

HMH Social Studies

American History

Document-Based Investigations Teach Students to **Think Critically**



Promote **Inquiry** and **Active Learning** with **HMH Social Studies**

Inquiry is at the center of learning, challenging and preparing students for college and career. That is why you will find Document-Based Investigations in **EVERY** lesson.

Document-Based Investigations:

- Support active inquiry and ask students to think critically as they read
- Encourage students to analyze primary sources like a historian
- Culminate with evidence-based writing tasks at the end of each module




Students focus on inquiry, critical thinking, close reading, and writing as they work with a variety of historical, visual, and video sources including:

- Art
- Articles
- Artifacts
- Chronicles
- Documents
- Letters
- Manuscripts
- Maps
- Newspapers/
Pamphlets
- Passages
from Novels
- Photographs
- Poems
- Political
Cartoons
- Portraits
- Quotes
- Speeches
- Supreme
Court Cases

HISTORICAL SOURCE

"Carving It Up"

Germany, Italy, and Japan were a threat to the entire world. They believed they were superior to and more powerful than other nations, especially democracies. This cartoon highlights their obsession with global domination.



Need help with visuals? ✓

Analyze Sources

< The artist intended to portray Hitler as the mastermind of territorial expansion during this period.

HISTORICAL SOURCE

Ernie Pyle, War Correspondent

Journalist Ernie Pyle, shown here in 1944, was one of the most famous war correspondents of World War II. As a member of the Afrika Korps, Pyle caught the mood of the victorious Allied troops.



Need help with primary sources? ✓


Analyze Sources

How does this excerpt illustrate an important function of war correspondents?

HISTORICAL SOURCE

The Destruction of Hiroshima

The atomic bomb destroyed or damaged over 67 percent of Hiroshima's buildings and by year's end led to the death of over 100,000 of the city's 343,000 inhabitants. Shinji Mikamo was a teenager living less than a mile from the epicenter when the bomb hit. He later told his daughter Akiko about it.



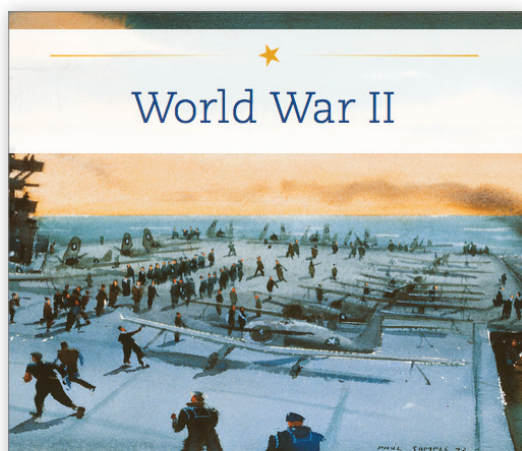
Need help with primary sources? ✓

Analyze Sources

What information does the quotation provide that the photograph doesn't show?

Investigation continued

Document-Based Investigations build to end-of-module DBI performance tasks.



This painting, *Dawn Patrol Launching* by Paul Sample, depicts an aircraft carrier. Carriers were used extensively in the Pacific Theater of World War II.

Essential Question

Why did the Allies win World War II?

In this module you will learn about the events that led to the outbreak of World War II. You will also discover and evaluate how political decisions, military campaigns, and home front sacrifices led to an

Essential Question–Writing

In this module you've learned about the circumstances and course of World War II. Now it's your turn to demonstrate your understanding of the module content by writing an essay.

Why did the Allies win World War II?

Write a persuasive essay in response to the essential question. Your essay should include key people, decisions, circumstances, and turning points that resulted in victory for the Allies. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.

Essential Questions spark curiosity, guide instruction, and ask students to apply knowledge through writing tasks.

Lesson 1, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The London Blitz

Londoner Len Jones was just 18 years old when bombs fell on his East End neighborhood.

"[T]he suction and the compression from the high-explosive bombs just pushed you and pulled you, and the whole of the atmosphere was turbulating so hard that, after an explosion of a nearby bomb, you could actually feel your eyeballs being [almost] sucked out . . . and the suction was so vast, it ripped my shirt away, and ripped my trousers. Then I couldn't get my breath, the smoke was like acid and everything round me was black and yellow. And these bombers kept on and on, the whole road was moving, rising and falling . . ."

—Len Jones

quoted in *The Blitz: The British Under Attack*

Need help with primary sources? ✓

Analyze Sources

How do you think the Blitz might have affected civilian morale in London?

Analyze Sources

How do you think the Blitz might have affected civilian morale in London?

☐ Save to myNotebook

Drop-down arrows

offer additional support for students who struggle with analysis of primary sources.

Need help with primary sources?



Analyze Primary Sources

Primary sources are materials written or made by people who took part in or witnessed historical events. Letters, diaries, speeches, newspaper articles, photographs, autobiographies, and legal documents are all examples of primary sources. When you analyze primary sources, you interpret them to understand what they reveal about history. All primary sources include a point of view because they were written or created by one person or group. Historians compare primary sources to understand events from multiple points of view.

Use these strategies to analyze primary sources.

Historical Source

September 17, 1804,
Great Plains

While traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.

Analyze Historical Sources
What did Lewis find so impressive about the Great Plains?

"The shortness . . . of grass gave the plain the appearance throughout its whole extent of beautiful bowling-green in fine order . . . this scenery, already rich, pleasing, and beautiful was still farther heightened by immense herds of Buffalo, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be compr[ehend]ed at one view to amount to 3000."

—Meriwether Lewis,
quoted in *Original Journals of the Lewis and Clark Expedition*, edited by Reuben Boldt Theriault

- 1 Identify the topic and title.**
This will help you understand what the document is about.
- 2 Identify the author or creator of the source and the date it was created.**
Think about how the author's point of view and audience might have influenced the information contained in the source.
- 3 Carefully read the passage to understand the main points.**
What historical event is being described? Distinguish between facts and the author's opinions. Note any special punctuation. Ellipses indicate that words or sentences have been removed from the original source. Brackets indicate words that were not in the original.

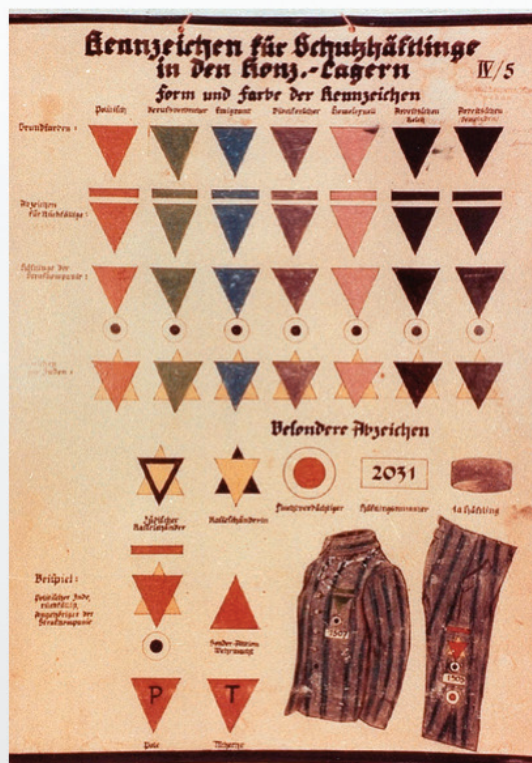
Investigation continued

Lesson 2, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Concentration Camp Uniforms

Prisoners were required to wear color-coded triangles on their uniforms. There were several categories of prisoners. They included communists, socialists, criminals, emigrants, Jehovah's Witnesses, and homosexuals. They also included Germans and other nationalities "shy of work." The categories show a variation among the rows. One row is for repeat offenders, and one is for prisoners assigned to punish other prisoners. The double triangles are for Jews. Letters on top of a patch indicate nationality.



Need help with visuals? ✓

Analyze Sources

Why do you think the Nazis established this color-coded system to identify prisoners in the concentration camps?

Lesson 3, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE


"The Only Way We Can Save Her"

During the late 1930s Americans watched events in Europe with alarm. Dictators were destroying democratic governments throughout Europe and dragging the continent into war. These events divided American public opinion. Some felt that the United States should help. Others opposed getting involved.

— — +

Hotspots ☐

The Only Way We Can Save Her



"STAY OUT! STAY OUT FOR MY SAKE, AS WELL AS YOUR OWN!"

Analyze Sources

What does the kneeling figure fear will happen to America if Uncle Sam gets involved?

Lesson 4, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Women in the Workplace

After the bombing of Pearl Harbor many women, barred from serving in the military, took jobs to support the war effort. Among those women were Mary Cohen of New York City and her sister.

"We both wanted to get something to help the war effort. We saw an ad in the paper about working on aircraft on fighter planes. . . . We didn't realize how much stress that would be, but we were young, so it didn't bother us at that time. . . . It didn't matter as far as the money. We just wanted to get these planes out. It was a very patriotic feeling. It took its toll. I got sick once. I never even took time off. I just went in all the time."

—Mary Cohen
quoted in the Rosie the Riveter WWII Oral History Project

Need help with primary sources? ☒

Analyze Sources

How did the outbreak of war change the lives of Mary Cohen and women like her?

☐ Save to myNotebook


Investigation continued


Lesson 5, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Stalingrad Prisoners of War

Dazed, starved, and freezing, these German soldiers were taken prisoner after months of struggle. But they were the lucky ones. More than 230,000 of their comrades died in the Battle of Stalingrad.



[Need help with visuals?](#) 

Analyze Sources

What does the photograph tell you about the conditions faced by the German soldiers at the Battle of Stalingrad? What details in the photograph support your conclusions?

Analyze Sources

[<](#) [Check](#)

Each lesson DBI provides students **immediate feedback** when answering an analytical question.

The Germans faced difficult conditions, such as brutally cold weather. The soldiers are wearing coats and makeshift head coverings to protect themselves from the cold, and their uniforms appear to have snow on them. The soldiers' expressions, with their eyes closed, suggest exhaustion.

Lesson 6, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Island of Death

When the Japanese left Guadalcanal, they called it the Island of Death. To war correspondent Ralph Martin and the troops who fought there, it was simply "hell."

"Hell was red furry spiders as big as your fist, giant lizards as long as your leg, leeches falling from trees to suck blood, armies of white ants with a bite of fire, scurrying scorpions inflaming any flesh they touched, enormous rats and bats everywhere, and rivers with waiting crocodiles. Hell was the sour, foul smell of the squishy jungle, humidity that rotted a body within hours, . . . stinking wet heat of dripping rain forests that sapped the strength of any man."

—Ralph G. Martin
from *The GI War*

Need help with primary sources? ✓

Analyze Sources

How might the conditions that made Guadalcanal a "hell" for soldiers fighting there?

Lesson 7, Module 11

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

A Shifting Population

Over 1.2 million African Americans left the South during World War II and the years that followed. Most of them moved to cities in the North and West in search of better jobs.

African American Migration, 1940–1950

Region	Change (1940–1950)
West Coast	+283,600
Mountain and Plains States	+235,300
Midwest	+323,200
Middle Atlantic	+386,800
South	-1,244,800

Need help with maps? ✓

Analyze Sources

How did the wartime economy contribute to this mass migration?

Promote Inquiry and Active Learning with Cumulative End-of-Module DBI

Document-Based Investigation: Part 1, Module 11

Students are provided the opportunity to review each Document-Based Investigation and strengthen their answers to prepare for the Performance Task in Part 2.

Document-Based Investigation

Part 1: Short Answer

In this module, you have analyzed several sources. Review your answers to the questions you have already seen, and answer any questions that you haven't already completed.

Essential Question–Writing

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Revisit Essential Question—End-of-Module Writing

Students are asked to demonstrate their understanding of the module content by answering the Essential Question.

Document-Based Investigation

Part 2: Write an Analytical Essay

Historical Context

World War II began in 1939 when Germany invaded and tried to annex Poland, but the conflict quickly spread through the rest of the world. Within a few years, fighting had consumed huge expanses of Europe, Africa, and Asia. Millions of Americans sailed across the Atlantic and the Pacific to join the war, but the conflict's effects were felt even across the ocean at home.

Task

The violence of World War II destroyed communities and lives throughout Europe, Africa, and Asia, but people around the world felt its effects. Everyone—soldier and civilian, at home or abroad

—sacrificed and struggled to meet the war's demands. Write an essay in which you analyze the effects of the war on various groups of people. Focus on three different groups, and explain their involvement in the war effort and how it changed their lives.

Complete the following steps as you plan and compose your analytical essay.

1. Review your notes and sources before you start writing.
2. Use at least *four* of the sources in Part 1, and develop the topic with relevant, well-chosen evidence from the documents.
3. Cite specific evidence from each of the sources in your response.
4. Plan your analytical essay so that it includes an introduction, body paragraphs with supporting details, and a concluding paragraph.
5. Organize your essay in a clear and logical way that presents a detailed analysis of the topic.
6. Write a conclusion that sums up your ideas and supports the information you present.

Document-Based Investigation: Part 2, Module 11

Performance Tasks ask students to analyze and draw evidence from several relevant sources.

Task

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HMH Social Studies



Uncover the Connections

For more information and to review online materials, visit:

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