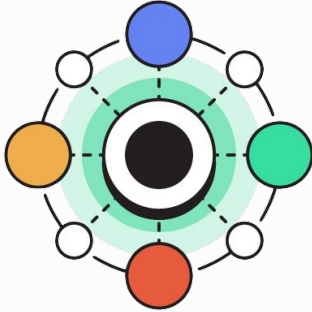


## Formative Assessment: Contextualization and Sourcing

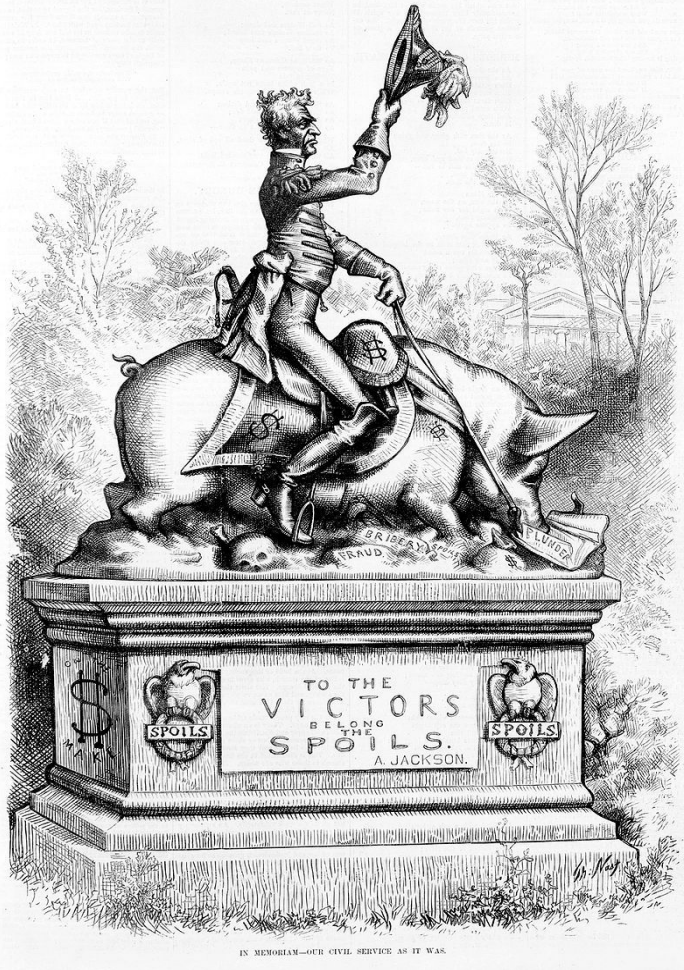


**Thinking historically means interpreting historical events, developments, or processes in light of the surrounding historical context. It also means understanding key information about a historical source, such as its purpose, perspective, and reliability as a piece of evidence.**

**Directions:** Read the following primary source. Then, answer the questions on contextualization that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) Questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. The *best* answer is 3 points, the *second-best* answer is 2 points, and the *third-best* answer is 1 point. The *incorrect* answer is 0 points.

Source: Thomas Nast, “*In memoriam—our civil service as it was,*” *Harper’s Weekly*, April 28, 1877. [Library of Congress](#).

Note: Over forty years after Jackson’s presidency, Nast’s cartoon critiques Jackson’s “Spoils System.” Here, Jackson is depicted riding on a pig.



### ***Text From Cartoon***

“FRAUD.” “BRIBERY.”  
“SPOILS.” PLUNDER.”

TO THE  
VICTORS  
BELONG THE  
SPOILS.  
A. JACKSON

1. Each of the following statements is a historical fact that is related to the above document. Which historical fact *best* helps to contextualize the purpose of the above document? In other words, which fact *best* helps us understand why this document was written?
  - A. The emergence of critical newspaper cartoons grew as public demand for news increased during and after the Civil War.
  - B. Jackson easily won reelection against Henry Clay in the 1832 presidential election.
  - C. After obvious corruption and use of patronage by several Reconstruction presidencies, the ideas of civil service reform were gaining support.
  - D. Andrew Jackson was known for his use of the "spoils system" to reward his political supporters with government positions.

2. Justify your choice in the space below.



1. Each of the following statements is a historical fact that is related to the above document. Which historical fact *best* helps to contextualize the purpose of the above document? In other words, which fact *best* helps us understand why this document was written?
  - A. The emergence of critical newspaper cartoons grew as public demand for news increased during and after the Civil War. **(1 point)**
  - B. Jackson easily won reelection against Henry Clay in the 1832 presidential election. **(0 points)**
  - C. After obvious corruption and use of patronage by several Reconstruction presidencies, the ideas of civil service reform were gaining support. **(3 points)**
  - D. Andrew Jackson was known for his use of the "spoils system" to reward his political supporters with government positions. **(2 points)**
2. Justify your choice in the space below.

**Choice C, worth 3 points, is the most helpful statement for contextualizing the purpose of the primary source. It provides the specific historical context of when the cartoon was created and how that was related to the Jackson administration which is portrayed in the cartoon. Choice D is also helpful, and therefore worth 2 points, because it explains the reference to the "spoils system" utilized in Nast's 1877 cartoon. Choice A is worth 1 point because it explains why cartoons, such as this one by Thomas Nast, were being used as a way to criticize the government but does not explicitly connect to the idea of government corruption. Choice B is worth 0 points, because it provides information about Jackson's reelection without a connection to government corruption in the 1830s or the 1870s.**



### 1. Weighted Multiple Choice

3 points (Choice C)	2 points (Choice D)	1 point (Choice A)	0 points (Choice B)
			<b>Subtotal: _____ / 3</b>

### 2. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> fact—which was worth three points as shown on the teacher key—that would help contextualize the purpose of the source.	Student thoroughly justifies their choice of either the 1 or 2 point option from the WMC question. OR Student’s justification of the 3 point option needs deeper analysis.	Student’s justification of their choice (either the 1 or 2 point option) lacks deep analysis.	Student either makes no attempt to justify their choice OR tries to justify the 0 point option.
			<b>Subtotal: _____ / 3</b>

**Total: \_\_\_\_\_ / 6**

