HIPP Document Analysis Sheet

Please keep in mind that not every document lends itself to every HIPP. For this worksheet, please fill out ALL of the top identification sections, and at least TWO of the analysis sections (in light gray). Always, always, make sure the HIPPs you choose to analyze help you argue something about the document, rather than just being identified.

*H – Historical Context *(What specific historical information - person/event/trend/idea - helps understand what was going on when this document was written?)*

IDENTIFY: What year was the document created? _____

IDENTIFY: Where was the document created? *(if known)* _____

IDENTIFY: What specific historical events do you know of that were going on during that year (in that location, if known), or immediately before or after? *(Consider both specific events – "One year after Shays' Rebellion" – and long-term trends – "during the 2nd Industrial Revolution" but use SPECIFIC nouns!)*

ANALYSIS: Choose 1-2 (max) of the events above and write a sentence or two explaining how those specific events provide historical context for the document:

Reminder: Historical context needs to be relevant to the argument you are making! Just saying "also, this document was written a year before the Civil War" means NOTHING if the start of the Civil War isn't relevant to the point you are trying to prove!

I – Intended Audience *(Who is the document intended to reach?)*

IDENTIFY: Who is the intended audience of this document? _____
_____ .
(Be as specific as possible, ex: magazine readers who may want information about [topic]; Liberal/Conservative Americans; people in a specific geographic area (south, Sunbelt, etc.); people of a specific ethnicity, race, gender, religion, or social class) For some documents – charts, maps, etc. the intended audience may be "none"!)

ANALYSIS: Write a sentence or two explaining how the audience identified above and how it impacts usage of the document in supporting an argument: (*DON'T use audience for your HAPP analysis if it is something extremely general, like "the American people." Audience is really only a significant analysis when the document is aimed at a specific audience!*)

P – Purpose *(What is the document intended to accomplish?)*

IDENTIFY: **What ACTIVE verbs could be used to describe the document's purpose?** _____

_____ .

Not general verbs that don't say much, like 'show,' 'tell,' or 'say,' but, instead, verbs that communicate purpose, like: expose, argue, suggest, advocate for, convince, encourage, influence, question, endorse, etc. For some documents – charts, maps, etc. – the purpose may be "none"!)

ANALYSIS: **Write a sentence or two using the active verb(s) identified above and to explain how the purpose of the document impacts its use in supporting an argument:**

P – Point of View *(What is the author's point of view? How does who they are as a person inform your reading of the document?)*

IDENTIFY: Who is the author or authoring institution? _____

(A person, organization, publication, or "unknown" are acceptable)

IDENTIFY: What do you know about the background of the author (or authoring institution)? _____

_____

_____ *(their sex, gender, race, political affiliation, actions, etc.)*

This can come from the sourcing info in the document, or you're your own outside knowledge.

ANALYSIS: Write a sentence or two explaining one aspect of the author's background identified above and how who they are as a person/institution impacts usage of the document in supporting an argument:

(POV analysis is NOT just a summary of what the document says, a la "The author's point of view is that slaves should be freed.")