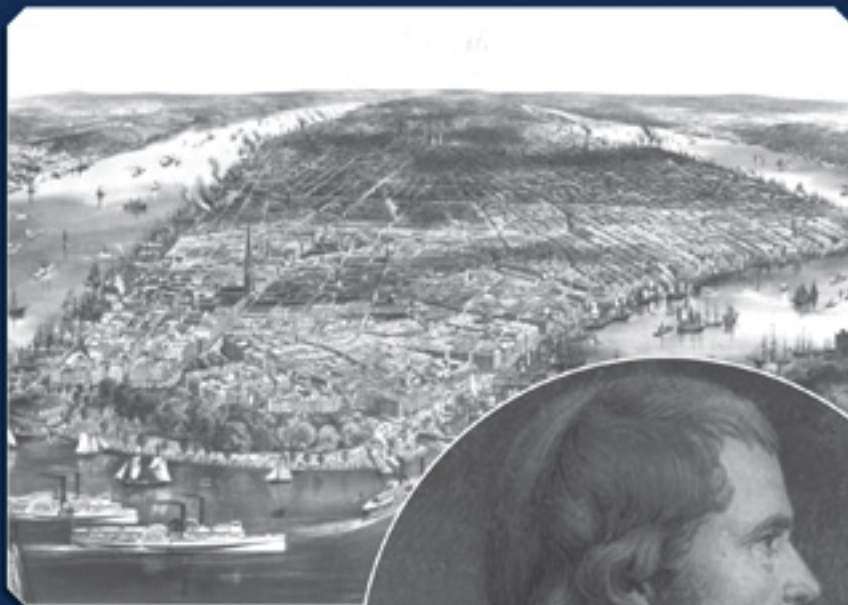


Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

John Marshall's Court

John Marshall helped define the role of the Supreme Court in American life. What impact did he and his Court have?



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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

“John Marshall’s Supreme Court strengthened the federal government at a time of change when that government might well have fallen apart.”
Do you agree or disagree with this statement? Why?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

John Marshall's Court

The U.S. Constitution was written in 1787. The nation is still governed by it. How has it survived two centuries of constant change?

The problem of adapting the Constitution to change presented itself almost immediately. In the early 1800s, change that the founders could barely imagine swept the nation. Vast new lands were opened. Population soared. Settlers headed west. New industrial growth began to transform work and social life. Cities mushroomed. And while roads and canals did begin to tie the nation together, many leaders feared all this change would divide regions from one another and split the nation apart.

Could the Constitution continue as the basis for a united country? Could the federal system the Constitution set up even survive? Probably no other question more concerned John Marshall during his long years as Chief Justice of the Supreme Court. Marshall headed the Court from 1801 to 1835. The Marshall Court was one of the key forces in American life in those years. It helped define the nation and guide it through a time of tremendous change.

Marshall was a member of the generation of founders—Adams, Jefferson, and Washington. By the 1800s, however, many leaders from that time were already worried that the nation might be drifting away from their ideals. Marshall seems to have shared this concern.

Marshall led the Court with a firm hand, and he wrote its major “opinions”—statements in which the Court explains its reasoning in each case. In one early case, *Marbury v. Madison* (1803), the Court clearly established its right of “judicial review.” This is its right to disallow laws or government actions that go against the Constitution.

Overall, the Marshall Court's other big cases all dealt with two big issues. First, some dealt

with contracts and the property rights of private citizens and corporations. The Court generally favored such rights against interference by state governments. In doing so, it hoped to foster economic growth by keeping the economy free and open.

Perhaps more important were cases that dealt with the power of the national government in relation to state governments. In these cases, the Court came down solidly on the side of a strong national government. A key case of this type dealt with in this booklet is *McCulloch v. Maryland* (1819). In it, the Court held that Maryland could not tax a Baltimore branch of the Second Bank of the United States, a national bank chartered by Congress in 1816. The Court said the Bank was constitutional even though the Constitution did not specifically grant Congress the right to found a bank. Marshall said the power was an “implied” power. He based this view on a Constitutional clause allowing Congress to do what is “necessary and proper” to achieve its other, specifically listed powers. As Marshall put it in his opinion for this case:

“Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional.”

Some historians see the Marshall Court decisions as an early stage in the growth of the modern federal government with its huge powers in many areas of life. Others disagree. They say Marshall saw the national government as weak and fragile at a time of rapid national growth. They say Marshall merely sought to set clear limits to the power of the states to interfere with that government. The sources here may help you make up your mind about this debate and about the Marshall Court in general.

John Marshall Time Line

1755

• • •

John Marshall is born in Prince William County, Virginia, on September 24.

1776–1781

• • •

Marshall fights as a Patriot in the American Revolution. He takes part in a number of key battles.

1782–1796

• • •

Marshall starts practicing law. On January 3, 1783, he marries Mary Ambler. Their strong marriage lasts until her death on December 25, 1831. He serves in Virginia's House of Delegates (1782–1790 and 1795–1796). He is a leader of the Federalist party in Virginia. His long-running rivalry with Thomas Jefferson begins as Jefferson turns against the Federalists.

1797

• • •

President John Adams sends Marshall to France to take part in trade negotiations. In the "X.Y.Z. Affair," Marshall and the other negotiators refuse French demands for bribes and return home as heroes.

1800–1801

• • •

Adams appoints Marshall Secretary of State. Adams loses to Jefferson in the 1800 election. In January 1801, he appoints Marshall Chief Justice of the Supreme Court.

Five Landmark Decisions of Marshall's Supreme Court:

1803

• • •

Marbury v. Madison (1803). While ruling in favor of President Jefferson in this case, Marshall's decision also establishes the power of judicial review, which does not please Jefferson. Judicial review is the Court's right to decide whether or not laws or other acts of government are constitutional and will be allowed to stand.

1819

• • •

McCulloch v. Maryland (1819). This case involves a state law taxing the Second Bank of the United States. Marshall says the Constitution gives Congress broad implied powers to establish its bank. He also rules against Maryland's tax on the grounds that states cannot interfere with federal law. The case strengthens the federal government.

1819

• • •

Dartmouth College v. Woodward (1819). New Hampshire tried to alter Dartmouth College's charter and make it a public college. Marshall rules that the state cannot do this, saying the right to make contracts cannot be altered. This decision makes the Constitution's contract clause a powerful means for protecting property rights in general.

1824

• • •

Gibbons v. Ogden (1824). New York state granted one business group a monopoly to operate steamboats between New York and New Jersey. Ogden was one of the men in this group. He sued Gibbons for running a rival steamboat service. Marshall decides that New York's grant of this monopoly was an unconstitutional interference with Congress's power over interstate commerce. His interpretation of the interstate commerce clause of the Constitution further strengthens federal power at the expense of the states.

1832

• • •

Worcester v. Georgia (1832). In a battle with President Andrew Jackson, Marshall rules against Georgia's right to expel the Cherokee Nation from its lands. It is a decision that both Jackson and Georgia ignore.

1835

• • •

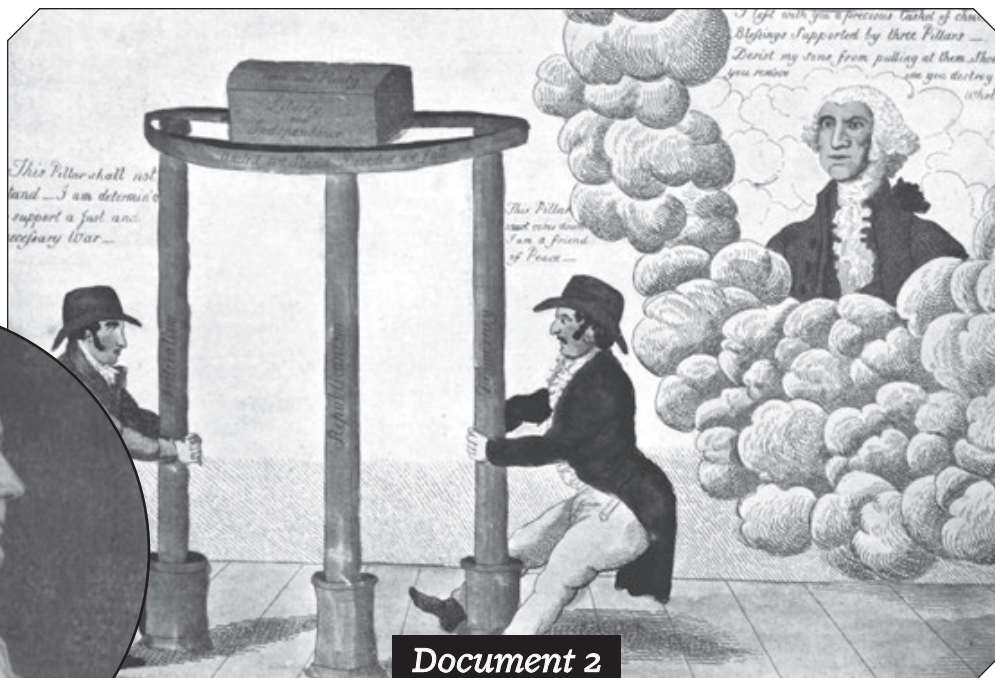
Marshall retires from the Court. He dies on July 6 in Philadelphia.

Visual Primary Source Documents 1 & 2



Document 1

Library of Congress, Prints and Photographs Division,
LC-USZ62-109756.



Document 2

William Charles, courtesy of the Library of Congress, Prints and Photographs Division, LC-USZ62-93548.

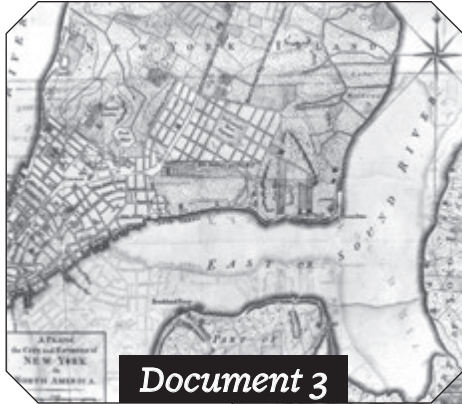
Information on Documents 1 & 2

Document 1. A head-and-shoulders portrait of John Marshall done by a French artist in 1808.

Document 2. In this 1810 cartoon, a casket labeled “Liberty and Independence” rests on three pillars—“Federalism,” “Republicanism,” and “Democracy.” The Democratic-Republican (a supporter of Thomas Jefferson) who favors war with England is pulling down the “Federalism” pillar. A Federalist (against war with England) is pulling down the “Democracy” pillar. George Washington

looks down from heaven (he died in 1799) and longs for the days when party strife was less bitter. He says, “I left you with a precious casket of choicest blessings supported by three pillars—desist my sons from pulling at them—should you remove one you destroy the whole.” The cartoon shows that by 1810, Americans already looked back to Washington’s time as a distant, more peaceful and harmonious era. Washington was actually more of a Federalist than this cartoon suggests.

Visual Primary Source Documents 3 & 4



Document 3



Document 4

Both illustrations courtesy of the Library of Congress, Prints and Photographs Division.

Information on Documents 3 & 4

Document 3. Map of New York City, 1776.

Document 4. Map of New York City, 1856.

New York City's amazing growth in the first half of the nineteenth century is clear from these two illustrations. In 1776, the city had advanced only a bit beyond a swampy area called the Collect Pond. Its population was probably around 25,000. As the aerial view from 1856 suggests, New York's population by then was close to 800,000. The Collect Pond had long been filled in and covered over by a slum known

as Five Points. Meanwhile the famous New York grid pattern was making its way relentlessly uptown toward the northern end of the island. Commercial and industrial activity spurred this growth. The completion of the Erie Canal, in 1825, helped to make New York City a major trading center. It shipped imports and exports to and from the Middle States and far out into the Ohio Valley. These maps together give some idea of the rapid, almost uncontrollable growth the nation lived through in the decades after the Constitution was ratified.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

The caption for this cartoon is “The Present State of Our Country.” Write your own brief paragraph explaining what the artist felt the state of the country was.

2 Visual Features _____

Notice how Washington is portrayed compared with the way the other figures are portrayed. How does this help make a point about the way the country had changed since Washington’s time?

How do the pillars and the casket together help add to a view of how the nation changed since Washington’s day?

3 Background Information _____

In the late 1790s, two political parties began to be organized, the Federalists and the Democratic-Republicans. What do you know about these parties? Why was the issue of war with England a key topic of this 1810 cartoon?

Based on what you know about these years, do you agree with the artist that the nation had changed for the worse since Washington’s day? Why or why not?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Using these two maps, make a list of all the changes you can see in New York City and all the new problems and/or opportunities you think these images suggest would be appearing in the city in the early 1800s. Share your lists in a class discussion.

2 Background Information

The Erie Canal had a big effect on New York City's growth in these years. Explain why the route of that canal would have affected New York this way.

What other changes in America explain the rapid growth of its cities in these years?

3 What Else Can You Infer?

What is suggested or implied in the document? First, sum up the changes, both good and bad, that all four documents on pages 8 and 9 seem to suggest. John Marshall was a Federalist who was of Washington's generation. He became Chief Justice of the Supreme Court in 1801. How might someone like him have viewed all the changes suggested by these sources?

Comparing the Documents

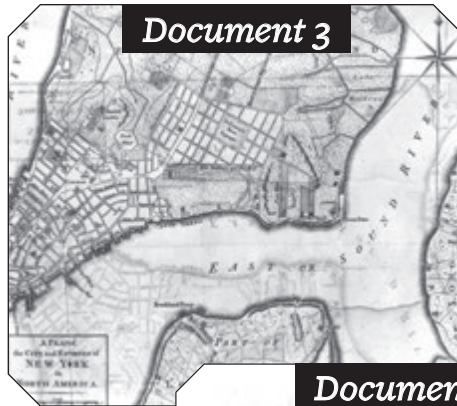
★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

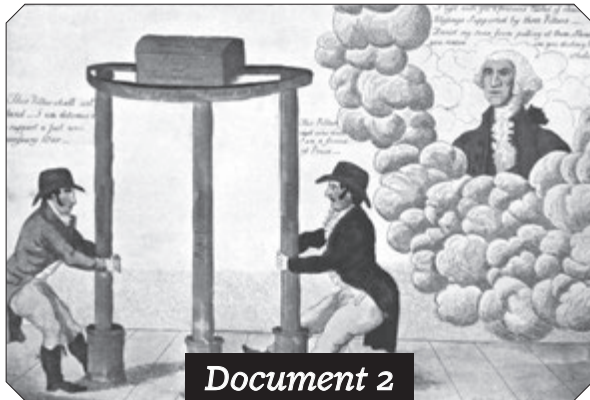
Which of these primary source documents would be most useful to a historian trying to understand John Marshall's Supreme Court and its historical context?



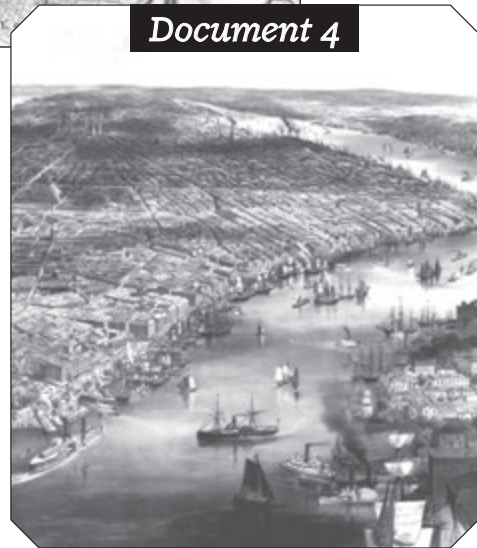
Document 1



Document 3



Document 2



Document 4

Documents 1 & 2

☐

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Documents 1 & 2

Information on Documents 1 & 2

Document 1. From early on, some Americans worried about the new federal government formed by the Constitution. They feared it would expand its powers and the states would lose all independence under a single “consolidated” national government. In this 1799 passage from the *Virginia Argus* of Richmond, Virginia, the writer objects to the suggestion that the federal courts could enforce the common law, inherited from England. The writer fears this will give those courts a right to rule on all matters, including matters he thinks should be left to the states and their state courts. This comment was made before Marshall became Chief Justice.

Document 2. Thomas Jefferson was among John Marshall’s most famous opponents. Jefferson firmly backed the independent sovereignty of the states. He had always been suspicious of the power the federal government might seek to take for itself. In this 1820 letter to William C. Jarvis, Jefferson says that under Marshall the judicial branch was expanding federal power through its misinterpretation of the Constitution.

Document 1

It has long been feared that the government of the United States tended to a consolidation, and consolidation would generate monarchy. Nothing can so soon produce the first as the establishment of the doctrine that the common law of England is the law of the United States; it renders the state governments useless burdens; it gives the federal government and its courts jurisdiction over every subject that has hitherto been supposed to belong to the states; instead of the general [that is, the federal] government being instituted for particular purposes, it embraces every subject to which government can apply.

Document 2

To consider the judges as the ultimate arbiters of all constitutional questions [is] a very dangerous doctrine indeed, and one which would place us under the despotism of an oligarchy. Our judges are as honest as other men and not more so. They have with others the same passions for party, for power, and the privilege of their corps. Their maxim is . . . [good justice is broad jurisdiction], and their power the more dangerous as they are in office for life and not responsible, as the other functionaries are, to the elective control. The Constitution has erected no such single tribunal, knowing that to whatever hands confided, with the corruptions of time and party, its members would become despots. It has more wisely made all the departments co-equal and co-sovereign within themselves.

Written Primary Source Documents 3 & 4

Information on Documents 3 & 4

Document 3 is a brief passage from John Marshall's long opinion in a case known as *Cohens v. Virginia*. That case dealt with the rights of private citizens to appeal a state court ruling to the Supreme Court. Here, Marshall expresses his view of the United States as a single nation, formed by the Constitution.

Document 4 is from a July 1819 essay by John Marshall commenting on his own written opinion earlier that year in *McCulloch v. Maryland*. In that case, the Court ruled that Maryland could not tax a branch of the Second Bank of the United States. The Court said that Congress had a constitutional right to set this bank up. Moreover, it said the states could not interfere with the Bank since the Constitution and federal laws "control the constitution and laws of the respective states, and cannot be controlled by them." In this passage, however, Marshall also insists that the Constitution does not give Congress "unlimited powers."

Document 3

That the United States form, for many and for most purposes, a single nation, has not yet been denied. In war, we are one people. In making peace, we are one people. In all commercial regulations, we are one and the same people. In many other respects, the American people are one; and the government which is alone capable of controlling and managing their interests in all these respects is the government of the Union. . . . America has chosen to be, in many respects, and to many purposes, a nation; and for all these purposes, her government is complete; to all these objects, it is competent. The people have declared, that in the exercise of all powers given for these objects, it is supreme. It can then, in effectuating these objects, legitimately control all individuals or governments within the American territory. The constitution and laws of a state, so far as they are repugnant to the constitution and laws of the United States, are absolutely void. These states are constituent parts of the United States. They are members of one great empire—for some purposes sovereign, for some purposes subordinate.

Document 4

*In no single instance does the court admit the unlimited power of congress to adopt any means whatever, and thus to pass the limits prescribed by the Constitution. Not only is the discretion claimed for the legislature in the selection of its means, always limited in terms to such as are appropriate, but the court expressly says [in *McCulloch v. Maryland*] "should congress under the pretext of executing its powers, pass laws for the accomplishment of objects, not entrusted to the government, it would become the painful duty of the tribunal . . . to say such an act was not the law of the land."*

Study the Documents: Written Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 1 _____

The *Virginia Argus* writer fears the federal government is tending to a “consolidation.” What does he mean by this and why does he think it could happen?

2 Main Idea—Doc. 2 _____

Jefferson says it would be wrong to see the judges as “the ultimate arbiters of all constitutional questions.” Why is he against this, and who does he want to be the “ultimate arbiters of all constitutional questions”?

3 What Else Can You Infer? _____

The *Virginia Argus* feared “consolidation” and “monarchy.” Jefferson feared “despotism,” which he saw as arising in part out of “the corruptions of time and party.” What do these phrases suggest about how these writers viewed the future of the nation and the flaws of the federal government?

Study the Documents: Written Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

Marshall says the United States form
“for most purposes, a single nation.”
What does he mean in stressing that
they are a single nation?

2 Main Idea—Doc. 4

Sum up Marshall’s view here and explain
why it does or does not conflict with
what he says in Document 3.

3 Background Information

From what you know about America in
the 1820s, do you think Marshall was
correct in describing the United States
as he does in Document 3? Why or
why not?

4 Compare and Contrast

Compare these documents with
Documents 1 and 2 (on page 14). If you
were Jefferson and the writer for the
Virginia Argus, would you be reassured
by what Marshall says, especially in
Document 4? Why or why not?

Comparing the Documents



The Written Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand John Marshall's Supreme Court and its historical context?

A 1799 passage from the Virginia Argus of Richmond, Virginia, and an 1820 letter by Thomas Jefferson, both worrying about the growing power of the federal courts.

Documents 1 & 2

☐

A brief passage from Marshall's opinion in the case Cohens v. Virginia, and part of a July 1819 essay by Marshall on his own ruling in McCulloch v. Maryland.

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the role played by Marshall's Supreme Court. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question.

Document-Based Question

“John Marshall’s Supreme Court strengthened the federal government at a time of change when that government might well have fallen apart.” Do you agree or disagree with this statement? Why?

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

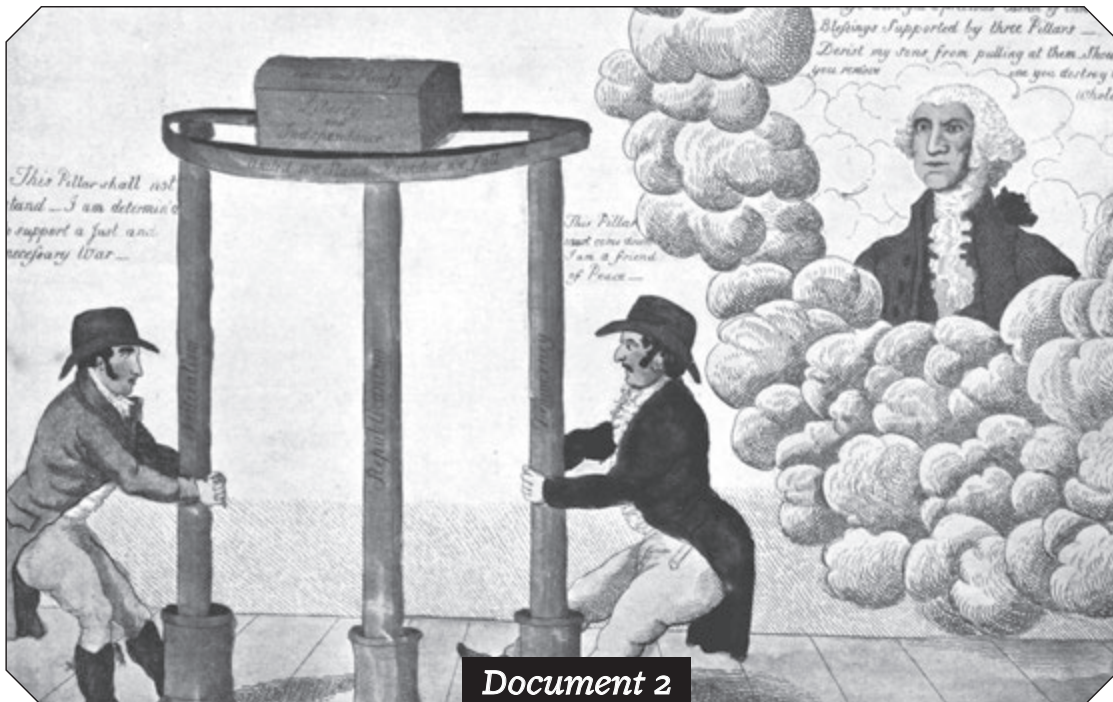
Visual Primary Sources

First Group—Documents 1 & 2



Document 1

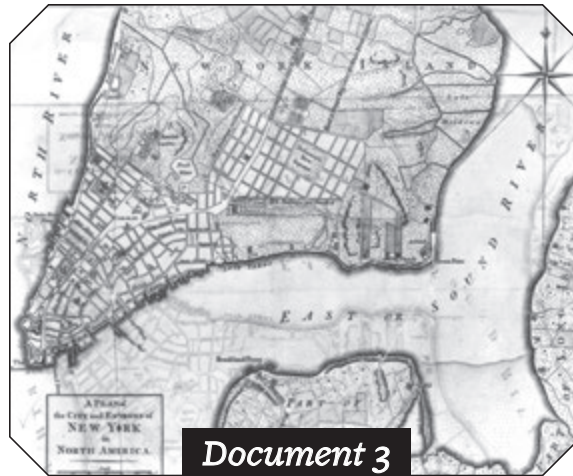
Library of Congress, Prints and Photographs Division,
LC-USZ62-109756.



Document 2

William Charles, courtesy of the Library of Congress, Prints and Photographs Division, LC-USZ62-93548.

First Group—Documents 3 & 4



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