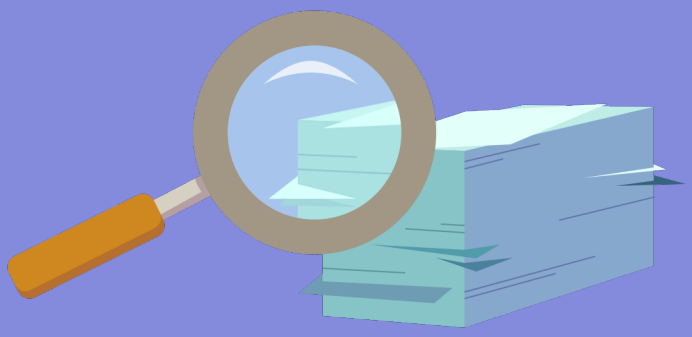
INSTRUCTIONAL STRATEGIES



H.I.P.P.

This strategy uses the acronym H.I.P.P. to guide students through primary source analysis.

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H.I.P.P.

Summary

This strategy helps students analyze primary source documents. Students go through the acronym H.I.P.P. letter by letter to deconstruct a primary source into smaller components. Through analyzing the smaller components first, students can better understand the document as a whole.

Procedure

1. Provide students with a primary source document.
2. Write the acronym H.I.P.P. on the board or provide students with a handout that lists the meaning of each letter.
3. **H** is for historical context: What events are occurring at the time of the document's creation?
4. **I** is for intended audience: Whom is the author addressing in the document?
5. **P** is for point of view: What is the author's perspective? What role in society does the author have?
6. **P** is for purpose: What is the author trying to accomplish with the document?
7. Have students read the document as a whole class, in groups, or individually.
8. Provide time for students to examine each part of H.I.P.P.
9. Have a whole-class discussion about the different aspects of H.I.P.P. and check for student understanding.

Adapted from Henry, M. (2014, December 10). Analyze this: the DBQ essay in 2015 [Blog post]. Sherpa Learning. http://www.sherpalearning.com/blogs/addressing-apush-redesign-mike-henry/analyze-dbq-essay-2015