

Debating the
DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Arrival: The Immigrant and the City

The “new immigration” of the late 1800s helped build the cities and alter the nature of America during its great industrial age.

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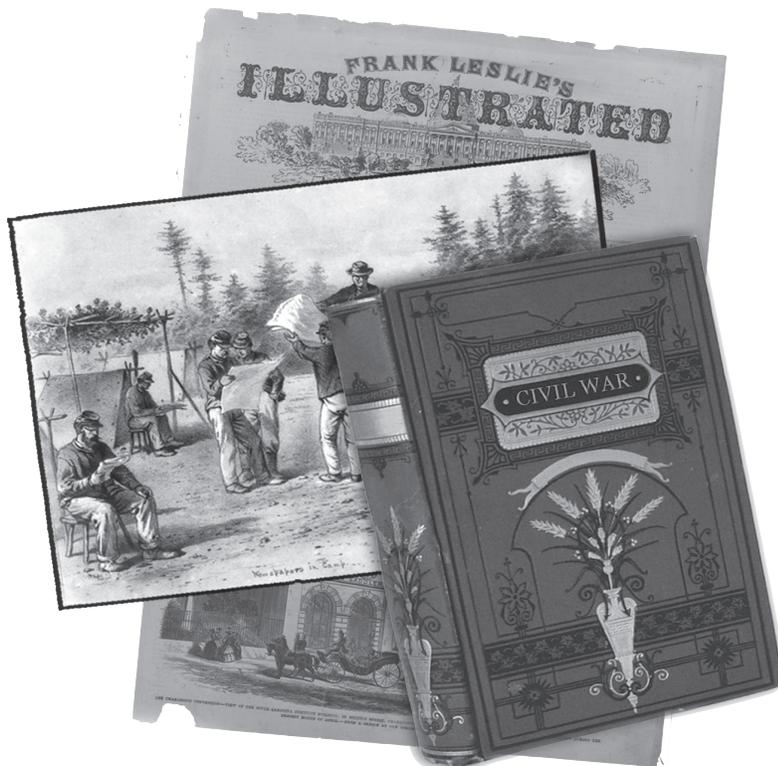
Teacher Introduction

★ *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):

*"Despite a sometimes unfriendly welcome, immigrants in the late 1800s were lucky to have America's cities as their new home."
Do you agree or disagree with this statement? Why?*

- 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.

• *Arrival: The Immigrant and the City* •

Native-born Americans have often expressed two very different opinions about immigrants. One view is summed up by these words by Emma Lazarus at the base of the Statue of Liberty:

*Give me your tired, your poor,
Your huddled masses yearning to
breathe free.*

The other view was expressed by Josiah Strong in 1891, when he said:

*[The] typical immigrant is a European peasant,
whose horizon has been narrow, whose moral
and religious training has been meager or
false, and whose ideas of life are low.*

These attitudes—one welcoming, the other fearful—have long been at the heart of the nation's debates about immigration. From around 1880 to 1920, these views clashed perhaps more sharply than at any other time in our past. Why?

One part of the answer has to do with the size and nature of the huge wave of immigrants that came to America in these years. In the 75 years from 1815 to 1890, about 15 million immigrants arrived here, mainly from northwestern Europe (England, Ireland, Germany, etc.) Then in just 24 years (1890–1914), another 15 million came. Furthermore, this wave of newcomers was largely from southeastern Europe. They were Russians, Poles, Italians, Greeks. They were mainly Catholics, Jews, or Eastern Orthodox Christians. Their languages and customs were strange to most native-born Protestant Americans. Could the nation absorb such large numbers of them? No one was sure.

The city was a second factor explaining the intensity of the immigration debate in these years. This latest immigrant wave swept ashore as the nation was building its huge urban-industrial centers. These immigrants largely settled in the cities and helped build them. Americans reacted to the city and its problems

with great anxiety, and these concerns often fed their fears about the new immigration.

Urban life was not easy for the immigrants. Many lived in dingy, overcrowded tenement houses and unsanitary neighborhoods. Often lacking indoor plumbing, residents were all too prone to cholera, typhus, tuberculosis, and other diseases. In many cases, a whole family lived, ate, and slept in a single room. During the day, family members might use that room to do work paid by the piece, such as sewing or assembling.

Many new immigrants were from rural settings where they knew only traditional forms of farm work. Most could only do the least skilled and most dangerous kinds of industrial labor—working on construction projects, digging ditches, sewers, or roads, selling goods out of vendor carts on the city streets, or working in unhealthy factories called sweatshops.

Some immigrants did migrate west and take up farming. Yet a large number sought work in factories in the cities. This meant they often competed with native-born workers for the lowest paying jobs. Those workers saw immigrants as willing to work for less, and this further fueled the resentment directed at these newcomers.

Immigrants may have taken up the bottom rungs of the ladder. They may have faced prejudice and harsh treatment from some already here—though certainly not from all. Yet vast numbers of them still preferred America over their home countries. Many continued to call the nation, despite its flaws, the land of the "golden door," as that Emma Lazarus poem put it. Were they right to do so? The primary source documents for this lesson will help you debate and decide this question for yourself.

Arrival Time Line

1862

• • • The Homestead Act encourages immigration by granting 160 acres to adult male citizens who will live on and improve these acres.

1880

• • • Crop failures and political turmoil in Italy lead millions of Italians to leave for the United States over the next few decades.

1881–90

• • • About five million immigrants enter the country.

1881–82

• • • In the wake of the 1881 assassination of the Czar, pogroms against Jews and other troubles disrupt life in Russia. Several million Russians and Poles leave for the U. S. over the next three decades.

1882

• • • The Chinese Exclusion Act of 1882 suspends immigration of Chinese laborers due to native-born workers' fears that the Chinese are taking their jobs. The federal government also excludes ex-convicts, the insane, and others unable to take care of themselves. A tax is levied on newly arriving immigrants.

1891–1900

• • • A little less than four million immigrants enter the country.

1892

• • • Ellis Island replaces Castle Garden as the key immigration processing center in New York City.

1901–1910

• • • Nearly nine million immigrants enter the country.

1907

• • • Informal “gentleman’s agreement” between the U.S. and Japan restricts Japanese immigration to the United States. Also, the tax on new immigrants is increased.

1910–11

• • • The U.S. Senate’s Dillingham Commission blames the new pattern of supposedly “inferior” immigrants from southeastern Europe for the nation’s deep social and economic problems. It recommends using literary tests to keep out poor and uneducated immigrants.

1911–1920

• • • About five million immigrants enter the country.

1914–1918

• • • World War I reduces immigration. After the U.S. enters the war in 1917, anti-immigrant feelings rise, especially against German Americans.

1917

• • • Literacy tests introduced for immigrants 16 years of age or older. Also, virtually all Asian immigrants are banned.

1921

• • • The Quota Act sets an annual immigration ceiling of 350,000 and introduces nationality quotas. These limit admissions to 3 percent of each nationality group’s share in the 1910 census. The aim is to restrict southeastern European immigration.

1924

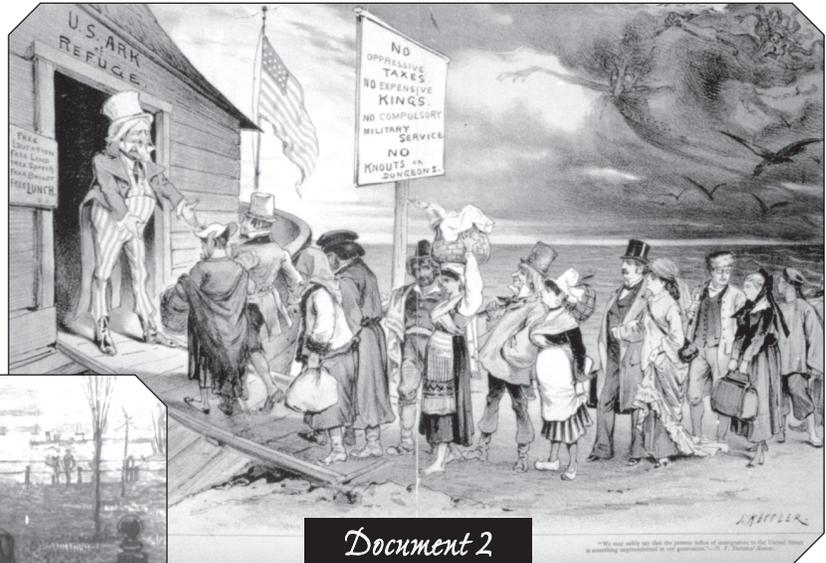
• • • National Origins Act reduces the annual immigration ceiling to 165,000 and lowers quotas to 2 percent of each nationality group’s share in the 1890 census.

Visual Primary Source Documents 1 & 2



Document 1

Library of Congress, Prints and Photographs Division, LC-USZ62-99401



Document 2

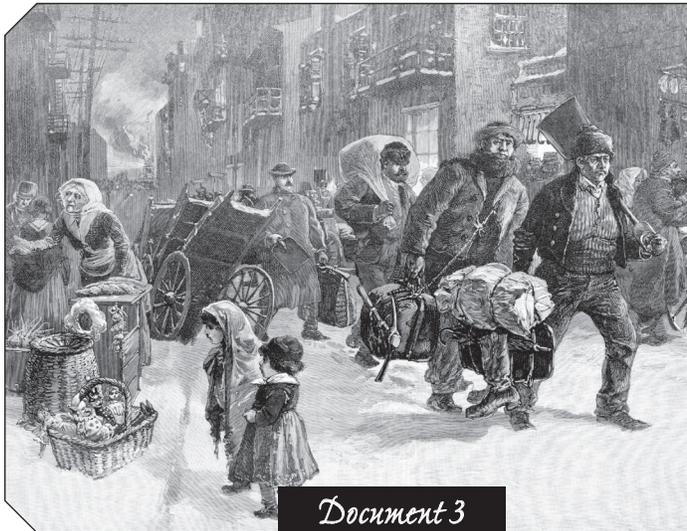
Library of Congress, Prints and Photographs Division, LC-USZC4-954

Information on Documents 1 & 2

Document 1 is a wood engraving by William St. John. It appeared in *Harper's Weekly* on November 29, 1884. It shows an immigrant family eating on a picnic bench in New York City. The title of the engraving is "Castle Garden—Their First Thanksgiving Dinner." From 1855 to 1890, Castle Garden was New York City's official immigration center where immigrants were processed. In 1892, Ellis Island took over that task.

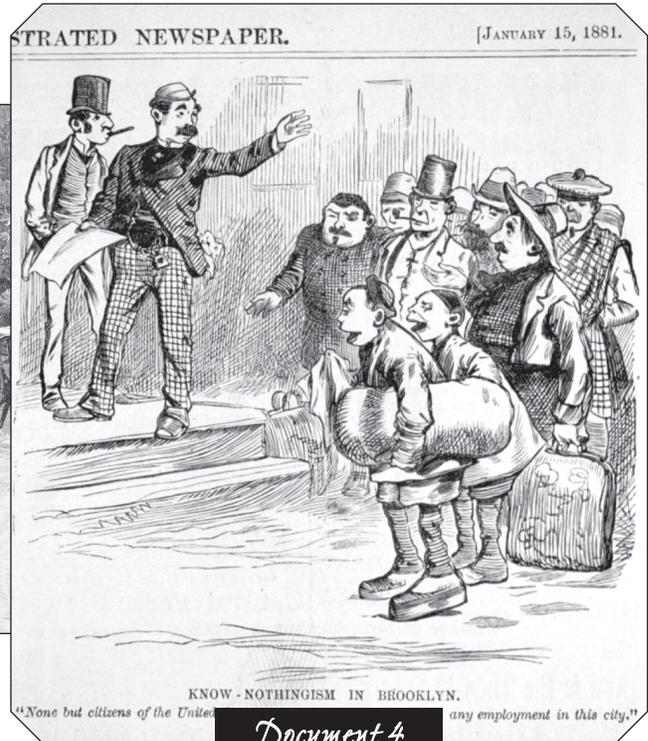
Document 2 This lithograph by J. Keppler appeared in the magazine *Puck* on April 28, 1880. In it, Uncle Sam stands on a "U.S. Ark of Refuge," welcoming immigrants. These immigrants are fleeing Europe over which war clouds hang. A sign next to the ark reads: "No oppressive taxes. No expensive kings. No compulsory military service. No knouts or dungeons."

Visual Primary Source Documents 3 & 4



Document 3

Library of Congress, Prints and Photographs Division,
LC-USZ62-111151



Document 4

Library of Congress, Prints and Photographs Division, LC-USZC2-761

Information on Documents 3 & 4

Document 3 is a wood engraving by William Allen Rogers. It appeared in *Harper's Weekly* on October 18, 1890. It shows people carrying their belongings through the Italian Quarter, on Mulberry Street, on a winter evening in New York City.

Document 4 This illustration appeared in *Frank Leslie's Illustrated Newspaper* on January 15, 1881. Its title is "Know-Nothingism in Brooklyn." The term "Know-Nothing" comes from the anti-immigrant American Party of the 1850s, whose members vowed to say "I don't know" if asked certain questions about that party. Beneath this illustration's main title are the words of the Brooklyn Board of Alderman: "None but citizens of the United States can be licensed to engage in any employment in this city."

Study the Document: 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: Doc 1 _____

Write a few sentences of dialogue that capture the thoughts and feelings of the members of this immigrant family on their first day in America.

2 Main Idea or Topic: Doc 2 _____

This cartoon makes use of the Biblical story of Noah. In a brief paragraph, explain how the cartoon uses that story to make a point about the immigrants, the lands they are fleeing, and the places of refuge they have found.

3 Background Information _____

List at least three key facts about Europe in the late 1800s that help explain the cartoon, in particular the words on the sign greeting the refugees.

Study the Document: Visual Sources 3 & 4

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

1 Main Idea or Topic: Doc 3

Suppose this illustration was the only evidence you had about immigrants in New York in the late 1800s. Write a brief paragraph on what the illustration could teach you about what life was like for these immigrants.

2 Main Idea or Topic: Doc 4

This cartoon is about "Know-Nothingism." Is the cartoon taking a stand in favor of or against Know-Nothingism? Explain your answer.

3 Compare and Contrast

Compare the depiction of immigrants in all four visual documents. Look at features such as dress, hand gestures, posture, facial expressions, etc. How do these depictions help the image tell its story or make its point? What, if anything, do they show about overall American attitudes toward immigrants?

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 impact of life in the city on American immigrants in the late 1800s?



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

Mary Antin (1881–1949) was a Russian Jewish immigrant. She was a teenager when she came to America with her family in 1894. In 1912, she published an autobiography called *The Promised Land* (Houghton Mifflin Co., 1912). It describes her childhood in Russia, her family's journey to America and her new life in a strange land. The passage below is from that autobiography. It focuses on Mary's father Pinchus, who arrived in America three years before the rest of his family. He settled in Boston and began a long, difficult struggle to succeed enough to support his family. Pinchus had been educated, but mainly in order to become a religious scholar. As the passage suggests, this did little to prepare him for the practical challenges he faced in America.

• Document 1 •

During his three years of probation, my father had made a number of false starts in business. His history for that period is the history of thousands who come to America, like him, with pockets empty, hands untrained to the use of tools, minds cramped by centuries of repression in their native land. Dozens of these men pass under your eyes every day, my American friend, too absorbed in their honest affairs to notice the looks of suspicion which you cast at them, the repugnance with which you shrink from their touch. You see them shuffle from door to door with a basket of spools and buttons, or bending over the sizzling irons in a basement tailor shop, or rummaging in your ash can, or moving a pushcart from curb to curb, at the command of the burly policeman. "The Jew peddler!" you say, and dismiss him from your premises and from your thoughts, never dreaming that the sordid drama of his days may have a moral that concerns you. What if the creature with the untidy beard carries in his bosom his citizenship papers? What if the cross-legged tailor is supporting a boy in college who is one day going to mend your state constitution for you? What if the

ragpicker's daughters are hastening over the ocean to teach your children in the public schools? Think, every time you pass the greasy alien on the street, that he was born thousands of years before the oldest native American; and he may have something to communicate to you, when you two shall have learned a common language. Remember that his very physiognomy is a cipher the key to which it behooves you to search for most diligently.

Three years passed in sordid struggle and disappointment. He was not prepared to make a living even in America, where the day laborer eats wheat instead of rye... In business, nothing prospered with him. Some fault of hand or mind or temperament led him to failure where other men found success. Wherever the blame for his disabilities be placed, he reaped their bitter fruit. "Give me bread!" he cried to America. "What will you do to earn it?" the challenge came back. And he found that he was master of no art, of no trade; that even his precious learning was of no avail, because he had only the most antiquated methods of communicating it.

Written Primary Source Document 2

Information on Document 2

These passages are also from Mary Antin's autobiography. Yet the view of America they give us is quite different from the one suggested in Document 1. Mary and her family fled Russia during an upsurge of violence against Jews which made the family's economic difficulties almost unbearable. Their "Exodus," as she called it, was to a "Promised Land" of hope and freedom. In the passage below, she describes her first days in that land as she, her mother, her brother, and her two sisters joined her father in Boston. These passages are the memories of a woman in her thirties recalling her first impressions, thoughts, and feelings as a thirteen-year-old immigrant newly arrived in America.

• Document 2 •

Our initiation into American ways began with the first step on the new soil. My father found occasion to instruct or correct us even on the way from the pier to Wall Street, which journey we made crowded together in a rickety cab. He told us not to lean out of the windows, not to point, and explained the word "greenhorn." We did not want to be "greenhorns," and gave the strictest attention to my father's instructions...

There was no bathtub. So in the evening of the first day my father conducted us to the public baths. As we moved along in a little procession, I was delighted with the illumination of the streets. So many lamps, and they burned until morning, my father said, and so people did not need to carry lanterns. In America, then, everything was free, as we had heard in Russia. Light was free; the streets were as bright as a synagogue on a holy day. Music was free; we had been serenaded, to our gaping delight, by a brass band of many pieces, soon after our installation on Union Place.

Education was free. That subject my father had written about repeatedly, as comprising his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. It was the one thing that he was able to promise us when he sent for us; surer, safer than bread or shelter...

We had to visit the stores and be dressed from head to foot in American clothing; we had to learn the mysteries of the iron stove, the washboard, and the speaking-tube; we had to learn to trade with the fruit peddler through the window, and not be afraid of the policeman; and above all, we had to learn English.

The kind people who assisted us in these important matters form a group by themselves in the gallery of my friends. If I had never seen them from those early days till now, I should still have remembered them with gratitude. When I enumerate the long list of my American teachers, I must begin with those who came to us on Wall Street and taught us our first steps. To my mother, in her perplexity over the cookstove, the woman who showed her how to make the fire was an angel of deliverance. A fairy godmother to us children was she who led us to a wonderful country called "uptown," where, in a dazzlingly beautiful palace called a "department store," we exchanged our hateful homemade European costumes, which pointed us out as "greenhorns" to the children on the street, for real American machine-made garments, and issued forth glorified in each other's eyes.

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

Mary Antin's father had a hard time adjusting to America. In this passage, how does Mary explain his difficulties? In what ways does Mary see her father's difficulties as due to his flaws? In what ways does she see them as due to flaws in the way America responds to its immigrants?

2 Author, Audience, Purpose

Re-read the information given with this source. From this, how reliable do you think Mary's account of her father's problems in America is? Why?

3 Background Information

What do you know about the problems of Jews living in Russia in the late 1800s? Does knowing about this help to better understand the problem's Mary's father faced in America?

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

List the new "American ways" that Mary found surprising by grouping them under these headings: Things; People; Ideas; Institutions. Which were most important and which least important in helping her family adjust to America?

2 What Else Can You Infer?

What is suggested or implied in the document? For example, use this source to explain in detail how life in America's cities in the late 1800s differed from city life today.

3 Compare and Contrast

Both written source documents in this lesson are passages from the book *The Promised Land*. Do both of them fit with that title, or does only one fit with it? Why?

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 impact of life in the city on American immigrants in the late 1800s?

A passage from Mary Antin’s autobiography, The Promised Land, published in 1912. This passage focuses on Mary’s father and his struggle to succeed enough to support his family.

Document 1

Another passage from Mary Antin’s autobiography. This one describes her first days in America as she, her mother, her brother, and her two sisters joined her father in Boston.

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 “new immigration” of the late 1800s and 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

**“Despite a sometimes unfriendly welcome, immigrants in the late 1800s were lucky to have America's cities as their new home.”
Do you agree or disagree with this statement? Why?**

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?