cartoon about? That is, what overall point does it make about the “Red Scare” of 1919–1920? Write a brief caption for the cartoon that explains its main point.

2 Context

This cartoon is about the “Palmer Raids.” What do you need to know about these raids in order to understand this cartoon? For example, the Declaration of Independence and the Constitution appear in the cartoon. What do these have to do with the Palmer Raids?

3 Visual Features

The cartoon shows a policeman confronting a female figure. What do you think this female figure is supposed to stand for? Why do you think the artist chose a policeman for the other figure? How does the way the various documents are drawn add to the cartoon’s main point?

4 Usefulness

This cartoon does express a clear bias about the Palmer Raids. Could a historian still use it as evidence of some sort? If so, does its bias add to its usefulness as a primary source or make it less useful? Explain your answers.

Answer the question by checking one box below. Then complete the statements on the “Comparison Essay” worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Document 2

Comparison Essay

I chose Document _____ because:

I did not choose Document _____.

However, a historian still might use the document in the following way:

KEEP THIS IN MIND: Some sources are very "biased." A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

These two passages are from a 1920 essay, “The Case Against the ‘Reds,’” by Attorney General A. Mitchell Palmer. In the essay, he explains his reasons for his massive roundups and deportations of alien radicals during the “Red Scare” of 1919–1920. In these passages, he describes the nature of the revolutionary threat he sees and its links to groups of mainly immigrant radicals and to the Bolshevik or communist revolution in Russia.

• Part 1 •

Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. It was eating its way into the homes of the American workmen, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into the belfry of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with libertine laws, burning up the foundations of society.

Robbery, not war, is the ideal of communism. This has been demonstrated in Russia, Germany, and in America. As a foe, the anarchist is fearless of his own life, for his creed is a fanaticism that admits no respect of any other creed. Obviously it is the creed of any criminal mind, which reasons always from motives impossible to clean thought. ...

Upon these two basic certainties, first that the “Reds” were criminal aliens and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. An assassin may have brilliant intellectuality, he may be able to excuse his murder or robbery with fine oratory, but any theory which excuses crime is not wanted in America. This is no place for the criminal to flourish, nor will he do so so long as the rights of common citizenship can be exerted to prevent him.

• Part 2 •

By stealing, murder and lies, Bolshevism has looted Russia not only of its material strength but of its moral force. A small clique of outcasts from the East Side of New York has attempted this, with what success we all know. Because a disreputable alien, Leon Bronstein, the man who now calls himself Trotzky, can inaugurate a reign of terror from his throne room in the Kremlin, because this lowest of all types known to New York can sleep in the Czar’s bed, while hundreds of thousands in Russia are without food or shelter, should Americans be swayed by such doctrines? Such a question, it would seem, should receive but one answer from America.

My information showed that communism in this country was an organization of thousands of aliens who were direct allies of Trotzky. Aliens of the same misshapen caste of mind and indecencies of character, and it showed that they were making the same glittering promises of lawlessness, of criminal autocracy to Americans, that they had made to the Russian peasants. How the Department of Justice discovered upwards of 60,000 of these organized agitators of the Trotzky doctrine in the United States is the confidential information upon which the Government is now sweeping the nation clean of such alien filth.

Written Primary Source Document 2

Information on Document 2

In 1917, anarchist Emma Goldman was sent to prison for two years for urging men to refuse to serve in the military. After her release, she was rearrested in 1919 and deported to the Soviet Union. Below are excerpts from her deportation hearing that year. What she calls the “Anti-Anarchist law” was the 1918 Alien Act, which provided that an alien could be deported, if found to be an anarchist advocating the overthrow of the government.

• Document 2 •

The Anti-Anarchist law confuses the most varied social philosophies and isms in order to cover with the same blanket, so to speak, every element of social protest, so that under the guise of this single law, striking steel workers, railroad men, or any other class of workers, may be corralled wholesale and the most active of the strikers hurried out of the country, in order to serve the interests of our industrial kings.

Collective bargaining for the workers is now an admitted right, recognized by the highest officials of the land and accepted by the most reactionary elements. Yet when the steel workers of this country, after a quarter of a century of desperate struggle for the right to bargain collectively, have mustered enough spirit and cohesion to enter into a struggle with the steel barons for that fundamental right, the entire machinery of government, State and Federal, is put in operation to crush that spirit and to undermine the chance of establishing humane conditions in the industry where conditions have been worse than those that existed under the most brutal feudalism. The workers in the steel industry have expressed no particular social philosophy. They are certainly not on strike to “overthrow the government by a force or violence,” yet the Anti-Anarchist law is used as a means to reach out for these simple, hard-driven and hard-pressed human beings, who have endangered life and limb to build up this devouring monster, the Steel Trust. A reign of terror has been established in the

strike region. American Cossacks, known as the State Constabulary, ride over men, women and children; deputies of the Department of Justice break into the strikers’ homes, violating the sacred Anglo-Saxon tradition that a man’s home is his castle and may not be entered except by due warrant of law; and to add the finishing touch to this picture of American “freedom,” the Immigration authorities, the men of your department, take the strikers off secretly and order them deported by such proceedings as I am being subjected to today. ...

The free expression of the hopes and aspirations of a people is the greatest and only safety in a sane society. In truth, it is such free expression and discussion alone that can point the most beneficial path for human progress and development. But the object of deportations and of the Anti-Anarchist law, as of all similar repressive measures, is the very opposite. It is to stifle the voice of the people, to muzzle every aspiration of labor. That is the real and terrible menace of the star chamber proceedings and of the tendency of exiling and banishing everyone who does not fit into the scheme of things our industrial lords are so eager to perpetuate.

With all the power and intensity of my being I protest against the conspiracy of imperialist capitalism against the life and the liberty of the American people.

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What overall point is Palmer making here about the nature of the radicalism he believes was threatening America in 1919?

2 Author, Audience, Purpose

How does knowing something about this author help to better understand the meaning and historical significance of this document?

3 Context

What do you need to know about the Bolsheviks in Russia and about communist radicals in America at that time? How does knowing about these things help you to understand and assess the views Palmer expresses here?

4 Bias

Choose several key phrases or images Palmer uses to describe radicals in the U.S. What bias or viewpoint about homegrown American radicalism do these phrases or images suggest? What other biased expressions about the dangers of radicalism does Palmer make? How accurate do you think Palmer's views were on these matters? Why?

Study the Document: Written Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

The main topic of Goldman's statement here seems to be what she calls the Anti-Anarchist law. What overall point does she make about this law's stated purpose and what she sees as its real purpose?

2 Author, Audience, Purpose

What do you know about Emma Goldman? Does knowing about her, and about the audience she addresses here, help to better understand this document? Explain.

3 Bias

What one or two sentences in this document best express Goldman's feelings about the Anti-Anarchist law? What one or two sentences best express her view of the United States as a whole? Discuss your choices in class.

4 What Else Can You Infer?

What is suggested or implied by the speech? For example, what does the speech imply about the labor situation in the U.S. in 1919? What does it imply about the nature and strength of radical movements in the U.S. at the time?

Comparing the Documents

★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the “Comparison Essay” worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these two primary source documents would be most useful to a historian trying to understand the “Red Scare” of 1919–1920?

Two passages from a 1920 essay, “The Case Against the ‘Reds,’” in which Attorney General A. Mitchell Palmer explains his reasons for deporting immigrant radicals

Document 1 ☐

Excerpts from anarchist Emma Goldman’s deportation hearing in 1919, in which she protests the basis of the case against her

Document 2 ☐

Comparison Essay

I chose Document _____ because:

I did not choose Document _____.

However, a historian still might use the document in the following way:

KEEP THIS IN MIND: Some sources are very "biased." A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the “Red Scare” of 1919-20. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four documents, answer this question.

Document-Based Question

Was the “Red Scare” of 1919–1920 a response to real dangers facing the nation, or was it based entirely on prejudice and irrational fear?

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*

Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?

- *The Internal Paragraphs — 1*

Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?

- *The Internal Paragraphs — 2*

Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?

- *Use of Primary Source Documents*

Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?

- *Concluding Paragraph*

Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?