UNITED STATES HISTORY SECTION II
Question 1 (Document-Based Question)
Suggested reading period: 15 minutes
Suggested writing period: 45 minutes

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response. Note: You may begin writing your response at any time

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

Write your responses on lined pages remembering to double space and underline your thesis.

In your response you should do the following.
• Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
• Describe a broader historical context relevant to the prompt.
• Support an argument in response to the prompt using at least 6 documents.
• Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
• For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
• Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Question:
1. Compare and contrast viewpoints concerning Andrew Jackson’s Presidency from 1828-1836.

Document 1

Source: Political Cartoon of President Jackson- 1832-33
Document 2

Source: James Parton, Life of Andrew Jackson. (New York: Mason Bros, 1861), III, pp.149-150

The most real issue in the presidential contest of 1828 was one which was not stated at the time, nor generally perceived. The question was whether "universal suffrage," so called, was to have any practical effect in the United States. Down to this period in the history of the republic, the educated few had kept themselves uppermost...

The educated class were not equal to the duty assigned them—that of instructing and guiding their less fortunate countrymen...The scepter was about to be wrested from the hand of those who had now shown themselves worthy to hold it. When they felt it going, however, they made a vigorous clutch, and lost it only after a desperate struggle. In these Jacksonian contests, therefore, we find nearly all the talent, nearly all the learning, nearly all the ancient wealth, nearly all the business activity, nearly all the book-nourished intelligence, nearly all the silver-forked civilization of the country, united in opposition to General Jackson, who represented the country's untutored instincts.

Document 3

Source: South Carolina’s Ordinance of Nullification. Statutes at Large of South Carolina. Vol. I, p.329. November 24th, 1832

Whereas the Congress of the United States, by various acts, purporting to be acts laying and collecting duties and imposts on foreign imports, but in reality intended for the protection of domestic manufactures, and the giving of bounties to classes and individuals engaged in particular employment's, at the expense and to the injury and oppression of other classes and individuals, and by wholly exempting from taxation certain commodities, such as are not produced or manufactured in the United States. . . .

We, therefore, the people of the State of South Carolina in Convention assembled, do declare and ordain. . . . That the several acts and parts of acts of the Congress of the United States, purporting to be the laws for the imposing of duties and imposts on the importation of foreign commodities. . . . and, more especially, . . . . [the tariff acts of 1828 and 1832]. . . . are unauthorized by the Constitution of the United States, and violate the true meaning and intent thereof, and are null, void, and no law, nor binding upon this State, its officers or citizens; and all promises, contracts, and obligations, made or entered into or to be made or entered into, with purpose to secure the duties imposed by said acts. . . .
Document 4

Source: Andrew Jackson's Inaugural, 1828. "President's Levee, or all Creation going to the White House" Cruikshank, Robert

Document 5


...I have less confidence than I formerly entertained in the virtue and intelligence of the people, and in the stability of our institutions... Are we not governed now and have we not been for some time past pretty much by the will of one man? And do not large masses of the people, perhaps a majority, seem disposed to follow him wherever he leads, through all his inconsistencies... when we think that he is ignorant, passionate, hypocritical, corrupt, and easily swayed by the base men who surround him, what can we think of the popular approbation which he receives? One thing only was wanted to complete the public degradation, and that was that he should name his successor.
Document 6


Indian Removal 1820-1840

The Removal of Native Americans to the West, 1820–1840

Document 7

Source: The Rise of Voter Turnout 1824-1844

All eligible voters
Nonparticipating voters

1824

John Quincy Adams
Andrew Jackson
Henry Clay
William H. Crawford

1828

Andrew Jackson
John Quincy Adams

1832

Andrew Jackson
Henry Clay
James K. Polk
John Floyd

1836

Martin Van Buren
William H. Harrison
Hugh L. White
Daniel Webster
W. P. Mangum

1840

William H. Harrison

1844

James K. Polk
Henry Clay
James G. Birney

FIGURE 10.1 The Rise of Voter Turnout, 1824–1844
Chapter 10, America's History, Eighth Edition and America: A Concise History, Sixth Edition
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Document 1:
   Historical Context:
   Intended Audience:
   Purpose:
   Point of View:
   Which one you would use to answer the ? and how it helps:

   List of 2 Critical Nouns:

Document 2:
   Historical Context:
   Intended Audience:
   Purpose:
   Point of View:
   Which one you would use to answer the ? and how it helps:

   List of 2 Critical Nouns:

Document 3:
   Historical Context:
   Intended Audience:
   Purpose:
   Point of View:
   Which one you would use to answer the ? and how it helps:

   List of 2 Critical Nouns:

Document 4:
   Historical Context:
   Intended Audience:
   Purpose:
   Point of View:
Which one you would use to answer the ? and how it helps:

List of 2 Critical Nouns:

**Document 5:**

**Historical Context:**

**Intended Audience:**

**Purpose:**

**Point of View:**

Which one you would use to answer the ? and how it helps:

List of 2 Critical Nouns:

**Document 6:**

**Historical Context:**

**Intended Audience:**

**Purpose:**

**Point of View:**

Which one you would use to answer the ? and how it helps:

List of 2 Critical Nouns:

**Document 7:**

**Historical Context:**

**Intended Audience:**

**Purpose:**

**Point of View:**

Which one you would use to answer the ? and how it helps:

List of 2 Critical Nouns:
**AP History DBQ Rubric (7 points)**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
<th>Decision Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <strong>THESIS/CLAIM</strong> (0–1 pt)</td>
<td><strong>1 pt.</strong> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
<td>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</td>
</tr>
<tr>
<td>B <strong>CONTEXTUALIZATION</strong> (0–1 pt)</td>
<td><strong>1 pt.</strong> Describes a broader historical context relevant to the prompt.</td>
<td>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</td>
</tr>
<tr>
<td>C <strong>EVIDENCE</strong> (0–3 pts)</td>
<td><strong>Evidence from the Documents</strong>&lt;br&gt;<strong>1 pt.</strong> Uses the content of at least three documents to address the topic of the prompt.&lt;br&gt;&lt;br&gt;<strong>2 pts.</strong> Supports an argument in response to the prompt using at least six documents.</td>
<td>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</td>
</tr>
<tr>
<td></td>
<td><strong>Evidence beyond the Documents</strong>&lt;br&gt;<strong>1 pt.</strong> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</td>
<td>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</td>
</tr>
<tr>
<td>D <strong>ANALYSIS AND REASONING</strong> (0–2 pts)</td>
<td><strong>1 pt.</strong> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</td>
<td>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</td>
</tr>
</tbody>
</table>
| | **1 pt.** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. | A response may demonstrate a complex understanding in a variety of ways, such as:  
- Explaining nuance of an issue by analyzing multiple variables  
- Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect  
- Explaining relevant and insightful connections within and across periods  
- Confirming the validity of an argument by corroborating multiple perspectives across themes  
- Qualifying or modifying an argument by considering diverse or alternative views or evidence  
This understanding must be part of the argument, not merely a phrase or reference. |