

# Contextualization... Local, Broad, and Other Context

## Historical Thinking Skill 5: Contextualization

Historical thinking involves the ability to **connect historical events and processes to specific circumstances of time and place** and to broader regional, national, or global processes.

### Proficient students should be able to ...

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

Identifying and analyzing context is a complex historical skill. It involves simple facts such as time (when did it happen?), but it also involves analyzing themes and making connections to other eras. Using this three part process, we will be able to analyze history on a higher level of complexity and communicate effectively that we understand history.

[When you are completing a **HIPP+** analysis of a document, the Historical Context (**H**) should include local and broad context. Your + will include other context.]

### Example:

Source: *A Minute Against Slavery*, Germantown Monthly Meeting, Pennsylvania, 1688

“... would you be done in this manner? And what if it is done according to Christianity?...This makes an ill report in all those countries of Europe, where they hear of, that <sup>ye</sup> Quakers doe here handle men as they handle there <sup>ye</sup> cattle. ... And who shall maintain this cause, or plead for it. Truly we cannot do so, except you shall inform us better hereof, viz., that Christians have liberty to practice these things. Pray, what thing in the world can be done worse towards us, than if men should rob or steal us away, and sell us for slaves to strange countries; separating husbands from their wives and children...”

### Think of context as a three part concept...

- Local context...** facts about the event, describing who/what/when etc. as well as connecting to what is happening in that time
- Broad context...** the bigger picture, theme, era, why/how...
- Other context...** similar (or different) in kind but from a different time... (connecting the theme/era to another era with same theme... within *U.S. history only*)

### Local Context:

During the colonial era, Quakers and Mennonites in Pennsylvania protested slavery. These minutes illustrate the effort to end slavery in at least one colony.

### Broad Context:

In 1688, slavery had been increasing as a labor source particularly in the south following Bacon’s Rebellion. As slavery increased, so did conflict over slavery as a moral issue.

### Other Context:

In the Revolutionary Era, similar protests against the morality of slavery resulted in several northern states outlawing slavery in their state constitutions upon independence.

**NOTICE** the document is not quoted or described. It is interpreted and the context is explained. No credit will be earned from stating the obvious.

You must combine your analysis of the document with your outside knowledge of the era.

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

Unit 3, Period 4

# Contextualization... Local, Broad, and Other Context... Monroe Doctrine

When analyzing a document, your contextualization must include OUTSIDE knowledge and facts. In a DBQ, you will *not* receive credit for simply pulling information from a document.

Source: James Monroe, The Monroe Doctrine, 1823

"With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence and maintained it, and whose independence we have acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling ... by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States...."

"Our policy in regard to Europe ... which is not to interfere in the internal concerns of any of its powers ... but in regard to those continents [the Americas], circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren if left to themselves, would adopt it of their own accord."

## Local Context

(Who, What, When, Where... BEYOND the obvious, without quoting or describing, and with one specific piece of outside evidence!)

## Broad Context

Why, How

What is the "Big Picture?"

What is the theme?

...*BEYOND* the obvious,

*without quoting,*

*& with one specific piece of outside evidence!*

## Other Context

Similar in Kind from a Different Time in U.S. History only; Explain how the BROAD context connects from one era to another. *Comparison must have specific piece of outside evidence!*