

AP History Rubric Skill: Analysis & Reasoning

Activity: H.A.P.P. Analysis “Guess Who”

Instructional Class Time: 15 minutes

College Board Scoring Criteria:

For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

Purposes of this Activity:

- To practice accurately performing H.A.P.P. analysis of DBQ documents.
- To improve a student’s ability to choose the best H.A.P.P. option for a document.
- To give students immediate collaborative feedback on their H.A.P.P. analysis skills in a fun, role playing experience.

Activity Description:

At the start of class, one student is chosen to “act” as the writer of a key primary source. The student is provided with relevant sourcing information, but only reads the content of the source out loud to the class. Encourage the student to stand and “play the part” of the historical source (or, the teacher reads).

- **Individual Analysis:** As they listen, each student completes step 1 of the “Guess Who?” worksheet by trying to correctly identify three relevant and essential identity markers of the author (depending on the topic: ideology, profession, social class, nationality, gender, etc.).
- **Team Collaboration:** In groups of 3-4, students reach consensus on the three relevant and essential identity markers, and complete step 2 of the “Guess Who?” worksheet. They must identify why they think those characteristics are true based on text evidence and outside knowledge of those identifiers. (At this point, the source text might be provided for more careful analysis).
- **Team Interrogation:** Each collaborative team gets two minutes to interrogate the reader and ask him/her questions to confirm their inferences about the author’s identity markers.
- **Guess Who?** Each team gets to ask a “Are you...?” question to the reader, and they get a “yes” or “no” answer to confirm their inferences. Finally, if the author of the source is a notable figure students should know by name, each team gets a chance to guess the exact author. The team who has correctly identified the most (or the most significant) identity markers wins.

GUESS WHO?

HAPP Analysis Thinking Practice

STEP 1

As you listen to the source read aloud, list three essential and relevant identity markers of the author. Consider options such as: social class, nationality, political ideology, profession, etc.

1

2

3

STEP 2

Collaborate with your team: reach a consensus on three identity markers of the source author. Find evidence for this by linking to relevant evidence from the text and your prior knowledge of that identity marker. Finally, brainstorm questions you will ask the author to confirm your group's hypotheses.

Text Evidence

Source content that tipped you off to this identity marker.

Outside Knowledge

What do you know about the identity marker?

Questions

What might you ask the author to confirm your hypothesis?

1

2

3

STEP 3

Guess Who? What do you know about the source author, and what identity marker would you use to do HAPP analysis of this source (the most relevant and essential identity marker).