

Thomas Jefferson & the American Creed:

His Influence on American Presidents

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Rationale:

Thomas Jefferson was the writer of the Declaration of Independence and the third president of the United States. He has been labeled a founding father, but the extensive influence of his words and actions manifest throughout America history. This NEH institute has highlighted the depth of the American version of Enlightenment and his profound influence on American presidents. The multiple layers unearthed by the Jeffersonian historians, as R.B. Bernstein, Joyce Appleby, Peter Onuf, Rob Cox, Herbert E. Sloan, and Peter Gibbon, broadened my knowledge of early American history and the understanding of our political philosophy that means Americana. Jefferson's political and ideological thoughts are reiterated throughout the presidencies making Jefferson a topic to be taught continuously and not within the confines of the American Revolution. The American creed as defined by Thomas Jefferson should be referenced throughout the school year.

Participants:

This unit is for high school United States history students. It may adapt for Advanced Placement classes.

Description:

Students will create their own creed and then compile a national creed that they feel represent the American creed. Students will read the words of Thomas Jefferson and find key passages that are the ideals of America. They will compare these words and ideals to the American creed using the primary documents from Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, Franklin Delano Roosevelt, and John Fitzgerald Kennedy. Throughout the year, the students will then look at the words of these presidents to determine the continuing significance of Thomas Jefferson's words to multiple administrations and generations. They will reflect on the idealism and the changes over time. Ultimately, the students will be able to write a definition essay that will include the American creed and the progression through American history.

Background Knowledge:

Student can begin this unit with minimal knowledge. They will develop their own definition of American creed during the Revolutionary unit. As they study the words of the other presidents, the student will understand the American creed and its application to American history.

The American creed resonates with Jefferson's words from the Declaration of Independence: "All men are created equal..." and "All men are entitled to life, liberty, and the pursuit of happiness." Also the words from his "Notes on the State of Virginia," "a natural right, that the exercise of religion should be free" are premiere with freedom of speech and press. In addition, Jefferson talks of America's collective nature in his first Inaugural Address with " "We are all Republicans, we are all Federalists." And "Let us then, fellow-citizens, unite with one heart and one mind." (Peterson, p. 493)

Enduring Understandings:

- The United States of America has ideals and words that most people believe are the basis of our society. "We hold these truths to be self-evident; that all men are created equal; that they are endowed by their creator with certain inalienable rights; that among them are life, liberty, and the pursuit of happiness." (from Declaration of Independence)
- Thomas Jefferson's words influence every American president and every generation.

Essential Questions:

- What is the American Creed?
- How does it apply to our presidential administrations?
- To what extent do Americans and the U.S. government follow their own American creed?

Arizona Social Studies Standards:

CONTENT:

Strand 1: American History, Concept 4: Revolution & a New Nation: PO 3

PO 3: Describe the significance of major events in the Revolutionary War, d) writing and ratification of the Declaration of Independence.

Also references Concept 4: PO 1, 2, & 5 on Revolution, as well as Concept 5: PO 2, Jefferson's presidency.

HISTORICAL THINKING:

Concept 1: Research Skills for History, PO 3, 5, 6, & 7

PO3. Formulate questions that can be answered by historical study and research.

PO5. Evaluate primary and secondary resources for: A) author's main point. B) purpose and perspective

PO6. Apply the skills of historical analysis to current social and political issues facing the world.

PO7. Compare present events with past events: A) cause and effect, B) change over time, C) different points of view.

Student's Prior Knowledge:

High schools students will know that the United States has a culture and a presidential heritage. They know we declared our independence from Great Britain. They may not fully understand the constant undercurrent of Thomas Jefferson's words that comprise America's creed that so profoundly represents who American are and how we define ourselves as a nation.

Activate the Learning:

This lesson is dependent on students developing their own beliefs about the foundation of our country. To do this, we must get the students to reflect and discuss their thoughts about American's common beliefs, hence the American creed.

Working independently, students will list their beliefs. They will use their personal list to determine their small group's lists, and then create a class list. This ultimately will be compared to the original words of Thomas Jefferson to become the basis of multiple lessons to review the importance and legacy of the American creed formed within the words and times of Jefferson.

Each time a new president and his words are studied, the students will look afresh at the original assignment to review and understand of the depth of American idealism within the Declaration of Independence and Thomas Jefferson's words.

Outcomes and Assessments:

- Informal assessments will be taken as each student writes up a list of their personal creed, and within the small group.
- Primary document analysis of the Declaration of Independence.

- Primary document analysis of the other presidents' inaugural and other importance speeches.
- Definition essay using writing rubric to show understanding and analysis of the importance of the American creed and to what extent Jefferson's words affected our history.

Diversity and Multiple Intelligences:

- **Cooperative grouping** with different jobs for the group members.
- **Variety of materials and visuals** for the groups to analyze and question.
- **Audio** of different speeches and songs.
- **Poetry** to use a different format to encourage deeper understanding of topic
- **Primary sources** as Declaration of Independence, Inaugural Addresses, and speeches of multiple presidents, photographs, and paintings.
- **Small and large group discussion** to share and extend understanding of content.
- **Written comparison essay** of the developing definition of the American creed.

Outline of Plan:

1. Lesson 1: Determine own creed and compare to the words of Thomas Jefferson as expressed in the Declaration of Independence.
2. Lesson 2: Analyze the words of Abraham Lincoln and compare to Thomas Jefferson's words and ideals. Monitor the progress of the American creed comparing the two president's memorials in Washington, D.C.
3. Lesson 3: Analyze the words of Theodore Roosevelt and compare to the American creed and the words of Thomas Jefferson. Summarize a speech.
4. Lesson 4: Analyze the words of Franklin D. Roosevelt for the continuance of the American creed using art as the format.
5. Lesson 5: Analyze the words of John Fitzgerald Kennedy for the rebirth of American idealism using song and poetry as the format.
6. Lesson 6: Expand to include a definition essay to show the understanding of the foundation of American beliefs as they crossed presidential administrations.

Expand these lessons to as many presidents as the school year would allow.

Lesson 1: Your Personal Creed

Bellwork: Post on board: "What are the most important things that you stand for?" Students individually write a definition that they will be willing to share with a small group.

Lesson:

Step 1: Give students different quotes from Jefferson. (See appendix for list) The quotes are used to divide the students into cooperative groups. Each quote designates a group. Students

are to keep their quotes for the end of the period activity. In small groups the students divide the jobs.

Jobs within the cooperative group are: 1) Recorder – writes out group consensus for creed/personal statement. 2) Board writer – puts statement on board 3) Speaker: Shares the group's belief (creed) 4) Ambassador (collects and distributes materials)

Students share their personal statements. Write out common traits and decide as a whole what the group creed or group statement will be. The group must agree on the statement.

Step 2: Coming together as a large group, the writer puts the statement on the board and the speakers in the groups must then read their group beliefs to the entire class. During this process the students look for common language and concepts. Each group makes a list. Briefly discuss the common words.

Step 3: Distribute a copy of the Declaration of Independence. Have groups highlight any words that fit their creed. (Personal or group creed) Students may work within the same cooperative groups or return to regular seating.

Step 4: Large group discussion: "What is the American Creed?"

Check for Understanding: Teacher should visit groups to clarify any questions about beliefs or creeds. Also, answer any questions about grouping.

Assessment: Informal checks by ensuring that students write out definitions and participate in discussions by circulating through the groups.

Reinforcement: A) For homework, have students either list or write an essay on the credibility or truth of the American Creed. "Is it working for us (US)?" B) Students may write a short paragraph about their individual Jefferson quote. C) For AP class, give the students his First Inaugural Address of March 4, 1801, and have them list the ideals expressed, and note changes from his earlier writing in the Declaration of Independence. D) Look at website: <http://www.bradleyproject.org/EPUFinalOverview.pdf> (In June 2008, the Bradley Project on America's National Identity released the following findings and recommendations to initiate a national conversation on American national identity and to affirm the belief that what unites us is far greater than what divides us.) Have students read the overview and compare to the class consensus for the American creed.

Closure: End with the American Creed approved by the United States Congress in 1917. Read aloud and discuss as students leave class. This creed is found at <http://www.ushistory.org/documents/creed.htm>

Lesson 2: The Words of Thomas Jefferson and Abraham Lincoln

Arizona Standard: Strand 1. Concept 6.

PO 1 Explain the economic, social and political causes of the Civil War:

- a. economic + social differences
- b. balance of power in Senate
- c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act)
- d. role of abolitionists
- e. debate over popular sovereignty/states rights
- f. Presidential election of 1860

PO 2. Analyze aspects of the Civil War:

- a. changes in technology
- b. importance of resources
- c. turning points-Antietam/Gettysburg
- d. military and civilian leaders
- e. effect of the Emancipation
- f. Proclamation
- g. effect on the civilian populations

Bell work: Review the student's individual and national creed from the first lesson. Post on the board the American Creed written by students. (Written in lesson one)

Lesson: Step 1: Distribute copies of the Gettysburg Address and the Declaration of Independence. Student may work independently or in pairs highlighting the common words. Use the audio version from resource page or read copies.

Step 2: Have students turn to their neighbor and share their words.

Step 3: Distribute a copy of the Second Inaugural Address of Abraham Lincoln, given on March 4, 1865 in Washington, D.C. six weeks before his assassination. Read or listen to an audio version, available on CD from book set, *My Fellow Americans* by Michael Waldman. While listening to the audio version, have students focus on the American creed highlighting the key words and concepts.

Step 4: Compare to Jefferson's First Inaugural Address. Have students write a comparison of the two speeches, remembering that one was given March 4, 1801 at the partially built Capitol in Washington D.C.; and the other was given March 4, 1865. (only 64 years apart)

Check for Understanding: Questions to ask: What was the same in their thinking? How was America different?

Assessment: Informally listen to discussions. Formally collect and read the students comparisons of the documents.

Reinforcement: Homework could write a further analysis of the American creed and the changes in 64 years.

Closure: Listen to the clip from *Remember the Titans*, Coach Herman Boone's Gettysburg Speech.

<http://www.americanrhetoric.com/MovieSpeeches/moviespeechrememberthetitans.html>

Lesson 2: The Combined Legacies of Jefferson and Lincoln (from a more visual point of view)

Compare photographs of the two great president's memorials at Washington, D.C. available on line at: <http://www.american-architecture.info/USA/USA-Washington/DC-003.htm> for multiple versions of Jefferson Memorial including inscriptions, and <http://www.american-architecture.info/USA/USA-Washington/DC-005.htm> for multiple photos of the Lincoln Memorial with history including inscriptions.

Step 1: Start with the review of American creed as above for the bellwork.

Step 2: Using an LCD projector, put the Lincoln Memorial website on the screen and have the students look at the pictures and write down impressions, questions, and notes as they gaze at the beautiful architecture. Repeat the process for the Jefferson Memorial. (This also could be done within the computer lab as individual students look through the photos and make notes, etc.

Step 3: Separately or during the photos, give individual students the quotes, or documents to read that are located on the memorials. (These should be given prior to the day, so students may read eloquently. You may also choose to have the student read an abbreviated version of the Jefferson documents.)

Step 4: Student make a T-chart of the two presidents while reading their documents. Label one side Jefferson and other side Lincoln. Connect the words with various colored markers to join the generations. You may encourage students to use non-linguistic representations of the words.

Check for Understanding: Teacher may stop between the readings to discuss and/or ask questions to help complete the chart

Assessment: The T-chart completions with colored visual connections

Reinforcement: Have students watch the television news stories to see the number of times the memorials are shown (could use local news with local icons). Why do they do this? What are they representing? May also have students bring in their own pictures to represent the American creed. (This could be the beginning of a class book on the American creed)

Closure: Use Abraham Lincoln's words: "All honor to Jefferson." As a ticket out the door, students must write a one to two sentence answer on a piece of scrap paper. Why does Lincoln say this? OR

Listen to the clip from *Remember the Titans*, Coach Herman Boone's Gettysburg Speech.
<http://www.americanrhetoric.com/MovieSpeeches/moviespeechrememberthetitans.html>

Lesson 3: Theodore Roosevelt's New Nationalism and the American Creed

Arizona Standard

Strand 1: Concept 7. PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:

- b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)
- d. Teddy Roosevelt (e.g., Panama Canal)

Bell work: Compare quotes using the lists in the attached appendix. One for Theodore Roosevelt, and one for Thomas Jefferson (See appendix for lists)

Lesson: Read aloud, listen to audio, or silently study the speech of Theodore Roosevelt at Osawatimie, Kansas. (See appendix for link) Write a summary of the main points of his speech. Then discuss in class its American ideals. Compare to Declaration of Independence.

Assessment: Students write a summary of speech

Reinforcement: Connect the students back to Thomas Jefferson's words, and compare similarities.

Closure: Relate a current event to Roosevelt's speech. (Somewhere in the world where a people(s) are losing their freedoms) Ask students to make the connection.

Lesson 4: Franklin Delano Roosevelt's "4 Freedoms" and the American Creed

Arizona Standard:

Strand 1: Concept 8: Great Depression & WWI

PO 1. Describe causes and consequences of the Great Depression

- a. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines)
- b. changes in expectations of government (e.g., New Deal programs)

PO 2. Describe the impact of American involvement in World War II:

- a. movement away from isolationism
- b. economic recovery from the Great Depression
- c. home front transformations in the roles of women and minorities

Bellwork: Post the 4 pictures of the 4 freedoms by Norman Rockwell (see website attached) either by making posters or showing on the LCD projector. Have students give them titles.

Lesson: Use the 4 Norman Rockwell posters **without the titles** (See appendix), the FDR 4 Freedoms Speech, (See appendix) and the Declaration of Independence (See appendix) to understand the origin and redefinition of the American creed as expressed visually during the 1930s and 1940s.

Step 1: The students share their own created titles of the Rockwell's Four Freedoms and then give the real titles of the pictures.

Step 2: Play an audio version of Franklin Delano Roosevelt's "Four Freedoms" speech and have the student follow along with the printed copy. (See Appendix) Students will take notes on the speech and write down the main idea of the speech, being sure to explain the four freedoms.

Step 3: Look at a copy of the Declaration of Independence. Find the four freedoms in the Declaration of Independence. (See appendix). What are the differences in the two documents?

Step 4: Students will create their own versions of the 4 freedoms by either drawing them or using clip art. The drawings must include thoughtful titles for each cartoon.

Check for Understanding: "Think, pair, share" the student's individual titles for the 4 freedoms. (from the bell work)

Assessment: Informal review of titles for Rockwell paintings. Formal understanding of concepts with student created drawings/paintings/computer drafted art of freedoms.

Reinforcement: Students will print and create an art gallery for the room display or school display.

Closure: Write a short note to another student complementing them on their artwork, creativity, use of color, thoughtfulness, or other appropriate comment related to content or process.

Lesson 5: John Fitzgerald Kennedy's New Frontier & the American Creed

Arizona Standard:

Strand 1, Concept 9: Cold War and Civil Rights

- a. McCarthyism
- b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)
- c. Supreme Court Decisions (e.g., the Warren and Burger Courts)
- d. Executive Power (e.g., War Powers Act, Watergate)
- e. social reforms Great Society and War on Poverty
- f. Space Race and technological developments

Bellwork: Listen to the song, "Abraham, Martin, and John" sang by Dion originally released in 1968. Who is it talking about? What has happened? (Several editions are online with video. Please be sure to view before playing in class)

Lesson: Step1: The above song was written shortly after Robert Kennedy's assassination. Does Kennedy's Inaugural Address reflect his legacy as portrayed in the song?

Step 2: Listen to the speech either by video clip or audio clip. Take notes on the optimism or New Frontier of the speech. Write out words and phrases that will give the American public hope while listening to the audio. It would be best to have the students look at a copy while listening.

Step 3: Students come to the front board and list phrases. Discuss them as a group.

Step 4: Take out the beginning paragraphs of the Declaration of Independence and the American creed developed at the beginning of the year; and identify the enduring principles which are repeated in Kennedy's speech.

Step 5: Discuss the eloquence of Kennedy's speech, and have students write a short poem about the identity of America.

Check for Understanding: Review the Declaration of Independence and American creed for meaning.

Assessment: Informally check the notes from speeches. Formally collect and share the poems. Put with the pictures from the FDR era to create a class book on independence. Poems must be at least 8 lines long.

Closure: 160 years after Jefferson's inauguration, John Fitzgerald Kennedy is taking the oath of office in January 1961. How are things different? Do we still follow the same American creed?

Lesson 6: Definition Essay of the development of the American Creed

Bellwork: Have students look back through their notebooks collecting the materials of Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, Franklin Delano Roosevelt, and John Fitzgerald Kennedy. Write down a short list: "What do they have in common?"

Lesson:

Step 1: Students will select 3 American presidents to show the development of the ideals of the American creed.

Step 2: They will research using notes, speeches, and other sources to define the American creed during each of the three administrations.

Step 3: The students will define the American Creed beginning with the original definition in the Declaration of Independence and Thomas Jefferson in the introduction. They will develop a body with 3 other presidents showing, with specific references to specific quotes and words, the American creed. In the final paragraph, the students will conclude giving their interpretation of the progress.

Check for Understanding: Student will develop an informal outline stating the American Creed and the 3 presidents with their quotes

Assessment: Definition essay to be graded using the writing rubric in the appendix.

Resources:

1. Handout of quotes by Thomas Jefferson to reproduce and cut up for distribution at the door. (For Lesson 1 and 3, & located in Appendix)
2. Beginning of Declaration of Independence, so they may be highlighted. May find at <http://www.yale.edu/lawweb/avalon/declare.htm> (Lesson 1)
3. The American Creed from the early 20th century. <http://www.ushistory.org/documents/creed.htm> (Lesson 1)
4. In June 2008, the Bradley Project on America's National Identity released the following findings and recommendations to initiate a national conversation on American national identity and to affirm the belief that what unites us is far greater than what divides us. <http://www.bradleyproject.org/EPUFinalOverview.pdf> (Lesson 1)
5. Jefferson's First Inaugural Address on 1801 available at <http://www.yale.edu/lawweb/avalon/presiden/inaug/jefinau1.htm> (Lesson 1)
6. Gettysburg Address available at: <http://www.yale.edu/lawweb/avalon/gettyb.htm> or audio versions at <http://www.americanrhetoric.com/speeches/gettysburgaddress.htm> (Lesson 2)
7. Coach Herman Boone's Gettysburg Speech from *Remember the Titans* <http://www.americanrhetoric.com/MovieSpeeches/moviespeechrememberthetitans.html> (Lesson 2)
8. Second Inaugural Address of Abraham Lincoln available at <http://www.loc.gov/rr/program/bib/ourdocs/Lincoln2nd.html>. Audio available at <http://www.americanrhetoric.com/speeches/abrahamlincolnsecondinauguraladdress.htm> (Lesson 2)
9. Photographs and inscriptions of Jefferson Memorial located at <http://www.american-architecture.info/USA/USA-Washington/DC-003.htm> (Lesson 2 - visual)
10. Photographs and inscriptions of Lincoln Memorial located at <http://www.american-architecture.info/USA/USA-Washington/DC-005.htm> (Lesson 2 - visual)
11. Handout of quotes by Theodore Roosevelt to use with Jefferson Quotes. (For lesson 3 & located in appendix)

12. Speech at Osawatomie, Kansas by Theodore Roosevelt in Osawatomie, Kansas on August 31, 1910 located at <http://www.theodore-roosevelt.com/trnationalismspeech.html> (Lesson 3)
13. Four Freedoms Paintings by Norman Rockwell located at http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html (Lesson 4)
14. Four Freedoms Speech by Franklin Delano Roosevelt located at <http://www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm> (Lesson 4)
15. Lyrics for Abraham, Martin, and John available at http://digitaldreamdoor.nutsie.com/pages/lyrics/abraham_martin_john.html (Lesson 5)
16. Kennedy's Inaugural Address located at <http://www.yale.edu/lawweb/avalon/presiden/inaug/kennedy.htm> The audio available at <http://www.americanrhetoric.com/speeches/jfkinaugural.htm> (Lesson 5)
17. Definition Essay Rubric in the Appendix. (Lesson 6)

Appendix of Resources:

Additional pages

Quotations of Thomas Jefferson

1. *"The democracy will cease to exist when you take away from those who are willing to work and give to those who would not."*
2. *"A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the rights of the other forty-nine."*
3. "If there be one principle more deeply rooted than any other in the mind of every American, it is that we should have nothing to do with conquest."
4. "Sometimes it is said that man cannot be trusted with the government of himself. Can he, then, be trusted with the government of others?"
5. "Equal and exact justice to all men, of whatever state or persuasion, religious or political."
6. "I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man."
7. "A wise and frugal government, which shall leave men free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor and bread it has earned - this is the sum of good government."
8. "Difference of opinion is advantageous in religion. The several sects perform the office of a Censor - over each other."
9. "Do you want to know who you are? Don't ask. Act! Action will delineate and define you."
10. "Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day."

Beginning paragraphs of Declaration of Independence: July 4, 1776

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident:

That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

Quotes of Theodore Roosevelt

1. "Let the watchwords of all our people be the old familiar watchwords of honesty, decency, fair-dealing, and commonsense."... "We must treat each man on his worth and merits as a man. We must see that each is given a square deal, because he is entitled to no more and should receive no less." "The welfare of each of us is dependent fundamentally upon the welfare of all of us."
New York State Fair, Syracuse, September 7, 1903
2. Behind the ostensible government sits enthroned an invisible government owing no allegiance and acknowledging no responsibility to the people
3. Character, in the long run, is the decisive factor in the life of an individual and of nations alike.
4. Order without liberty and liberty without order are equally destructive.
5. If I must choose between righteousness and peace, I choose righteousness.
6. No man is worth his salt who is not ready at all times to risk his well-being, to risk his body, to risk his life, in a great cause.
7. The government is us; we are the government, you and I.
8. The most practical kind of politics is the politics of decency.
9. The things that will destroy America are prosperity-at-any-price, peace-at-any-price, safety-first instead of duty-first, the love of soft living, and the get-rich-quick theory of life.
10. A just war is in the long run far better for a nation's soul than the most prosperous peace obtained by acquiescence in wrong or injustice."

Definition Essay Scoring Rubric: Use the scoring rubric below to evaluate your essay.

Criteria	5	4	3	2	1	0	Score
Thesis / Introduction	Strong thesis- clearly and precisely Identifies creed	Thesis stated; More than adequately states creed.	Adequately states the American creed, but makes no reference to T.J.	Poor focus; fails to answer the question adequately	Fails to address the question; confusing and unfocused	No thesis; no attempt to address the question	
Ideas of Presidents	Weighs the importance of president's ideas with analysis	Weighs the importance of two of three presidents	Simplistic ideas; does not always weigh the importance	Misunderstood; fails to recognize ideas or only adequately uses one.	List the presidents, but does not explain	None	
Historical Content and/or information (Documents)	Cites considerable relevant primary sources	Cites some relevant documents	Includes few relevant documents with no errors	Includes a couple documents; maybe some errors	Includes no relevant documents	Includes no supporting information	
Historical Timeline or Framework	Uses historically correct timeline/info consistently throughout the essay	Uses historically correct timeline/info through most of the essay	Uses basic though simplistic historical framework and timeline	Uses basic through simplistic historical framework, but no time sequence.	Uses almost no historical framework	None	
Use of Language & Organization	Well structured, well written; proper spelling, grammar, mechanics with paragraph development	Clearly written and coherent; some minor errors in writing with paragraph development	Weaker organization; some errors in writing detract from essay's meaning in paragraph format	Poorly organized; many errors in standard English No paragraph development	Disorganized; littered with errors in standard English No paragraph development	Lacks any organization; little attempt made Blank paper	
total score:							