

PHIA Plus (PHIA+)
Detailed Document Analysis Guidelines

Students will analyze documents frequently during class, and when they do students are trained to do quick PHIA analyses to ensure that there is a quick understanding of documents that is similar to what is expected during an AP Exam. However, there are always more documents to know about, and to ensure that students are working toward mastering inquiry and analytical skills that are required in college-level classes, out of class assignments are given at times to enhance our study of history.

What is PHIA+ Assignment?

The PHIA+ assignment is essentially taking the skills that one expects with quick PHIA analysis and providing more insight and explanation to support the student’s observations. Not only are students asked to identify standard items such as “Historical Context,” for example, but they are asked to get more specific in their identification of specific historical events that frame that context. Further, students are asked to link their observations to one of the themes that are central to AP U.S. History, as identified by the College Board. In other words, students are asked to complete a “deep” analysis of the PHIA categories and accompany their findings with an explanation.

Requirements:

Students are to type their responses for PHIA+ assignments, using standard margins and a 10-11 point font. Each of the required sections must be accompanied by **clearly identified headings**. Students completing any independent research need to indicate their source (through parenthetical citations). Below are the descriptions for an exemplary PHIA+ assignment and its required sections:

Required Section	Requirements
Historical Context	Students must identify the context of a given historical document by situating the document within the “time and place” of its creation, and they need to explain this context by providing examples of specific historical events, and then explaining how and why the context impacted the document’s creation.
Purpose	As a basic requirement, students identify the author’s purpose in creating the document. However, students must use evidence from the document’s text—as well as specific historical events and context—to explain how and why the student has arrived at that conclusion. Increasing levels of sophistication would include historically grounded insight by explaining inferences about purposes for the document’s creation that go beyond stated or obvious reasons.
Intended Audience	At the basic level, students identify the implicit or explicit audience intended by that document’s creator. Further, students should specify how the intended audience might be influenced by the creator’s intended goals, which were stated in the previous section. In doing this, students should thoroughly explain why or how they believe this to be the case. Sophisticated levels of analysis would include speculated, yet logical, inferences that extend beyond the obvious or ostensible reasons for the document’s creation.
Author Point of View	In this section, at the basic level, students are expected to offer a detailed explanation of the author’s point of view and of the ways in which this affected the creation of the

	document. To be considered exemplary, students should go further to explain the ways in which this point of view impacts the content or significance of the document at the time of its creation. At a sophisticated level, students would comment on inferential information (as long as it is logical and not outside the bounds of historical accuracy) that may enhance an understanding of the point of view.
Value of the Document (Included when specified by the teacher.)	This section asks students to hypothesize the reason the document is considered important to study in history, either as a choice made by the teacher or as a document included as a part of the College Board's APUSH curriculum.
Synthesis (Included when specified by the teacher.)	The essential requirement is that the student connects the document across time to earlier and/or later events happening in different places in American History. The synthesis asks students to develop an understanding of what other topics or events have a parallel to this context in some way; these parallels do not have to be exactly the same, but may include central ideas, themes, or circumstances that are common with what is involved with the historical context of this document.
APUSH Thematic Connection	Only when specified by teacher and by special instructions.