

NCHE Conference

**Four Corners Primary
Source Analysis**

Saturday, March 16, 2019

Thomas Jefferson
↳ strict constructionist
↳ agrarian society
↳ states' rights
↳ Anti-Federalist
↳ Anti-Bank
↳ Sec. of State

Historical Context
- Hamilton's Bank plan
↳ assumption of state debt
- conflict between Jefferson/Hamilton
↳ states vs. federal power

Document 2

See It:

- What are the keys to exemplary Four Corners annotations?
- How will this impact written analysis of primary sources?

Source: Thomas Jefferson, Opinion on the Constitutionality of a Bank in a letter to President George Washington, 1791.

I believe the foundation of the Constitution as laid on this ground: That all powers not delegated* to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people. (10th Amendment) to go beyond the boundaries this way specially drawn around the powers of Congress is to take possession of an endless field of power, no longer [open to] any d

The [creation] of a bank, and the powers assumed by this bill, have not been delegated to the United States, by the Constitution.

*Delegated: Given or assigned to

Audience:
George Washington
↳ President

Purpose:
- To convince Washington not to support Bank in order to limit

Name It:

Sourcing:

- **Author's Point of View**

- Students consider the author's name, geographical location, job/role, race, gender, political affiliation, etc*

- **Historical Context**

- Students ID what they know about the topic and time period and pushes for precise academic vocabulary*

- **Audience**

- Students determine the type of source (ie. speech, letter, article, etc.) and intended viewers/readers/listeners*

Name It:

Analysis:

- **Author's Claim**

- Students record a paraphrase of the sub-arguments and overall argument in the document*

- **Author's Purpose**

- Students determine author's motives by considering why the author chose this type of source to communicate this message at this time to this audience*

- **Significance Statement**

- Students answer the prompt and group sources for oral and written analysis*



Do It:

1. Read the source line
2. Fill in POV, HC and AUD
3. Read the text for AC
4. Fill in AP
5. Record SIG

****Use the prompts on page 8****

Spar!

What caused the conflicts between state and federal governments between 1780 and 1800?

Author's POV:

- Federalist President John Adams
- ↳ Fear of foreigners

Historical Context:

- Increasing debate over American involvement in Europe
- XYZ Affair
- Quasi-war w/ France
- Major divisions btwn Federalists & Dem. Repub

Document 3

Source: U.S. Congress, Sedition Act, 1798.

[I]f any person shall write, print, utter or publish... any false, scandalous (shocking) and malicious (hateful) writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States... or to stir up sedition (treason or rebellion) within the United States... or opposing or resisting any law of the United States... shall be punished by a fine... and by imprisonment not exceeding two years.

Talking poorly about the government will result in punishments

Audience:

American citizens

Purpose:

- To protect the Federalist Party against increasing criticism

Significance Statement:

AES Acts

Do It:

1. Read the source line
2. Fill in POV, HC and AUD
3. Read the text for AC
4. Fill in AP
5. Record SIG

****Use the prompts on page 8****



What caused the conflicts between state and federal governments between 1780 and 1800?

Author's POV:

- James Madison & Thomas Jefferson
- ↳ Dem- Repubs
- ↳ Anti- big gov't
- ↳ critic of Adams
- ↳ Pro-France

Historical Context:

- Criticism around Adams' A&S Acts
- Huge split btwn Fed & Dem- Repubs
- state vs. federal power struggles

Document 4

Source: Virginia General Assembly, Virginia Resolution Pronouncing the Alien and Sedition Laws to be unconstitutional, and defining the rights of the states, 1798. (Written in secret by James Madison and Thomas Jefferson)

The General Assembly [does] particularly PROTEST against the...alarming infractions (violations) of the Constitution, in the two late cases of the "Alien and Sedition Acts," passed at the last session of Congress...

That this state having...ratified the Federal Constitution, expressly declared that... "the liberty of conscience and the press cannot be cancelled, abridged, restrained, or modified, by any authority of the United States"

1st Amendment
The A&S = unconstitutional b/c they violate 1st Amendment

Audience:

Virginia, Americans,
John Adams

Purpose:

To nullify the A&S Acts because they are allegedly unconstitutional

Significance Statement:

A&S Acts

Spar!

Core Idea:

Historians read beyond author's claim.

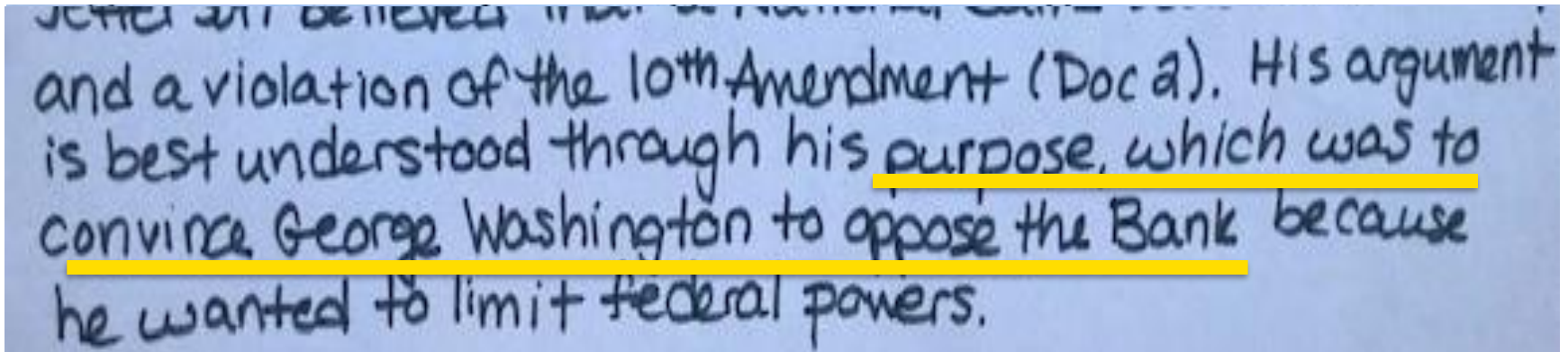
They ask: Why did this person use this format to make this argument to this audience at this time?

See It:

- Where do you see evidence of the Four Corners analysis in this student's writing?
- What is the connection between strong Four Corners annotations and strong written analysis?

Name It:

- **Strong AC= Strong Paraphrased Evidence**
 - ❑ *Students can plug their paraphrased arguments right into their DBQ body paragraphs*
- **Analysis of Evidence Through POV, HC, AUD or AP**
 - ❑ *After the evidence, students choose one corner and analyze their evidence through it*



and a violation of the 10th Amendment (Doc 2). His argument is best understood through his purpose, which was to convince George Washington to oppose the Bank because he wanted to limit federal powers.

Core Idea:

Strong annotations result in strong writing.

Do It:

1. Reread the prompt and body paragraph argument
2. Read the first piece evidence and analyze it through one of the Four Corners.
3. Repeat for the second piece of evidence

****Use the sentence starters on page 9****



REVOLUTION



Uncommon Schools

BE UNCOMMON
CHANGE HISTORY

Visit www.uncommonschoools.org

