

**U.S. HISTORY AND GOVERNMENT  
HOMEWORK ASSIGNMENTS  
DUE FRIDAY, DECEMBER 19, 2008**

## **I. Reading from the Textbook**

Make sure that you read “Equal Rights and Justice” in “Chapter 5 – The Constitution Tested: Nationalism and Sectionalism” on pp. 122-127 in Peiser and Serber’s *U.S. History and Government*. These pages focus specifically on the presidency of Andrew Jackson.

## **II. ESSAY ASSIGNMENT**

You must write a five paragraph essay using your textbook, the document packet distributed in class, the answers to the scaffolding questions, and your own critical thinking processes. On the following pages, you will find the rubric and other resources to successfully complete the project. Below is a checklist of the items that need to be submitted with the essay. All of these items are due on **December 19, 2008**.

- Your five-paragraph essay
- Your completed DBQ Essay Outline Guide (Item VI on page 4)
- Your completed Scaffolding Questions Sheet with any extra notes pages
- Any Document Analysis Sheets that you used to complete your essay and other notes
- Any drafts that you have submitted and revised

These items should be submitted in good condition with your name on each item and appropriate headings (title of work, your name, date, class, and period number) on all loose-leaf documents.

## **III. TOPIC – How democratic was Andrew Jackson?**

Many great names in American history are closely connected with an idea or an event – George Washington and the Revolution, Abraham Lincoln and the Civil War, Martin Luther King and Civil Rights. Andrew Jackson’s name is tied very closely to democracy, but is it historically fair and accurate to do so?

**Follow these steps as you grapple with this historical question:**

1. **Read the Background Essay.** It provides an overview of Jackson’s life and the political climate of the day.
2. **Quickly skim the 15 documents** to get a sense of what they are about.
3. **Make sure you have a clear definition of democracy written down before you analyze the documents.**
4. **Read the documents slowly.** For each document use the margins or a Document Analysis Sheet to record:
  - a. **What or who is the source?**
  - b. **What is the issue being discussed?** (The Bank, Indian Removal, etc.)
  - c. **Summarize in your own words the main argument or idea being presented in each document.**
5. **Clarify for yourself the different issues addressed by the 15 documents.** Make a judgment as to how democratic Jackson was on each issue. **Make sure to compare his actions to your original definition of democracy.**
6. **Make a final summary judgment of Jackson.** Overall, did he move the country towards democracy? Is it reasonable to argue that in some areas he did and in others he did not? Is it even possible that some of his actions may have been both democratic and undemocratic at the same time?

# IV. The Rubric

## REVISED DOCUMENT-BASED ESSAY GENERIC SCORING RUBRIC

### Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information)
- Incorporates relevant information from *at least 5* documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least 5* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

- Develops all aspects of the task with little depth *or* develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

### Score of 2:

- Minimally develops all aspects of the task *or* develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

### Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

### Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the task; *OR* includes only entire documents copied from the task; *OR* is illegible; *OR* is a blank paper

\* The term *create* as used by Anderson/Krathwohl, et al.

# V. Document Analysis Sheet

## DOCUMENT ANALYSIS SHEET

\_\_\_\_\_  
(NAME AND DATE)

Document Letter or Number: \_\_\_\_\_ Source: \_\_\_\_\_ Author: \_\_\_\_\_

Date: \_\_\_\_\_ Primary Source  Secondary Source

Main idea of document:

Key quote, image, or data:

Analytical category (bucket):

Document Letter or Number: \_\_\_\_\_ Source: \_\_\_\_\_ Author: \_\_\_\_\_

Date: \_\_\_\_\_ Primary Source  Secondary Source

Main idea of document:

Key quote, image, or data:

Analytical category (bucket):

Document Letter or Number: \_\_\_\_\_ Source: \_\_\_\_\_ Author: \_\_\_\_\_

Date: \_\_\_\_\_ Primary Source  Secondary Source

Main idea of document:

Key quote, image, or data:

Analytical category (bucket):

Document Letter or Number: \_\_\_\_\_ Source: \_\_\_\_\_ Author: \_\_\_\_\_

Date: \_\_\_\_\_ Primary Source  Secondary Source

Main idea of document:

Key quote, image, or data:

Analytical category (bucket):

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# VI. DBQ Essay Outline Guide

**Working Title:** \_\_\_\_\_

## **Paragraph #1**

Grabber

Background

Stating the question with key terms defined

Thesis and road map

## **Paragraph #2**

Baby Thesis for bucket number one

Evidence: supporting detail with reference to specific document(s)

Argument: connecting evidence to the thesis

## **Paragraph # 3**

Baby Thesis for bucket number two

Evidence

Argument

## **Paragraph #4**

Baby Thesis for bucket number three

Evidence

Argument

## **Paragraph #5**

Conclusion: Statement of main idea, along with a fresh insight or wrinkle