

Unit 1

Model Organizer and Scoring Guide

Teacher Resource

Resource Overview

This document is designed to help teachers support and assess students as they complete the unit's deconstructed DBQ organizer. It breaks down each section of the organizer and provides model responses and examples to guide instruction. Pair this resource with the Teacher Resource document for additional background on each primary source in the DBQ set. For guidance on teaching the necessary skills, refer to the mini-lesson slide deck.

Question: How did different groups, such as religious communities, traders, and settlers in the American colonies, establish and practice self-government?

Breakdown: Answers will vary.

- Students may define settlers, establish, or self-government.
- Students may re-write the question as "How did people in the American colonies set up and run their own governments?"

Your thesis statement: Answers will vary.

Examples:

1. Religious communities, traders, and settlers in the American colonies were far from England, which gave them the chance to create their own governments, like in the Charter of Maryland and the Mayflower Compact.
2. Religious communities, traders, and settlers in the American colonies established self-government by creating their own laws, forming representative assemblies, and making agreements like the Mayflower Compact to ensure order and cooperation.

Frame Your Thinking: Answers will vary.

Frame 1- Establish Self-government

- First Charter of Virginia
- Charter of Maryland

Frame 2- Practice Self-government

- Mayflower Compact
- Frame of Government of Pennsylvania

Graphic Organizer: Answers will vary.

- Claim: Religious communities, traders, and settlers in the American Colonies existed far from England which allowed them to
 - o Reason 1: establish self-government, like in the Charter of Maryland
 - o Reason 2: and practice self-government, like in the Mayflower Compact.
 - o Optional Reason 3

Peer Review: Answers will vary.

Students may reflect on an off-topic thesis, if the claim is defensible, or if the line of reasoning supports the claim.

Scoring Guides

1-point Rubric

Evidence of Proficiency		Suggestions for Improvement
	Claim Clearly answers the prompt with a strong, defensible claim.	
	Line of Reasoning Provides a clear, organized structure that outlines key points.	
	Use of Evidence Effectively integrates relevant evidence from documents to support the claim.	
	Clarity & Organization Thesis is clear, well-organized, and easy to understand.	

	Mechanics & Grammar No errors in grammar, spelling, and punctuation.	
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Scoring Matrix

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Claim	Clearly answers the prompt with a strong, defensible claim.	Answers the prompt with a defensible claim.	Partially answers the prompt with a weak or unclear claim.	Does not answer the prompt or lacks a claim.
Line of Reasoning	Organizes ideas in a clear, logical structure that outlines key points.	Establishes a reasonable line of reasoning with some organization.	Attempts a line of reasoning but unclear and confusing.	Does not organize ideas with logical line of reasoning.
Use of Evidence	Effectively integrates relevant evidence from documents to support the claim.	Uses, but does not integrate, relevant evidence to support the claim.	Uses limited or somewhat relevant evidence.	Does not use evidence or evidence is unrelated.
Clarity & Organization	Thesis is clear, well-organized, and easy to understand.	Thesis is organized and mostly clear.	Thesis lacks clarity or has organizational issues.	Thesis is unclear and lacks organization.
Mechanics & Grammar	No errors in grammar, spelling, and punctuation.	A few minor errors that do not affect meaning.	Noticeable errors that distract from meaning.	Frequent errors that make the thesis difficult to understand.

Total Score: _____ / 20

Comments: