

Grade	Use of Sources	Historical Accuracy	Writing
A	At least 4 sources referenced	Points made are factual	Writing is clear
	Sources used when appropriate  Sources enhance thesis	Student uses information from sources and from class lessons	Paper is organized  Clear thesis
B	At least 4 sources referenced  Sources supports thesis, but student's argument needs more development	Almost all points are factual  Student uses information from sources and class lessons	Clear writing  Fairly organized  Clear thesis
C	Student references 2-3 of the sources  Student attempts to use sources to develop argument	Contains several factual errors  Student uses information from sources, but fails to include enough information from class	Writing is unclear at times  Needs more organization  Thesis needs revisions
D	Student only includes one sources  Source not used to develop argument	Contains several factual errors  Student does not use information from sources	Unclear writing  Needs more organization  Paper has no thesis

## Document 5

Excerpts from John Ross's words to delegates of the Iroquois League:

"Brothers: The tradition of our Fathers . . . tells us that this great and extensive Continent was once the sole and exclusive abode of our race. . . . Ever since [the whites came] we have been made to drink of the bitter cup of humiliation; treated like dogs . . . our country and the graves of our Fathers torn from us . . . through a period of upwards of 200 years, rolled back, nation upon nation [until] we find ourselves fugitives, vagrants and strangers in our own country. . . .

"The existence of the Indian Nations as distinct Independent Communities within the limits of the United States seems to be drawing to a close. . . . You are aware that our Brethren, the Choctaws, Chickasaws and Creeks of the South have severally disposed of their country to the United States and that a portion of our own Tribe have also emigrated West of the Mississippi -- but that the largest portion of our Nation still remain firmly upon our ancient domain. . . . Our position there may be compared to a solitary tree in an open space, where all the forest trees around have been prostrated by a furious tornado."

What event is John Ross discussing? How did Jackson handle the situation? What does this tell us about President Jackson's leadership style?

## Document 6

Andrew Jackson's Letter to Congress December 8, 1829

"The duties of all public officers are...so plain and simple that men of intelligence may readily qualify. I submit, therefore, to your consideration a law, which limits appointments to four years. In a country where offices are created solely for the benefit of the people, no one man has any more right to [government jobs] than another."

What does Jackson want to change? Who would this benefit? How is his opinion different from most men in power?

## Document 2

Thomas Bailey, *The American Pageant*, 1956

“So in a broader sense the election [of 1828] was a “revolution” comparable to that of 1800. It was a peaceful revolution, achieved by ballots instead of bullets. “Shall the people rule?” cried the Jacksonians. The answering roar seemed to say, “The people shall rule!”

“I never saw anything like it,” a puzzled Daniel Webster mused about Jackson’s inaugural. “Persons have come five hundred miles to see General Jackson, and they really think that the country is rescued from some dreadful danger.”

Jackson’s victory accelerated the transfer of national power from the country house to the farmhouse, from the East to the West, from the snobs to the mobs. If Jefferson had been a hero of the gentleman farmer, Jackson was the hero of the dirt farmer. “

What is the source telling us about Jackson’s election in 1828? How did Americans react? What did they expect from President Jackson? How does this tie into our essay question?

## Document 3

Robert V. Remini, *The Life of Andrew Jackson*, 1988

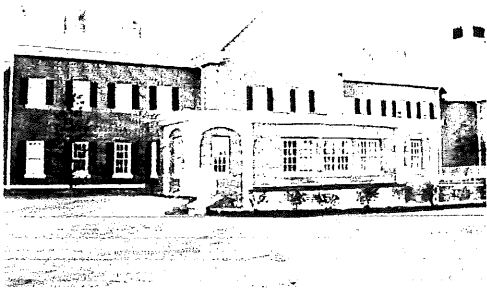
“One bit of advice [Martin] Van Buren offered [Jackson] concerned the appointment of the collector of the Port of New York. This was a very sensitive and important position. Some \$15 millions annually passed through the collector’s hands. If any post needed a man of the highest integrity it was this one. And when Van Buren learned that Jackson intended to appoint Samuel Swartwout to the office he almost collapsed. Van Buren alerted the President immediately that Swartwout had “criminal tendencies.

Unfortunately, Jackson refused to listen. He liked Swartwout because he had been an early supporter...and so he went ahead with the appointment. In time, of course, Swartwout absconded with \$1,222,705.09. It was a monumental theft...Jackson was mortified. “

What was the purpose of the Spoils System? What were the positive and negative outcomes? What does it tell us about Jackson?

## Sample DBQ

Miss Tomasetti is a senior at The College of New Jersey (Document 1). She is a History and Secondary Education major, which requires her to write a ridiculous number of papers and attend numerous, deadly boring lectures (Document 2). In her spare time, she grades papers, naps, and keeps Mr. Powers organized. Most of all, she enjoys working with her students at Westampton Middle School (Document 3).



Document 1



Document 2



Document 3