

# ***HIPPOS*** - For Primary & Secondary Source Analysis!!

<b>H</b>	<b><i>Historical Context</i></b>	What was going on when the author wrote this document? What larger events shaped the writing of this document? Try to incorporate relevant regional- or period-specific terminology. How does understanding the context help you better interpret the source?
<b>I</b>	<b><i>Intended Audience</i></b>	Identify the person or group the author expects to inform or influence. How does this impact the author's message?
<b>P</b>	<b><i>Purpose</i></b>	Why did the author create this source? What might the author have to gain (or lose) by creating this source? MOTIVE?
<b>P</b>	<b><i>Point of View (P.O.V.)</i></b>	Who is the author? How did the author's background (race, gender, social class, upbringing, etc.) impact their writing? What broad historical theme(s) influenced the author in creating this document?
<b>O</b>	<b><i>Outside Info.</i></b>	What specific historical information outside of this document can you connect to the document? Try to connect this document to something that came before, something concurrent, and something that comes after. Explain these connections. Can you connect any other SECSE theme(s)?
<b>S</b>	<b><i>Synthesis</i></b>	Student extends the analysis by explaining <u>one</u> of the following: 1) A development from a different historical time period, situation or era that is connected to this document. Explain the connection. 2) A SECSE theme that is not the focus of the document. How is this theme connected? 3) A different discipline that may use the document. How might this document be used? How could it contribute to understanding a phenomenon outside of history?

Keeping HIPPOS in mind will help you assess the credibility and trustworthiness of primary and secondary source documents in AP World History and beyond.

The AP World History Document Based Question (DBQ) rubric requires students to use ALL available documents, and **ANALYZE** one component of HIPPOS for each document.