

AP History Rubric Skill: Analysis & Reasoning

Activity: H.A.P.P. Analysis Round Robin

Instructional Class Time: 15-20 minutes (depending on depth of feedback)

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 foster mutual accountability amongst team members as students rely on the accuracy of their peers to successfully complete a H.A.P.P. analysis.
- To allow the teacher to provide immediate feedback to groups on if their H.A.P.P. analysis earns credit on the AP rubric, and if not, to provide them feedback on exactly which part of the analysis process they need to remediate.

Activity Description:

Students work in teams of four to generate a written H.A.P.P. analysis of a single DBQ document. After the group has read the document and identified the source information on the worksheet, it is passed silently from one student to the next:

- **Student 1:** Makes a list of the document's main ideas that would be considered essential to a successful paraphrase in a DBQ.
- **Student 2:** Makes a list of any outside factual knowledge relevant or linked to the document's author, main ideas, year in which it was written, etc.
- **Student 3:** Evaluates the main ideas and outside facts, choosing which H.A.P.P. analysis type would best suit the document and further explain its significance.
- **Student 4:** Applies the H.A.P.P. analysis type to the document, writing the analysis in full sentences for feedback.

You can have each group in your classroom perform the round robin for a different document in a DBQ set or for the same document.

H.A.P.P. ANALYSIS ROUND ROBIN

TEAM MEMBERS:

SOURCE AUTHOR

TITLE & YEAR

MAIN IDEAS

What does the source contain?
Paraphrase the essential points.

OUTSIDE INFORMATION

Why might the source contain this?
List outside facts about the main ideas,
the author, or the year of the source.

1

H.A.P.P. ANALYSIS

Apply the H.A.P.P. Analysis choice to
the source. Why does the source
contain these main ideas?

2

H.A.P.P. CHOICE

Review the outside information.
Which facts most help to further
explain the source's main ideas?

- HISTORICAL SITUATION
- INTENDED AUDIENCE
- AUTHOR POINT OF VIEW
- PURPOSE (AUTHOR'S AGENDA)

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