

Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Henry Clay's American System

The young American republic was growing. Would it have thrived even more under Henry Clay's American System?



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Contents

Teacher Introduction	1
Suggestions to the Student	5
Introductory Essay	6
Henry Clay Time Line	7
First Group of Documents	8
Study the Documents	10
Comparing the Documents	12
Comparison Essay	13
Second Group of Documents	14
Study the Documents	16
Comparing the Documents	18
Comparison Essay	19
Document-Based Question	20
Visual Primary Sources	21

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):

“It was a great tragedy that Clay’s ‘American System’ of tariffs, a national bank, and internal improvements was never fully put in place.”
Do you agree or disagree? 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.

Henry Clay's American System

From 1776 to 1789, Americans won their revolution and ratified the U.S. Constitution. That time period is often seen as a “heroic” age. Its leaders—Adams, Franklin, Hamilton, Washington, Jefferson—are still recalled and celebrated to this day.

The generation that followed is less well known. Nevertheless, it faced its own huge challenges. The biggest one was to make the new republic work at a time of rapid social and economic change and expansion. The American Revolution had been fought by a small society of farmers, planters, merchants, and sailors. In the early 1800s, industry began to develop, immigrants poured in, the population grew, and huge western territories were opened to settlement. How would America's leaders guide this growth? Could they do it in a way that would keep the nation united? Could they preserve and even expand the liberty won by the revolution?

One figure who had definite ideas about all this was Henry Clay. Between 1810 and 1850, Clay was a member of the House, a senator, and a Secretary of State. He was a candidate for president several times, though he never won. He was known as the “Great Compromiser,” because of his major role in achieving compromises over the explosive issue of slavery and related matters.

He was also famous as the advocate of what he called the “American System.”

Clay began to propose his American System just after the War of 1812. That war fostered a strong sense of national pride. Yet as the nation grew in the years after that war, it began to divide into hostile regions: an agricultural Northwest (today's Midwest); an older, manufacturing, commercial Northeast; and a plantation and slave-based South.

Clay's American System was designed to hold these sections together. It consisted of three key parts:

- A high tariff, or tax on imports, to protect American industry from foreign competitors
- A national bank to make funds available for investment, to regulate state banks, and to keep the money supply dependable
- Federal spending (from funds raised by the tariff and the sale of public lands) on roads and canals and other “internal improvements” to foster trade among all three sections

Clay hoped the American System would unify the nation politically, help its economy grow, and lead it to depend less on British goods and more on American-made products.

At first, several parts of Clay's program were put in place. After 1828, however, his plans ran into strong opposition from President Andrew Jackson, who favored state interests and a limited role for the federal government in the economy. Jackson saw the Second Bank of the United States as a source of privilege and monopoly power. His bitter battle against it put an end to that part of Clay's system. Meanwhile, many internal improvements were already being funded by state government and private business. Clay led the opposition to Jackson in the newly emerging Whig Party. But during his lifetime, his system was never fully adopted.

The American System was meant to deal with many economic problems. Aside from these, perhaps its main political aim was to keep slavery from splitting the nation apart. In a way, Clay as author of the American System and Clay as the Great Compromiser are one and the same. Would the nation have been better off under a full version of the American System? It is hard to say. Perhaps the primary source documents in this booklet will help you decide.

Henry Clay Time Line

1777

- • • On April 12, Henry Clay is born in Virginia.

1810–1811

- • • Clay is elected to the U.S. House of Representatives. When the House convenes in 1811, he becomes Speaker of the House. He will turn this position into a very powerful one, second only to that of the president.

1812

- • • Clay is one of several so-called “War Hawks” who convince Congress to declare war on Great Britain. He is one of the commissioners who negotiates the treaty of peace with Great Britain in 1814.

1816

- • • Clay backs the chartering of the Second Bank of the United States, which President Madison signs into law. He also supports the tariff of 1816 as part of his American System, a plan to protect U.S. industries and develop internal improvements.

1820

- • • Clay helps settle an early dispute over slavery by supporting the Missouri Compromise.

1824

- • • The Tariff Act of 1824 passes. Clay promotes it. He fails in his run for the presidency that year. No candidate has a majority of electoral votes. The election is decided in the House, where Clay supports John Quincy Adams, who is elected over Andrew Jackson, who had the most popular votes. In 1825, Clay is appointed Secretary of State by Adams, which further angers Jackson and his supporters. As Jackson begins to form the Democratic Party, Clay creates a network called the National-Republicans who will be the nucleus of the new Whig Party, formed by 1832.

1828

- • • Andrew Jackson is elected president.

1831–1832

- • • Clay is elected to the Senate in 1831. Then in 1832, he loses to Jackson in the presidential election. The big issue is rechartering the Second Bank of the United States. Clay supports rechartering, but Jackson vetoes it.

1833

- • • Clay helps resolve the “Nullification Crisis,” in which South Carolina threatens to ignore the tariffs of 1828 and 1832. Clay wins key reductions in the tariff he supported, adding to his fame as “The Great Compromiser.”

1840

- • • Clay fails to win the Whig nomination for president. Instead General William Henry Harrison is nominated and elected, but he dies one month after taking office. He is succeeded by Vice President John Tyler, a Southerner who opposes Clay.

1841

- • • Clay unsuccessfully battles Tyler in the Senate. He seeks to recharter a national bank, but Tyler vetoes it.

1842–1844

- • • Clay retires from the Senate to begin his 1844 campaign as the Whig candidate for president, but he is barely defeated by James K. Polk.

1848

- • • Clay is denied the Whig nomination for president.

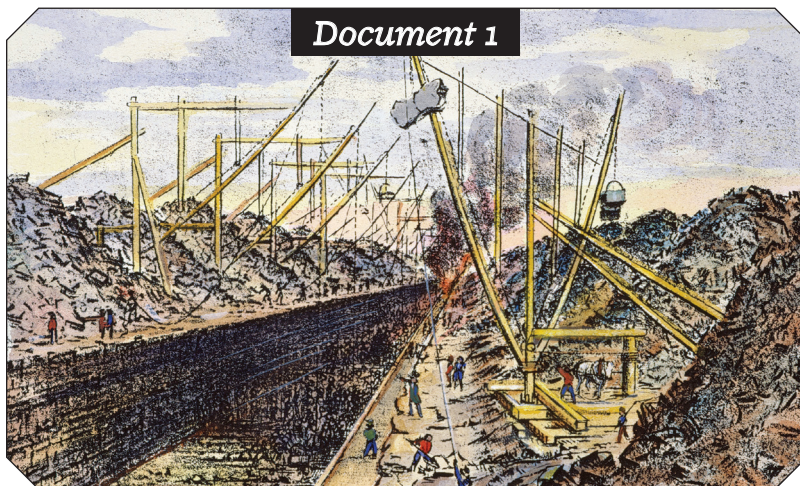
1850

- • • The Great Compromiser helps bring about the Compromise of 1850. The compromise holds off the Civil War for 10 more years.

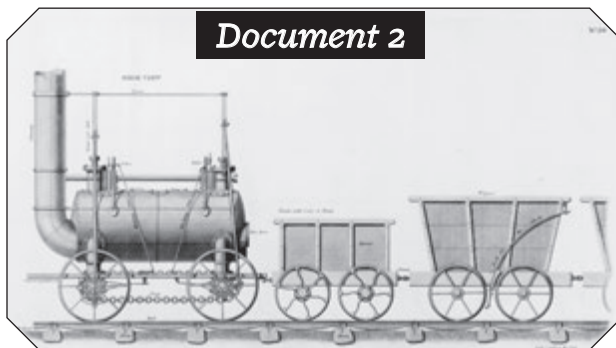
1852

- • • On June 29, Clay dies in Washington, D.C.

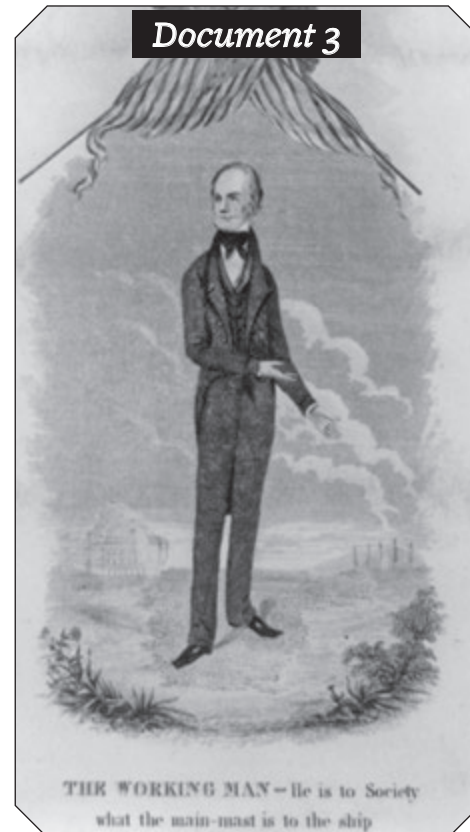
Visual Primary Source Documents 1–3



The Granger Collection, New York



Library of Congress, Prints and Photographs Division,
LC-USZ62-110386



Library of Congress, Prints and Photographs Division,
LC-USZ62-90711

Information on Documents 1–3

Document 1. Men operate pulley cranes to dig a lock on the Erie Canal. Finished in 1825, the Erie Canal linked the Hudson River to Lake Erie and the other Great Lakes. This opened the entire Old Northwest (today's Midwest) to trade with the Northeast through the port of New York City. The Erie Canal was the sort of “internal improvement” Henry Clay hoped would unite and strengthen the republic. Yet the canal was financed by New York’s state government, not the federal government.

Document 2. In 1825, George Stephenson’s locomotive’s were the first to haul both goods and passengers on regular schedules on the Stockton and Darlington Railway in England.

His steam locomotive and railway cars are shown here. In America, states and localities rushed to help private companies build railroads—not always in an efficient way.

Document 3. A campaign portrait of Henry Clay, Whig presidential candidate in 1844. Clay gestures to a factory very lightly drawn to the right. On the left is the U. S. Capitol. The motto reads “The Working Man—He is to society what the main mast is to the ship.” This appeal to the working man may have been meant to counteract the view of the Whigs as the party of business interests.

Visual Primary Source Document 4



Library of Congress, Prints and Photographs Division, LC-USZ62-45506.

Information on Document 4

This cartoon applauds President Andrew Jackson's 1833 removal of federal funds from the Second Bank of the United States. Jackson had already vetoed a bill to renew the bank's charter, but the bank still had until 1836 under its current charter. By removing federal funds, Jackson limited the bank's power and its ability to regulate state banks. The cartoon ridicules those opposed to Jackson, including bank president Nicholas Biddle, shown with the head and hooves of a demon. Senate Whigs, including Daniel Webster and Henry Clay, have fallen or are fleeing the bank. Clay is on his back on the left crying out to Webster for help. The sheets

strewn about list corrupt deals by top bank officials. Two pro-bank newspaper editors flee with sacks of “fees” supposedly paid by the bank for favorable stories. On the right, Jackson says to a fictitious character named Major Jack Downing, “I must act in this case with energy and decision, you see the downfall of the party engine and corrupt monopoly!” Downing responds with scorn for Biddle and crude remarks about blacks. Clay saw the bank as one of three pillars in his American System. But Jackson’s destruction of it explains why it is not on the hand in the 1844 campaign ribbon.

Study the Documents: Visual Sources 1–3

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

1 Main Idea—Doc. 1 _____

Pretend you are a newspaper reporter in Lockport in 1825. Write a brief account of the impact of the Erie Canal on your area and the nation at large.

2 Main Idea—Doc. 2 _____

Now, pretend you are a reader of this newspaper. You are just back from England, where you watched one of Stephenson's locomotives haul passengers and freight. Write a letter to the editor commenting on the newspaper article on the Erie Canal and on the likely role of canals in the nation's future.

3 Background—Doc. 3 _____

What do you know about the Whig Party in the early 1840s? Given that party's reputation, why might Clay have wanted to stress his support for workers? For what reasons might workers and business owners have agreed about Clay's "American System"? Why might they have disagreed?

Study the Document: Visual Source 4

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

1 Main Idea or Topic

Write a long caption that sums up this cartoon's view both of the Second Bank of the U.S. and of President Jackson.

2 Visual Features

Look at features such as overall composition, hand gestures, posture, facial expressions, use of light and dark, size and shape distortions, etc. How do these features add to the drama of the scene? How do they help shape the way viewers will see and feel about both Jackson and the bank?

3 Background Information and Bias

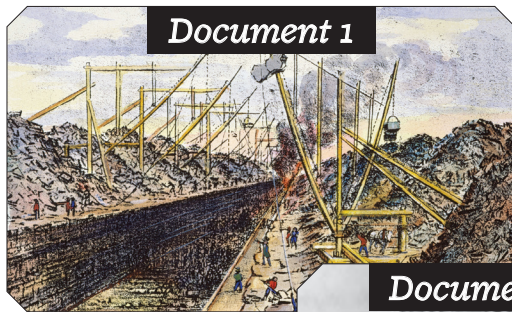
What do you know about the battle over the Second Bank of the United States? What do you know about the role the bank played in the overall U.S. economy? Based on what you know, do you think this cartoon's view of the bank is unfairly biased? Why or why not? What do you think Henry Clay would say about the cartoon?

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 Henry Clay's American System and the debates over it?



Documents 1-3 ☐

Document 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 Document 1

Information on Document 1

These passages are from a long speech Henry Clay gave during parts of three days, February 2, 3, and 6, 1832. The speech was titled “In Defense of the American System.” This was before Jackson won his battle against the Bank of the United States; that part of Clay’s American System was still in place. However, Senator John C. Calhoun and his state of South Carolina were at this time threatening to secede from the union over the tariff issue. Calhoun once supported tariffs. However, by 1832 he was sure the high tariffs of 1824, 1828, and 1832 favored Northern industry and harmed the South. He said they did this by raising prices for the Northern and British goods that Southerners bought. Here, Clay defends his tariff policies as necessary for keeping the nation independent.

Document 1

Eight years ago, it was my painful duty to present to the other house of Congress, an unexaggerated picture of the general distress pervading the whole land. We must all yet remember some of its frightful features. We all know that the people were then oppressed and borne down by an enormous load of debt; that the value of property was at the lowest point of depression. . . .

[Now, eight years after the tariff of 1824], we behold cultivation extended, the arts flourishing, the face of the country improved, our people fully and profitably employed . . . a people out of debt; land rising slowly in value, but in a secure and salutary degree; a ready, though not extravagant market for all the surplus productions of our industry; innumerable flocks and herds browsing and gamboling on ten thousand hills and plains, covered with rich and verdant grasses; our cities expanded, and whole villages springing up, as it were, by enchantment; our exports and imports increased and increasing; our tonnage, foreign and coastwise, swelling and fully occupied; the rivers of our interior animated by the perpetual thunder and lightning of countless steam boats; the currency sound and abundant; the public debt of two wars nearly redeemed; and, to crown all, the public treasury overflowing. . . .

This transformation of the condition of the country from gloom and distress to brightness and prosperity, has been mainly the work of American legislation, fostering American industry, instead of allowing it to be controlled by foreign legislation, cherishing foreign industry. . . .

When gentlemen [opposed to the American System] have succeeded in their design of an immediate or gradual destruction of the American System, what is their substitute? Free trade! Free trade! The call for free trade, is as unavailing as the cry of a spoiled child, in its nurse’s arms, for the moon or the stars that glitter in the firmament of heaven. It never has existed; it never will exist. Trade implies at least two parties. To be free, it should be fair, equal, and reciprocal. But if we throw our ports wide open to the admission of foreign productions, free of all duty, what ports, of any other foreign nations, shall we find open to the free admission of our surplus produce? . . .

Gentlemen deceive themselves. It is not free trade that they are recommending to our acceptance. It is, in effect, the British colonial system that we are invited to adopt; and, if their policy prevail, it will lead, substantially, to the recolonization of these States, under the commercial dominion of Great Britain.

Written Primary Source Document 2

Information on Document 2

Henry David Thoreau opposed the Mexican War (1846–48), which he saw as likely only to lead to the further expansion of slavery and the growing power of the slave states. He spent a night in jail for refusing to pay a poll tax as a protest against slavery and the war. He explained his action in an 1849 essay titled “On the Duty of Civil Disobedience.” In the passage below, he objects mainly to the unjust use of military power. However, the passage also expresses a broader distrust of government in general—and a faith that people, unaided by government, can accomplish many worthy social tasks. Not many Americans read Thoreau’s essay at the time (it became famous later). However, it offers a viewpoint about government that may have been more widely held, though in less specific or extreme forms.

Document 2

I heartily accept the motto, “That government is best which governs least”; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe—“That government is best which governs not at all”; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. . . .

This American government—what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and

force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed upon, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. . . . Trade and commerce, if they were not made of india-rubber, would never manage to bounce over obstacles which legislators are continually putting in their way; and if one were to judge these men wholly by the effects of their actions and not partly by their intentions, they would deserve to be classed and punished with those mischievous persons who put obstructions on the railroads.

Study the Document: Written Source 1

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

1 Main Idea or Topic _____

These passages deal basically with three topics: the tariff of 1824, the American System, and the idea of “free trade.” In a few sentences, sum up the overall point Clay is making about these topics.

2 Bias _____

Some would say Clay’s language is very “flowery” or “colorful.” Choose three of his most colorful phrases and describe how they illustrate his bias, or point of view.

Notice Clay’s argument against “free trade” in the last two paragraphs. How might someone opposed to Clay’s tariffs reply to this part of his speech?

3 What Else Can You Infer? _____

What is suggested or implied in the document? For example, what can you infer about Great Britain and its role in the U.S. economy at this time?

Also, what can you infer from this speech about how the United States was changing in these years?

Study the Document: Written Source 2

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

1 Main Idea or Topic

Thoreau's statement here is not about Clay's American System. It is about government in general. One writer says, "It is important to understand that Thoreau was not anti-government; he was pro improved government." Based on this passage, do you agree? Why or why not?

2 Background Knowledge

What do you know about the annexation of Texas and the Mexican War? How do these events help explain Thoreau's views as he expresses them here?

3 What Else Can You Infer?

What is suggested or implied in the document? For example, notice the last half of the final paragraph, starting with this sentence: "Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way." From this, what do you suppose Thoreau thought of Clay's American System? Do you think Thoreau's views on this were widely held in America at the time? 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 two primary source documents would be most useful to a historian trying to understand Henry Clay’s American System and the debates about it?

Passages from a long speech Henry Clay gave over three days, February 2, 3, and 6, 1832. The speech was titled “In Defense of the American System.”

Document 1

☐

A passage from Henry David Thoreau’s 1849 essay, “On the Duty of Civil Disobedience,” in which he expresses a distrust of government.

Document 2

☐

Comparison Essay

I chose Document _____ because:

*I did **not** choose Document _____.*

However, a historian still might use the document 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 Henry Clay's "American System." 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 five documents, answer this question.

Document-Based Question

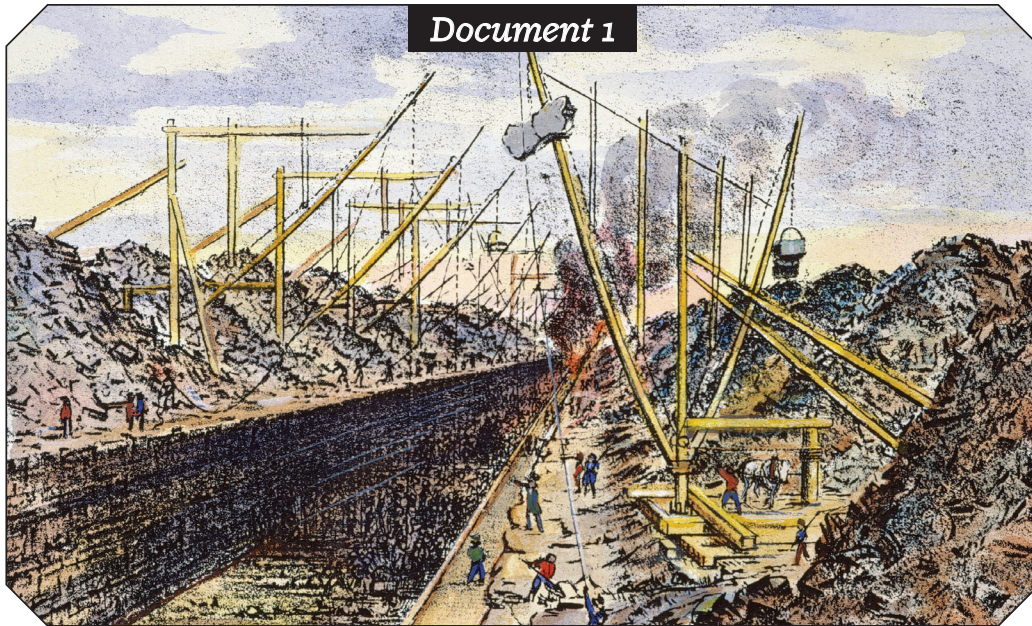
"It was a great tragedy that Clay's 'American System' of tariffs, a national bank, and internal improvements was never fully put in place." Do you agree or disagree? Why?

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.

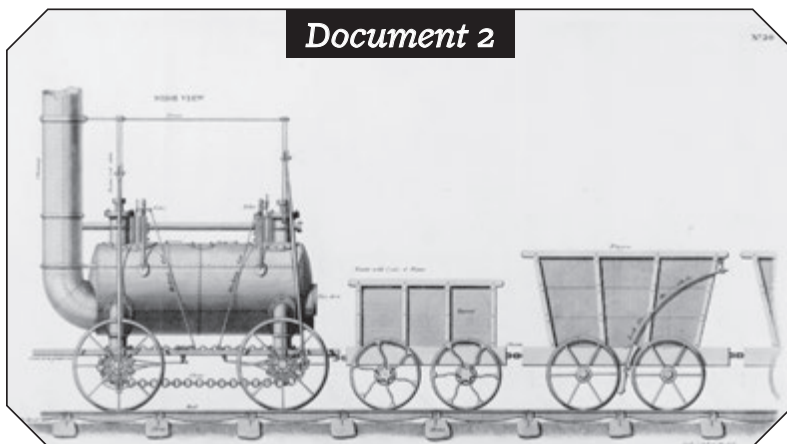
- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in 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

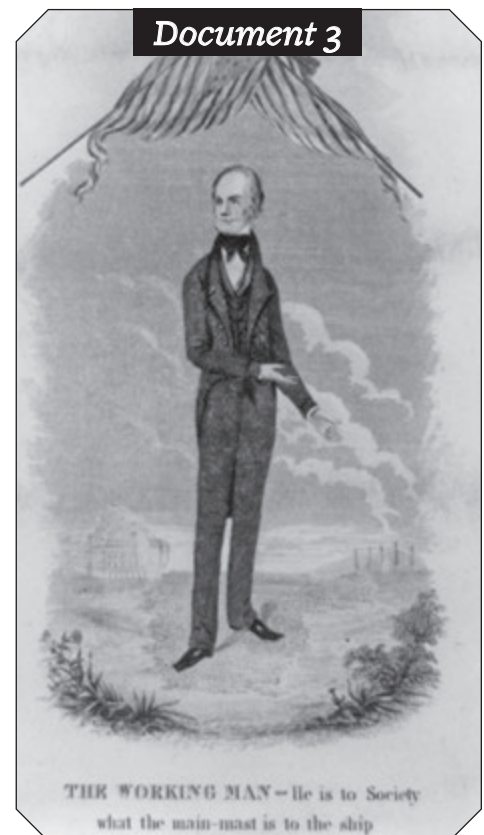
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