

The Scopes Trial

*The trial was not just about evolution and the schools—
it dramatized a cultural clash dividing America in the 1920s.*



Debating the
DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

The Scopes Trial

*The trial was not just about evolution and the schools—
it dramatized a cultural clash dividing America in the 1920s.*



© 2004, 2017 MindSparks, a division of Social Studies School Service
All rights reserved

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

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

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

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

ISBN: 978-1-57596-237-5
Product Code: HS480 v2.0

Contents

Teacher Introduction	1
Suggestions to the Student	5
Introductory Essay	6
The Scopes Trial Time Line	7
First Group of Documents	8
Study the Documents	10
Comparing the Documents	12
Comparison Essay	13
Second Group of Documents	14
Study the Documents	16
Comparing the Documents	18
Comparison Essay	19
Document-Based Question	20
Visual Primary Sources	21

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 2011 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.
- **One DBQ.** On page 20, 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*

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

Give them copies of pages 5–7. 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 digitally.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. 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 20 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 20):

“The Scopes trial was less about the theory of evolution and more about a social and cultural division in the America of the 1920s.”
Explain why you do or do not agree with this statement.

- 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 considerations 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 Scopes Trial

“Be it enacted by the General Assembly of the State of Tennessee, that it shall be unlawful for any teacher . . . to teach any theory that denies the story of the Divine Creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals.”

In the 1920s, several states had laws like the one quoted above. These laws made it illegal to teach Charles Darwin’s theory of evolution. In 1925, the Tennessee law led to one of the most famous legal showdowns in the nation’s history: the Scopes trial.

The trial took place in tiny Dayton, Tennessee. John Scopes, a biology teacher and football coach, agreed to let himself be put on trial for teaching evolution. People opposed to the law had convinced Scopes to do this in order to test the law in the courts. They expected Scopes to be found guilty. However, they were sure the Supreme Court would overrule this decision and declare all anti-evolution laws unconstitutional. Some of them also hoped national attention to the trial would give Dayton a boost and help the town grow.

They certainly got national attention. In part, that was due to the way the trial pitted famed lawyer Clarence Darrow against three-time Democratic presidential candidate William Jennings Bryan. Darrow, a religious skeptic, defended Scopes. Bryan, who opposed the teaching of evolution, aided the prosecution. Meanwhile, a huge press corps attended the trial. Most of them supported Scopes and evolution. The best-known columnist at the trial was the bitterly sarcastic H. L. Mencken. His daily reports ridiculed the anti-evolution forces as simple-minded, ignorant, and fear-ridden country bumpkins.

It was true that many tradition-minded rural Americans opposed the teaching of evolution.

For many of them, however, their views on evolution reflected a much broader sense of danger. That is, they feared many changes—big-city life with its ethnic diversity, greater freedom for women, fashionable new ideas in psychology, jazz music, jarring new artistic styles, and many other trends at work in modern urban society. All these were seen as endangering religion and the nation’s traditional way of life.

For these people, the theory of evolution seemed to undermine all basic values. After all, even many of the theory’s supporters insisted that it deprived human beings of any special place in the natural order. They said that evolution proved that man was nothing more than an accidental result of purely random material forces. Human beings were just one possible outcome among millions in life’s constant struggle for survival.

The theory itself need not actually lead to such bleak views. But in the 1920s, skeptics like Mencken mocked religious belief in a way that made the idea of evolution itself seem irreligious. The scientific details of the theory took second place to a heated cultural battle. In this contest, rural defenders of tradition stood against urban cultural elites and the supposedly more modern-thinking Americans who looked up to them.

In the end, the jury found Scopes guilty, and the judge fined him \$100. But the state supreme court overturned the verdict on a technicality. There was no ruling against the anti-evolution laws, as pro-Scopes forces had hoped there would be. In any case, the trial’s importance does not lie in its specific arguments for or against evolution. It lies in the way it dramatized a deep conflict of social and intellectual values in 1920s America.

The documents here will help you better understand this clash of values and the way it was expressed during the Scopes trial.

The Scopes Trial Time Line

1859

Charles Darwin's *Origin of Species* is published. Its theory is that over millions of years, species evolve from one another as environmental conditions change, making some variations in species more likely to survive than others. This theory of natural selection challenges the idea that each species was created separately at a single moment of creation, as is suggested by a literal reading of the Bible.

1870s

A set of ideas known as "social Darwinism" grows in popularity. It begins with Herbert Spencer, who uses the phrase "survival of the fittest" to apply Darwinian theory to human society. Social Darwinism suggests that natural selection rightly chooses hard-working creative people for success, while dooming others to poverty and failure.

1922

William Jennings Bryan starts speaking out against Darwinian theory for justifying a competitive and aggressive social order, as social Darwinists seem to do.

1925

March: On March 21, the Tennessee governor signs the Butler Bill into law. It outlaws the teaching of "any theory that denies the divine creation of man and teaches instead that man has descended from a lower order of animals."

May: The American Civil Liberties Union (ACLU) offers to pay the court costs of any Tennessee teacher willing to challenge the Butler Law in court. Meeting in a drugstore in Dayton, Tennessee, science teacher John Scopes agrees to be the ACLU's defendant. William Jennings Bryan agrees to be a special prosecutor at the Scopes trial. On May 25, a grand jury indicts John Scopes for violating the Butler Law.

July: On July 10, the Scopes case comes before Judge John T. Raulston. Defense attorney Clarence Darrow tries to convince the judge to declare the Butler Law unconstitutional. Judge Raulston refuses to do this, and the trial continues. The judge also refuses to allow the defense team's scientific experts to testify before the jury. On July 20, the heat and the size of the crowd lead the judge to move the court outside, under some trees. Bryan testifies as an expert on the Bible and is subject to Darrow's intense and mocking questioning. On July 21, the jury returns in minutes with a verdict of guilty. Scopes is fined \$100. Five days later, Bryan dies in his sleep.

1927

On January 15, the Tennessee Supreme Court rules the Butler Law constitutional, but it overturns Scopes's verdict on a technicality. The court says there is nothing to be gained by "prolonging the life of this bizarre case."

Visual Primary Source Document 1



Courtesy of the Library of Congress

Information on Document 1

The caption for this cartoon from *Life* reads, "Right on the job, by heck!" It is dated July 2, 1925, about a week before the Scopes trial was to open. The cartoon shows a policeman labeled "Tennessee" stopping

an auto labeled "science" in order to allow a crowd of people in ancient or medieval clothing to cross in front of it. Many of these figures are armed or carrying signs.

Visual Primary Source Document 2



Courtesy of the Library of Congress

Information on Document 2

Clifford Berryman drew this 1925 “then-and-now cartoon.” The upper left panel, titled “Five Months Ago,” shows a scruffy mountain man labeled “Dayton” asleep against the trunk of a mighty oak. The second panel, titled “Today,” shows the same man as a giant in a fancy new suit and hat, speaking into a huge microphone, surrounded by photographers and reporters. The mighty oak has been reduced to a tiny tree.

During the Scopes trial, the small town of Dayton, Tennessee, was overrun by reporters, religious fundamentalists, and tourists. In fact, this may well have been what the backers of Scopes hoped would happen. Their expectation was that the publicity the trial attracted would lead many people to move to Dayton, buy land there, and start new businesses.

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 Tennessee, its anti-evolution law, and the Scopes trial?

2 Context _____

Do you need to know something about the Middle Ages to understand the cartoon fully? What do you need to know about the Scopes trial to understand the cartoon?

3 Visual Features _____

Why do you think “science” is pictured here as a car and the opponents of evolution as figures from the Middle Ages? How do the clothes on these figures, their weapons, and their gestures all add to the main point the cartoon is making about evolution and the Scopes trial?

4 Bias _____

What view or opinion is expressed here about those in Dayton who opposed evolution at the time of the Scopes trial? Whose side in the trial does the cartoon favor? Do you think the cartoon is fair to those who were against Scopes and the teaching of evolution? Why or why not?

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

This cartoon is as much about the town of Dayton, Tennessee, as it is about the Scopes trial. What main point does it make about Dayton and the trial?

2 Context

What do you need to know to better understand this cartoon? For example, what do you know about Dayton and what took place there during the Scopes trial? How does that knowledge help you to understand this cartoon and its main point?

3 Visual Features

Two figures in the cartoon are labeled “Dayton.” Notice how each figure is drawn. What ideas about Dayton and its people do each of these figures suggest to you? What details in each figure help to get these ideas across?

4 Bias

Does this cartoon take a favorable or unfavorable view of Dayton and its people? In what way is this view like the one presented by Visual Source Document 1? In what way is it different? Do you think this cartoon’s view of Dayton is fair? Why or why not?

Comparing the Documents

★ *The Visual 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 debates and conflicts connected with the Scopes trial?



Document 1

☐

Document 2

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents 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 passages are from daily accounts of the Scopes trial written by H. L. Mencken for his newspaper, the *Baltimore Sun*. Mencken was perhaps the most famous journalist in America in the 1920s. His sharp and biting wit was often turned against the strict Christians he called “fundamentalists.” In fact, Mencken was deeply skeptical about religion and was sure that modern science deeply conflicted with most of what Christians believed.

Document 1

July 14th (the third day)

The net effect of Clarence Darrow's great speech yesterday seems to be precisely the same as if he had bawled it up a rainspout in the interior of Afghanistan. . . .

During the whole time of its delivery the old mountebank, Bryan, sat tight-lipped and unmoved. There is, of course, no reason why it should have shaken him. He has these hillbillies locked up in his pen and he knows it. His brand is on them. He is at home among them. Since his earliest days, indeed, his chief strength has been among the folk of remote hills and forlorn and lonely farms. Now with his political aspirations all gone to pot, he turns to them for religious consolations. They understand his peculiar imbecilities. His nonsense is their ideal of sense. When he deluges them with his theologic bilge they rejoice like pilgrims disporting in the river Jordan. . . .

July 16th (the fifth day)

[Dr. Maynard M. Metcalf of Johns Hopkins] began one of the clearest, most succinct and withal most eloquent presentations of the case for the evolutionists that I have ever heard. The doctor was never at a loss for a word, and his ideas flowed freely and smoothly. Darrow steered him magnificently.

A word or two and he was howling down the wind. Another and he hauled up to discharge a broadside. There was no cocksureness in him. Instead he was rather cautious and deprecatory and sometimes he halted and confessed his ignorance. But what he got over before he finished was a superb counterblast to the fundamentalist buncombe. . . .

This old buzzard [Bryan], having failed to raise the mob against its rulers, now prepares to raise it against its teachers. He can never be the peasants' President, but there is still a chance to be the peasants' Pope. He leads a new crusade, his bald head glistening, his face streaming with sweat, his chest heaving beneath his rumpled alpaca coat. One somehow pities him, despite his so palpable imbecilities. It is a tragedy, indeed, to begin life as a hero and to end it as a buffoon. But let no one, laughing at him, underestimate the magic that lies in his black, malignant eye, his frayed but still eloquent voice. He can shake and inflame these poor ignoramus as no other man among us can shake and inflame them, and he is desperately eager to order the charge.

In Tennessee he is drilling his army. The big battles, he believes, will be fought elsewhere.

Written Primary Source Document 2

Information on Document 2

These two passages are from “In His Image,” a long essay by William Jennings Bryan on Darwin, evolution, and religious faith. It was published in 1922, a few years before Scopes’s trial. Bryan had been a reform candidate for president three times and had been Woodrow Wilson’s Secretary of State. In his later years, he became concerned about the impact of modern science and thought on religious faith, and he spent a good deal of time writing and speaking about the theory of evolution.

Document 2

Part 1

[Darwin’s] hypothesis is not only groundless, but absurd and harmful to society. It is groundless because there is not a single fact in the universe that can be cited to prove that man is descended from the lower animals. Darwin does not use facts; he uses conclusions drawn from similarities. He builds upon presumptions, probabilities and inferences, and asks the acceptance of his hypothesis “notwithstanding the fact that connecting links have not hitherto been discovered” (page 162). He advances an hypothesis which, if true, would find support on every foot of the earth’s surface, but which, as a matter of fact, finds support nowhere. There are myriads of living creatures about us, from insects too small to be seen with the naked eye to the largest mammals and, yet, not one is in transition from one species to another; every one is perfect. It is strange that slight similarities could make him ignore gigantic differences. The remains of nearly one hundred species of vertebrate life have been found in the rocks, of which more than one-half are found living to-day, and none of the survivors show material change.

Part 2

But a groundless hypothesis—even an absurd one—would be unworthy of notice if it did no harm. This hypothesis, however, does incalculable harm. It teaches that Christianity impairs the race physically. . . . If hatred is the law of man’s development; that is, if man has reached his present perfection by a cruel law under which the strong kill off the weak—then, if there is any logic that can bind the human mind, we must turn backward toward the brute if we dare to substitute the law of love for the law of hate. That is the conclusion that I reached and it is the conclusion that Darwin himself reached. On pages 149–150 he says: “With savages the weak in body or mind are soon eliminated; and those that survive commonly exhibit a vigorous state of health. We civilized men, on the other hand, do our utmost to check the progress of elimination. We build asylums for the imbecile, the maimed and the sick; we institute poor laws; our medical experts exert their utmost skill to save the lives of every one to the last moment. There is reason to believe that vaccination has preserved thousands who from weak constitutions would have succumbed to smallpox. Thus the weak members of civilized societies propagate their kind. No one who has attended to the breeding of domestic animals will doubt that this must be highly injurious to the race of man.”

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 idea or impression do you get from these passages about the supporters and the opponents of the theory of evolution?

2 Author, Audience, Purpose _____

What do you know about H. L. Mencken? Does knowing something about Mencken help you to better understand this document? Why or why not?

3 Context _____

What do you need to know about William Jennings Bryan to better understand what Mencken says about him here? What do you know about the 1920s in America? What about those years might help explain Mencken's strong and emotional view of Bryan and his supporters in the trial?

4 Bias _____

What one or two sentences or phrases in the address best express Mencken's views about Bryan? How fair do you think his opinion is? Discuss your choices and your views in class.

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

Bryan says Darwin's theory of evolution is "not only groundless, but absurd and harmful to society." In a few sentences, sum up the case he makes for this view.

2 Author, Audience, Purpose

What do you know about Bryan and his career as a political reformer? In what way, if any, might this help to explain his strong views about evolution as he states them here?

3 Context

What changes in American life in the 1920s might have led Bryan to shift his attention from political reform to the teaching of evolution?

4 Bias

What one or two sentences or phrases in these passages best express Bryan's ideas and fears about the theory of evolution? How would you compare the idea of Bryan you get here with Mencken's view of him in Written Source Document 1? What is your own view of Bryan's ideas? Discuss your answers in class.

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 debates and conflicts connected with the Scopes trial?

Passages from daily accounts of the Scopes trial written by H. L. Mencken for his newspaper, The Baltimore Sun

Document 1

☐

Two passages from “In His Image,” a long essay by William Jennings Bryan on Darwin, evolution, and religious faith, published in 1922

Document 2

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents 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 Scopes Trial and its historical significance. 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 sets of documents, answer this question.

Document-Based Question

“The Scopes trial was less about the theory of evolution and more about a social and cultural division in the America of the 1920s.” Explain why you do or do not agree with this statement.

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?

Visual Primary Sources

First Group—Document 1



"RIGHT ON THE JOB, BY HECK!"

Courtesy of the Library of Congress

First Group—Document 2



Courtesy of the Library of Congress