

How “Progressive” Was Progressivism?

A multi-sided movement changed America in the years leading up to World War I. What does it mean to say it was “progressive”?

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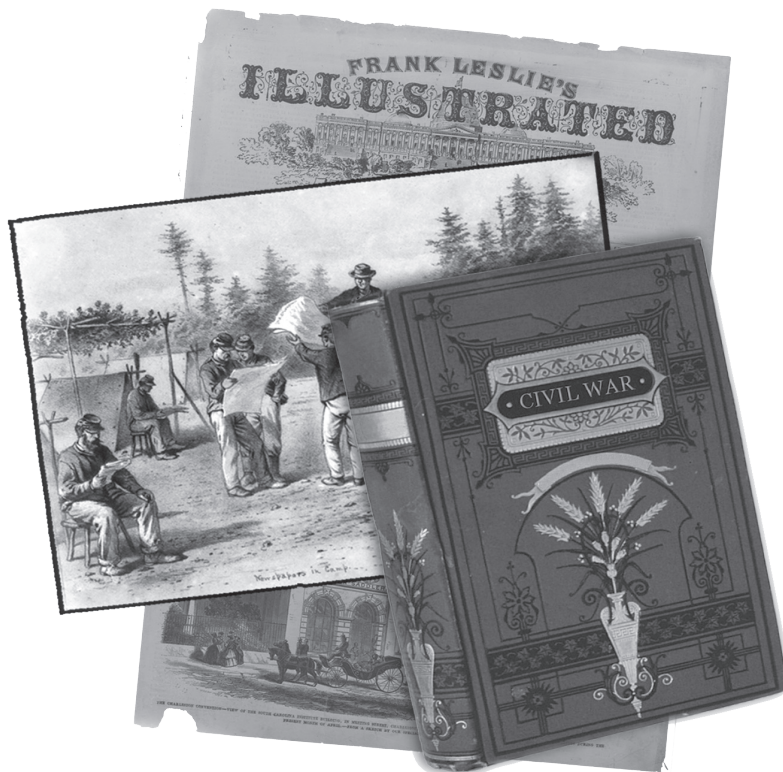
Teacher Introduction

★ *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):

Did the Progressives want a more just society? Or did they simply want one that was more efficient, better managed, and run by a “better” sort of leadership?

- 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.

• How “Progressive” was Progressivism? •

After the Civil War, a less formal, smaller-scale America faded rapidly. Rails and telegraph wires bound Americans together into a truly national society. A nationwide market soon evolved, served by giant corporations and trusts based on mass production. This meant greater wealth for a growing middle class and fabulous riches for a few powerful families. At the same time, it left many, both in the middle class and the poor, with growing fears about vast forces beyond their control.

Elihu Root, Theodore Roosevelt’s Secretary of War and of State, put it this way:

The tremendous power of organization has combined great aggregations of capital in enormous industrial establishments ... so great in the mass that each individual concerned in them is quite helpless by himself.

On the prairies, this unease erupted in the Populist movement of the 1890s. A brooding anger at corporate power moved farmers to revolt in the face of uncertain world markets, high railroad rates and a banking system they saw as rigged against them.

Cities in the late 1800s added to the sense of helplessness—with their thousands of new immigrants, their tenements and sweatshops, their squalor and political corruption. Yet in urban America, Populism never caught fire. Instead, a different set of concerns gave birth to a very different reform movement—Progressivism. Largely urban and middle class, it responded to the poverty and disorder of the rapidly growing cities. Its reforms reflected a desire to bring both greater equality and greater efficiency and order to a national society that seemed increasingly out of control.

As with the Populists, a central issue for Progressives was the vast power of the unregulated corporation. Its dealings with workers, its effect on consumer health and safety, its use of natural resources and its impact on the environment all

seemed in need of reform. On the national stage, Progressive hopes centered on two figures, above all: Theodore Roosevelt and Woodrow Wilson. Both presidents called for a more vigorous use of anti-trust laws, federal regulations, new federal agencies and social science experts. Progressives wanted a new basis of order and “social efficiency” (a favorite Progressive phrase). As Elihu Root put it:

And in many directions, the intervention of that organized control which we call government seems necessary to produce the same result of justice and right conduct which obtained through the attrition of individuals before the new conditions arose.

Other strands of Progressivism offered more radical approaches. Wisconsin governor Robert La Follette opposed political bosses and urged greater use of technical experts in public service (his “Wisconsin Idea”). He also promoted direct primaries, the initiative, referendum and recall, and more. Other progressives backed a more thorough socialist program for America including ownership of major industries and an end to what was seen as “destructive” private competition.

Many progressives backed the temperance movement to limit or ban alcoholic beverages. They usually supported the right of women to vote. On the other hand, few progressives seemed interested in the problems facing ethnic and racial minorities. Many of them feared the “new immigration” that brought millions of southeastern Europeans to America in these decades. The spread of “Jim Crow” segregation against blacks and the plague of lynching in the South mattered little to many of them.

Was Progressivism truly “progressive”? That depends somewhat on how you define the word itself. It will also depend on how you interpret and balance the sources for this lesson against one another.

Progressivism Timeline

1870s

• • • In 1874, the Women's Christian Temperance Union is formed. In 1878, the Women's Suffrage Amendment is introduced into Congress.

1880s

• • • In 1887, the Interstate Commerce Commission is formed to regulate railroads. In 1889, Jane Addams opens Hull House in Chicago to aid the immigrant poor. It inspires a generation of social workers.

1890s

• • • In 1890, the Sherman Antitrust Act outlaws combinations in restraint of trade. Jacob Riis publishes *How the Other Half Lives* on lives of tenement dwellers. In 1895, the Supreme Court strictly limits the Sherman Anti-Trust Act to actions restraining interstate trade. In 1896, John Dewey's lab school opens to test new progressive educational ideas.

1901

• • • Theodore Roosevelt becomes president after McKinley's assassination.

1902

• • • Roosevelt helps settle a dispute between mine workers and owners. His use of the federal government to arbitrate such disputes becomes a key part of his "Square Deal" policies. Ida Tarbell publishes her attack on the Standard Oil Company. This style of muckraking journalism has a direct impact on progressive reform.

1903

• • • Wisconsin is the first state to adopt direct primary elections.

1904

• • • Northern Securities, a huge railroad company, is broken up for violating the Sherman Anti-Trust Act. It is Roosevelt's first big "trust-busting" case.

1905

• • • The Supreme Court finds a state law limiting maximum working hours for bakers unconstitutional.

1906

• • • The Meat Inspection Act and the Pure Food and Drug Act are passed, inspired by Upton Sinclair's muckraking book, *The Jungle*.

1908

• • • The Supreme Court rules that an Oregon law setting maximum hours for working women is constitutional.

1909

• • • W.E.B. Du Bois and others found the NAACP.

1911

• • • Wisconsin Senator Robert La Follette helps found the National Progressive Republican League to promote better government through the initiative, referendum, recall, direct primaries, etc.

1912

• • • Roosevelt runs for president again, this time as a progressive replacing La Follette as the candidate of the "Bull Moose" Progressive Party. Democrat Woodrow Wilson, also a reformer, is elected president.

1913

• • • The 16th Amendment makes the income tax legal. The 17th Amendment provides for direct election of Senators. An act creating the Federal Reserve system is passed.

1914

• • • The Clayton Anti-Trust Act strengthens anti-trust laws. It excludes unions from them and makes peaceful strikes, picketing, and boycotting legal.

1916

• • • An act limiting child labor is passed by Congress, but the Supreme Court declares it unconstitutional.

1919

• • • The 18th Amendment bans manufacture, sale, or transportation of intoxicating liquors.

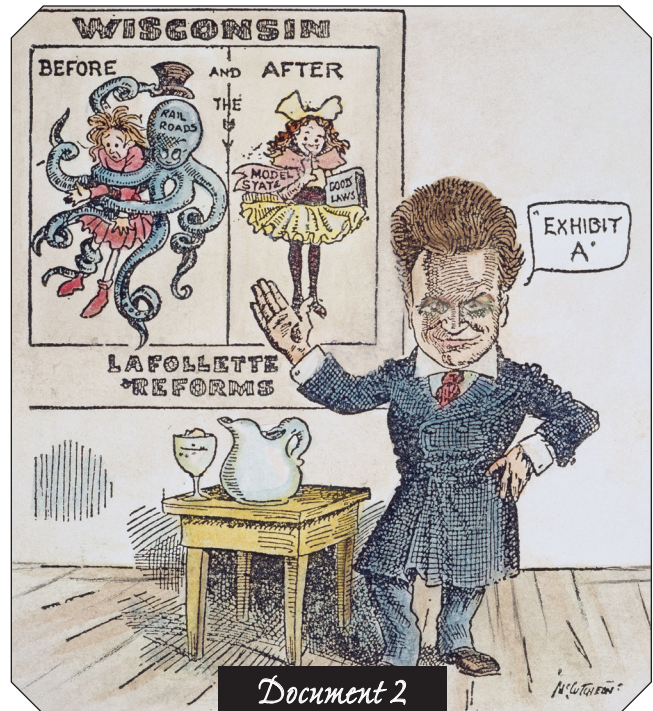
1920

• • • The 19th Amendment grants women the right to vote.

Visual Primary Source Documents 1 & 2



Library of Congress, Prints and Photographs Division, LC-USZC4-434.



Information on Documents 1 & 2

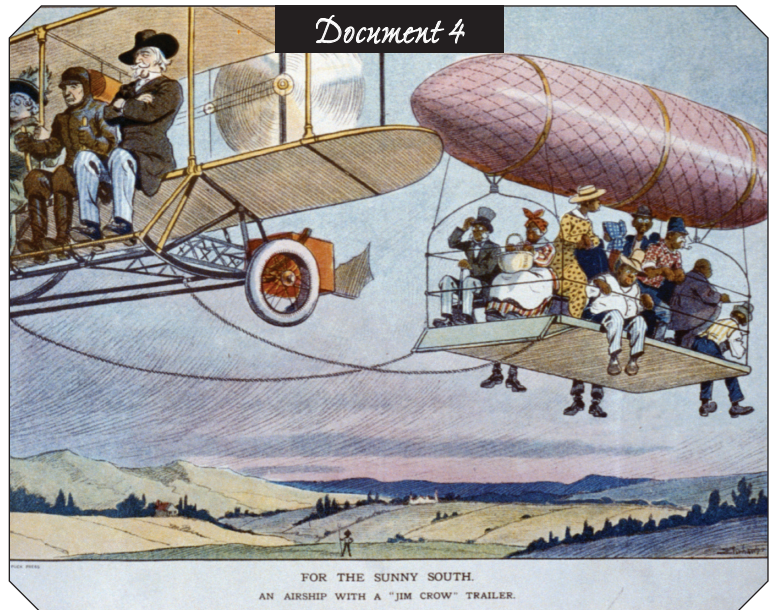
Document 1 A cartoon by Udo J. Keppler that appeared in the magazine *Puck* in 1904. It shows Theodore Roosevelt, holding a sword labeled “public service,” facing giants representing Jay Gould, John D. Rockefeller, John J. Hill, Henry Oxnard, and J. P. Morgan. The cartoon is titled “Jack and the Wall Street Giants.”

Document 2 A political cartoon commenting on Wisconsin Governor Robert La Follette and his efforts to reform his state’s politics. These reforms included the “Wisconsin Idea”—a greater use of university experts in setting public policies—as well as direct primaries and other ways to increase popular control over government.

Visual Primary Source Documents 3 & 4



Library of Congress, Prints and Photographs Division,
LC-USZC2-1195.



Library of Congress, Prints and Photographs Division, LC-USZC2-1058.

Information on Documents 3 & 4

Document 3 A 1915 cartoon by Oscar Edward Cesare. Its caption reads: “THE GENII OF INTOLERANCE: A dangerous ally for the cause of women suffrage.” It shows a genie labeled “Prohibition” rising from a bottle labeled “Injustice, Intolerance, Hypocrisy.” The genie tears at a woman’s banner reading “Votes for Women” as the woman flees from his clutches.

Document 4 This illustration appeared in the magazine *Puck* in 1913. Its caption reads: “FOR THE SUNNY SOUTH. An airship with a ‘Jim Crow’ trailer.” The cartoon comments on the extensive racial segregation of life in the South.

Study the Documents: Visual Sources 1 & 2

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

1 Main Idea or Topic

Both of these cartoons are about big business and progressive reform. In a single sentence, explain what their overall view of big business is.

2 Background Information

Document 1 shows Theodore Roosevelt facing off against Jay Gould, John D. Rockefeller, John J. Hill, Henry Oxnard, and J. P. Morgan. Document 2 shows Robert La Follette. What do you know about any or all of these historical figures? (Take some notes helpful in discussing these cartoons.)

3 Point of View – Doc. 1

How do the size differences of the various figures in this cartoon help to reveal its point of view? Do you think Roosevelt actually was as “small” in relation to the others as he is shown here to be?

4 Point of View – Doc. 2

Notice how La Follette and the state of Wisconsin are depicted. Does this cartoon view La Follette’s progressive reforms favorably or unfavorably? Explain your answer.

Study the Documents: Visual Sources 3 & 4

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

1 Main Idea – Doc. 3

Many progressives supported both the movement to prohibit alcohol and the movement for a women's right to vote. What overall point about these two movements does this cartoon make?

2 Main Idea – Doc. 4

This cartoon comments on the progress the South was making in the early 1900s. What overall point about the South and its growth does the cartoon make?

3 What Else Can You Infer?

What is suggested or implied in the documents? For example, what does Document 3 suggest about the attitudes most women had toward alcoholic beverages? Why do you think the temperance and women's rights movements were often so closely allied in these years?

4 Bias, or Point of View

These cartoons are not specifically about Progressivism as a whole movement. Yet they still may express a bias, or point of view, about it. In what way does each cartoon imply something negative about the Progressive spirit of the day?

Comparing the Documents

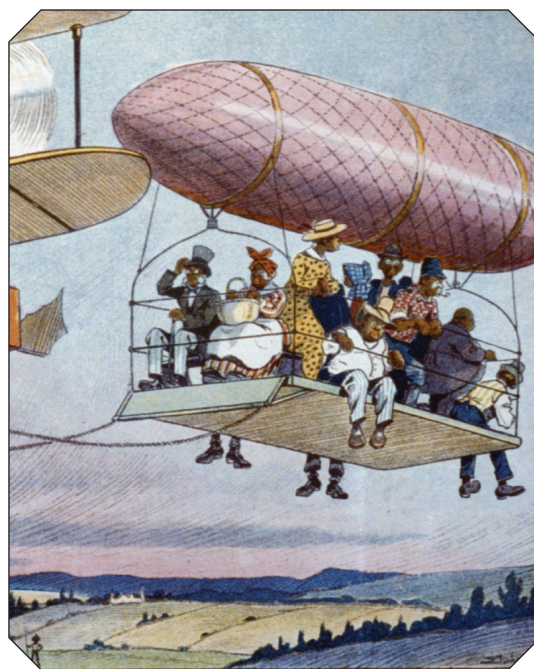
★ *The Visual Sources*

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 primary source documents would be most useful to a historian trying to understand the Progressive movement of the early 1900s?



Documents 1 & 2 ☐



Documents 3 & 4 ☐

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

This single document is made up of some short passages from *Sin and Society: An Analysis of Latter-Day Iniquity*, a book by Edward Alsworth Ross. (Houghton Mifflin Company, 1907). Ross was one of the most respected sociologists in America at the time. He wrote on politics, education, and many other topics. Theodore Roosevelt praised Ross in a letter included as part of the introduction to this book.

• Document 1 •

How vain, then, to expect to better conditions simply by adding to the number of good men! ...There are already enough granite men to man the high posts; but, till the ways be cleared for them, they accumulate on the lower levels where, having no free hand, they feel no moral responsibility. It is, therefore, the first duty of society to establish the righteous by lifting the plane of competition....

Pure food laws mean an open door for honest men in the purveying business. An efficient state insurance department means a chance for the old-fashioned manager. A stricter ethical code for the legal profession would enable certain briefless lawyers to forge to the front. Child-labor restriction is a godsend to the humane manufacturer. Outlawing the sweaters' dens may throw the ready-made clothing trade into the hands of reputable men. Already in banking we see a business,

once the happy hunting ground of swindlers, which, by regulation, has come to be a field for honorable men....

It is easy to foresee what a lively public appreciation and support of truth-telling newspapers, of plain-spoken preachers, of fearless scholars, of civic-minded lawyers, of conscientious merchants, of humane manufacturers, of upright officials, of zealous prosecutors, would do to populate these walks with good men. How useless is character without opportunity can be read in our recent political history. In growing numbers during the late eighties and the nineties, party machines, lacking to the greedy interests, strove to retire from politics men of high ideals and independent spirit. ...Oiled by corporation money the machines did their work well, and the resulting survival of the pliable added steadily to the putty faces in public life.

Written Primary Source Document 2

Information on Document 2

In 1912, Woodrow Wilson was elected president as a progressive Democrat. He took office in March 1913. At that time, African American civil rights leader W. E. B. Du Bois wrote an open letter expressing his hopes for what Wilson might do. In September 1913, he wrote a second letter expressing very different emotions about Wilson's record so far. These passages are from that second letter. Both letters were published in *The Crisis*, the publication of the National Association for the Advancement of Colored People (NAACP).

• Document 2 •

Sir: On the occasion of your inauguration as President of the United States, The Crisis took the liberty of addressing to you an open letter. The Crisis spoke for no inconsiderable part of ten millions of human beings, American born, American citizens. The Crisis said in that letter, among other things:

"The only time when the Negro problem is insoluble is when men insist on settling it wrong by asking absolutely contradictory things. You cannot make 10,000,000 people at one and the same time servile and dignified, docile and self-reliant, servants and independent leaders, segregated and yet part of the industrial organism, disfranchised and citizens of a democracy, ignorant and intelligent. This is impossible and the impossibility is not factitious; it is in the very nature of things."

Sir, you have now been President of the United States for six months

and what is the result? It is no exaggeration to say that every enemy of the Negro race is greatly encouraged; that every man who dreams of making the Negro race a group of menials and pariahs is alert and hopeful....

Public segregation of civil servants in government employ, necessarily involving personal insult and humiliation, has for the first time in history been made the policy of the United States government.

In the Treasury and Post Office Departments colored clerks have been herded to themselves as though they were not human beings. We are told that one colored clerk who could not actually be segregated on account of the nature of his work has consequently had a cage built around him to separate him from his white companions of many years. Mr. Wilson, do you know these things?

Study the Document: Written Source 1

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

1 Main Idea or Topic

Choose only one or two sentences that sum up Ross's main point about the kind of reform he would consider "progressive." Explain why you made the choice you did.

2 Interpreting Meanings

At the end of the first paragraph of this document, Ross says it is "the first duty of society to establish the righteous by lifting the plane of competition." The second paragraph then lists a variety of Progressive reforms. How does this list help clarify who Ross sees as "the righteous" and what he means by "lifting the plane of competition"?

3 Bias, or Point of View

Ross uses several adjectives such as "civic-minded" to describe the groups or individuals he sees as furthering progressive causes and terms like "pliable" for those standing in the way. Make a list of all the adjectives he uses for each side. How do these reveal Ross's bias? Also, how do these adjectives help to clarify what Progressivism may have meant to Ross?

Study the Document: Written Source 2

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

1 Main Idea or Topic

Du Bois tells President Wilson that “every enemy of the Negro race is greatly encouraged” by what Wilson has done as President so far. Sum up what Du Bois thinks Wilson has done to give encouragement to such people.

2 Author, Audience, Purpose

Du Bois wrote this as an “open letter” in *The Crisis*. His audience is made up of the readers of *The Crisis* as well as President Wilson. Knowing this, what purpose do you think he had in writing this letter? How might his audience have affected the way he wrote this letter?

3 Interpreting Meanings

In the second paragraph, Du Bois says the Negro problem is insoluble “when men insist on settling it wrong by asking absolutely contradictory things.” From the rest of the paragraph, explain what he means by this.

4 Compare and Contrast

How do you think Edward Ross might have responded to Du Bois? Would he feel that Wilson was going against the true spirit of Progressivism in the way he was dealing with African American issues? Explain your answer.

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 primary source documents would be most useful to a historian trying to understand the Progressive movement of the early 1900s?

*Some short passages
on the need for
Progressive reform
from the book
Sin and Society: An
Analysis of Latter-Day
Iniquity, by Edward
Alsworth Ross*

Document 1 ☐

*Passages from a
second open letter to
President Woodrow
Wilson written by African
American civil rights
leader W. E. B. Du Bois,
September 1913*

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 Progressive movement of the early 1900s. 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

Did the Progressives want a more just society? Or did they simply want one that was more efficient, better managed, and run by a “better” sort of leadership?

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?