

APUSH HOW TO HIPPI DOCUMENTS



HISTORICAL SITUATION

H—Historical Situation: Connect the document to specific historical events, to specific circumstances of time and place, and/or to broader regional, national, or global processes.

To place a document within a historical context:

- Identify the historical trend or process in which the document fits
- Write a sentence that describes the context
- Explain how the document relates to that historical trend or process

INTENDED AUDIENCE

I—Intended Audience: Identify a person or a group the author expects to inform or influence. You must go beyond the source line of the document. Credit will **not** be given if the audience is identified in the source line.

- Write about who the author of the document intended it for

AUTHOR'S POINT OF VIEW

P1—Author's Point of View: Identify an important aspect of who the author is and how that impacted what they wrote.

- What is the author's profession?
- What is the author's point of view (and what limits or strengthens this point of view)?
- Does the author's race, gender, age, ethnicity, or religion shape their point of view?

AUTHOR'S PURPOSE

P2— Author's Purpose: Identify the author's reason for producing the document

- For example: Was it to argue? Inform? Persuade? Prove?

HIPP Example #1

Source: James Madison in *The Federalist*, number 51, 1788.

Ambition must be made to counteract ambition. . . . It may be a reflection on human nature that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. . . . In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

H: *The Federalist Papers*, by Madison, Hamilton, and Jay, were written following the Constitutional Convention where the Articles had been scraped and the Constitution had been written.

P2: When Madison wrote the *Federalist Papers* his intention was to persuade his fellow citizens to approve the new Constitution. He used his writings, like *Federalist 51*, to inform people that the government would be strong, yet not abuse its power.

HIPP Example #2

Source: Excerpt from *Ain't I a Woman?*, Sojourner Truth, 1851

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

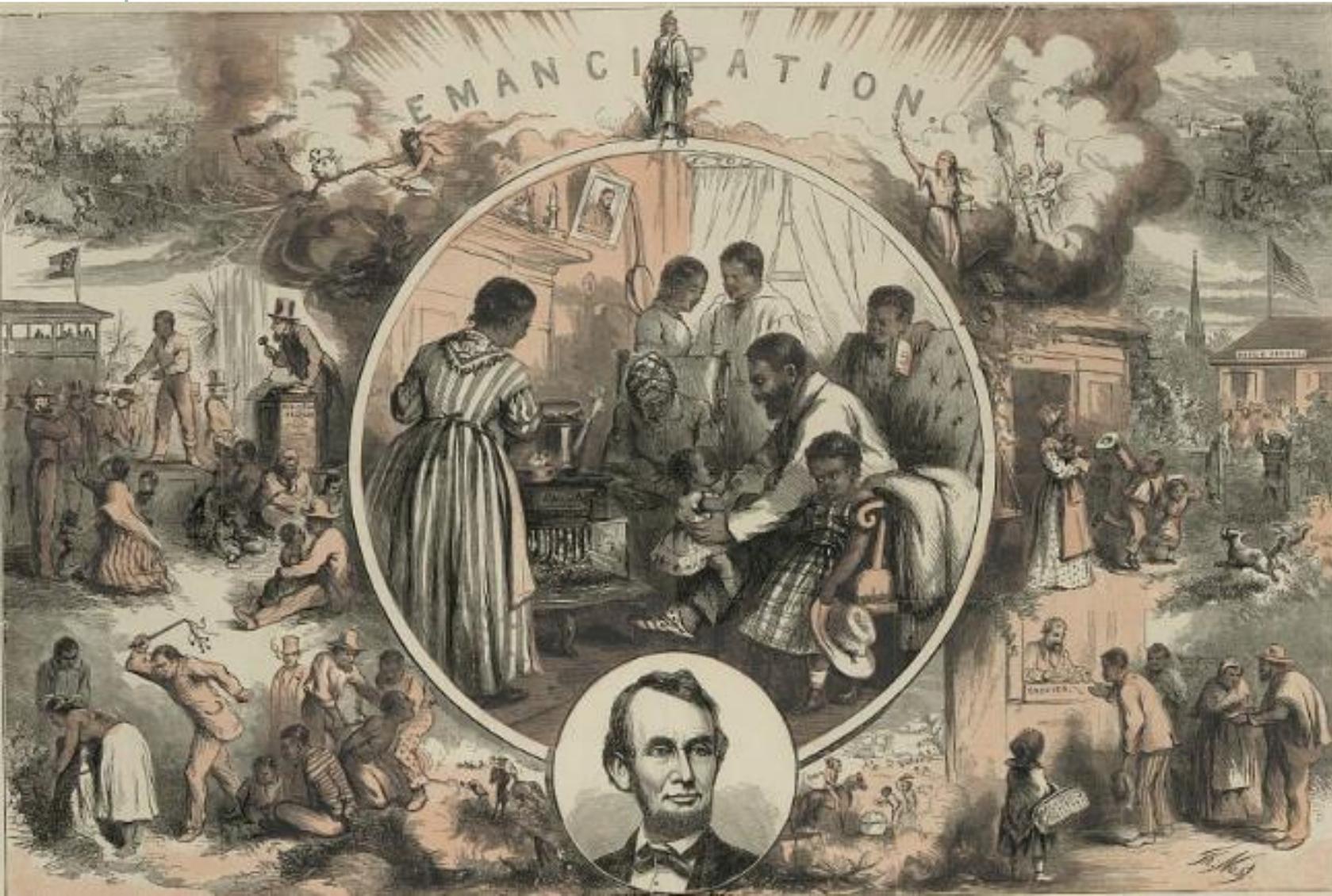
That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

H: At the time Truth's speech was written, the abolitionist movement had gained significant momentum. In addition, her speech took place at a women's rights convention in Ohio, as she spoke out for both black rights and those of women.

P1: Truth's speech was written from her perspective as a former slave who was pushing for greater rights for African American women.

HIPP Example #3

Source: *Emancipation*, Thomas Nast, 1865



H: This Nast cartoon followed the issuance of President Lincoln's *Emancipation Proclamation* in 1863. Nast focused on what the future of freed slaves would be like.

P2: This Nast cartoon is intended to show how emancipation will affect the lives of former slaves. It illustrates that families are now reunited and prosperous due to Lincoln's proclamation.

HIPP Example #4

Source: National Archives, Photograph, 1918.



Still Pictures Branch, National Archives at College Park.

H: This image of women protesting was produced during World War I as women, who has been valuable members of the war effort, still lacked the right to vote.

I: This image of women pushing for their right to vote was intended for President Wilson, who had refused to give women the right to vote initially. Eventually, he saw the value of women during World War I and no longer stood in their way regarding suffrage.

HIPP Example #5

Source: W.E.B. Du Bois, "The Niagara Movement," *Voice of the Negro II* (September 1905)

"There has been a determined effort in this country to stop the free expression of opinion among black men; money has been and is being distributed in considerable sums to influence the attitude of certain Negro papers; the principles of democratic government *are* losing ground, and caste distinctions are growing in all directions. Human brotherhood is spoken of today with a smile and a sneer; effort is being made to curtail the educational opportunities of the colored children; and while much is said about moneymaking, not enough is said about efficient, self-sacrificing toil of head and hand. Are not all these things worth striving for? *The Niagara Movement* proposes to gain these ends. . . . If we expect to gain our rights by nerveless acquiescence in wrong, then we expect to do what no other nation ever did. What must we do then? We must complain. Yes, plain, blunt complain, ceaseless agitation, unfailing exposure of dishonesty and wrong—this is the ancient, unerring way to liberty, and we must follow it."

I: DuBois's speech was written for members of the African American community who hoped to achieve a greater place in society and overcome the segregation that existed since Reconstruction.

P1: DuBois's speech was given from his perspective as an educated black leader fighting to end segregation for blacks at the turn of the century.