

The Cold War - Who Started it?

28 points

Follow the instructions on the packet. You will be assessed on two major items:

- 1. Document Analysis (OPVL)**
- 2. The reasoning behind who is most responsible for the Cold War.**

You will find rubrics below that will show how you earn points. We will go over them together.

I. Understanding OPVL - This section will help you write your document analysis.

Step One - OPVL Origins, Purpose, Values, Limitations

Origin, Purpose, Value and Limitation (OPVL) is a technique for analyzing historical documents. It is used extensively in the International Baccalaureate curriculum and testing materials, and is incredibly helpful in becoming critical observers. It is also known as Document Based Questions (DBQ).

Origin:

In order to analyze a source, you must first know what it is. Sometimes not all of these questions can be answered. The more you do know about where a document is coming from, the easier it is to ascertain purpose, value and limitation. *The definition of primary and secondary source materials can be problematic. There is constant debate among academic circles on how to definitively categorize certain documents and there is no clear rule of what makes a document a primary or a secondary source.*

Primary – letter, journal, interview, speeches, photos, paintings, etc. Primary sources are created by someone who is the “first person”; these documents can also be called “original source documents. The author or creator is presenting original materials as a result of discovery or to share new information or opinions. Primary documents have not been filtered through interpretation or evaluation by others. In order to get a complete picture of an event or era, it is necessary to consult multiple--and often contradictory--sources.

Secondary – materials that are written with the benefit of hindsight and materials that filter primary sources through interpretation or evaluation. Books commenting on a historical incident in history are secondary sources. Political cartoons can be tricky because they can be considered either primary or secondary.

Note: One is not more reliable than the other. Valuable information can be gleaned from both types of documents. A primary document can tell you about the original author’s perspective; a secondary document can tell you how the primary document was received during a specific time period or by a specific audience.

Other questions must be answered beyond whether the source is primary or secondary and will give

you much more information about the document that will help you answer questions in the other categories.

- Who created it?
- Who is the author?
- When was it created?
- When was it published?
- Where was it published?
- Who is publishing it?
- *Is there anything we know about the author that is pertinent to our evaluation?*

This last question is especially important. The more you know about the author of a document, the easier it is to answer the following questions. Knowing that *George* was the author of a document might mean a lot more if you know you are talking about *George Washington* and know that he was the first president, active in the creation of the United States, a General, etc.

Purpose:

This is the point where you start the real evaluation of the piece and try to figure out the purpose for its creation. You must be able to think as the author of the document. At this point you are still only focusing on the single piece of work you are evaluating.

- Why does this document exist?
- Why did the author create this piece of work? What is the intent?
- Why did the author choose this particular format?
- Who is the intended audience? Who was the author thinking would receive this?
- What does the document “say”?
- Can it tell you more than is on the surface?

Avoid “I think the document means this...” Obviously, if you are making a statement it is coming from your thinking. Practice saying “The document means this...*because it is supported by x evidence.*”

Document Analysis - OPVL Rubric

Pick 2 Documents to analyze for the origin and purpose. This section is a total of 8 points.

Origin of the Document

2 marks	1 mark	0 marks
<p>In one or two sentences the origin of the document is clearly stated and in doing so answers the following questions:</p> <ul style="list-style-type: none"> ● What type of document is it? ● When and where was it produced? ● Who produced it? 	<p>In one or two sentences the origin of the document is stated; however not all of the following questions are clearly and/or accurately addressed:</p> <ul style="list-style-type: none"> ● What type of document is it? ● When and where was it produced? ● Who produced it? 	<p>The origin of the document is unclear/incorrect or not included</p>

Purpose of the Document

2 marks	1 mark	
<p>In one or two sentences the purpose of the document is clearly stated and in doing so answers the following questions:</p> <ul style="list-style-type: none"> ● Who was the intended audience? ● For what purposes was the document written? 	<p>In one or two sentences the purpose of the document is stated; however not all of the following questions are clearly and/or accurately addressed:</p> <ul style="list-style-type: none"> ● Who was the intended audience? ● For what purposes was the document written? 	

II. Pie - This is the rubric for your “pie”. You will have to show evidence for your claim and provide a written response describing your group’s reasons behind who is responsible. You will do this on the pie and the written response.

	Below 11th <i>(weakest)</i>	Beginning	Emerging	Proficient	Above <i>(Strongest)</i>
Analyze Claims & Evidence History/Social Studies: RH.9-10.8	Has no clear claim (1); or is unable to identify the evidence needed to support support it (2)	Claim minimally responds to prompt and evidence to support claim is minimal as well.(3-4)	States a claim that generally responds to the prompt and uses evidence to support most of the claim, but not all of it. (5-6)	States a claim that responds to the prompt and uses good evidence to support the claim. (7-8)	Clearly states a claim that effectively responds to the prompt and includes the best evidence to support the claim in a coherent and concise manner. (9-10)
Supporting Facts & Details Writing (Hist/SS, Sci&Tech): WHST.9-10.2b	Not a clear response to the prompt (1); or few facts, definitions, details or other information are provided (2) (1-2)	Responds to the prompt with facts and details that are unclear and not well explain; if the audience has not read DBQ documents or class materials the audience will not understand the topic (3-4)	Responds to the prompt with facts, definitions, details or other information mostly drawn from class material or the DBQ documents such that the audience need not have read the original article to understand the basis of the student's paragraph. (5-6)	Responds to the prompt with facts, definitions, concrete details, quotations, or other information and examples drawn from the class material and DBQ documents such that the audience need not have read the original article to generally understand the student's analysis (7-8)	Responds to the prompt with precise language, well-chosen and relevant facts, extended definitions, concrete details, quotations, or other information and examples drawn from both class material and the DBQ documents such that the audience need not have read the original article to understand the student's analysis (9-10)