

Unit 2

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 British and colonial perspectives on taxation, representation, and self-governance compare in the decades leading up to the American Revolution?

Groups: Answers will vary. A sample answer is provided.

- **1: Colonist Perspective**
 - Common Sense
 - The Declaration of Independence
- **2: British Perspective**
 - The Patriot
 - The Declaratory Act
- **3: Blank**

Color-Coding: Answers will vary. Sample responses are provided.

- **Blue:** The colonies should be subjected to British rule.
 - “we may, therefore, subject them to government” Doc B
 - “ought to be, subordinate unto, and dependent upon the imperial crown and parliament of Great Britain” Doc A
- **Yellow:** Britain is doing something wrong by taxing the colonies.
 - “For imposing Taxes on us without our Consent” Doc D
 - “But Britain is the parent country, say some. Then the more shame upon her conduct.” Doc C

Graphic Organizer: Answers will vary. A sample response is provided.

- **Claim:** British and colonial perspectives were very different leading up to the Revolutionary War.
- **Reason 1:** Common Sense and the Declaration of Independence show that Americans felt unjustly ruled and unfairly taxed.
- **Reason 2:** The Patriot and the Declaratory Act show that Britain felt justified in their taxing of the American colonies.

Thesis: Answers will vary. A sample response is provided.

British and colonial perspectives were very different leading up to the Revolutionary War. The American colonists wanted self-governance and believed British taxation was wrong, while the British argued that the colonies had no right to challenge Parliament's power.

Scoring Guides

1-point rubric

Evidence of Proficiency		Suggestions for Improvement
	Claim Clearly and directly answers the prompt with a strong, defensible claim.	
	Line of Reasoning Provides a clear, logical structure that outlines key points	
	Document Grouping Groups documents in a thoughtful and effective way that strengthens the argument.	
	Use of Evidence Effectively integrates relevant evidence from documents to support the claim.	

	Clarity & Organization Thesis is clearly written, well-organized, and easy to understand.	
	Mechanics & Grammar Free of errors in grammar, spelling, and punctuation.	

Scoring Matrix

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Claim	Clearly and directly answers the prompt with a strong, defensible claim.	Answers the prompt with a defensible claim.	Partially addresses the prompt with a weak or unclear claim.	Does not address the prompt or lacks a claim.
Line of Reasoning	Provides a clear, logical structure that outlines key points.	Establishes a reasonable line of reasoning with some organization.	Attempts a line of reasoning but lacks clarity or coherence.	Does not establish a logical line of reasoning.
Document Grouping	Groups documents in a thoughtful and effective way that strengthens the argument.	Groups documents in a logical way that supports the argument.	Groups documents, but the connections may be weak or unclear.	Does not group documents or groups them in a way that does not support the argument.
Use of Evidence	Effectively integrates relevant evidence from documents to support the claim.	Uses relevant evidence to support the claim.	Uses limited or somewhat relevant evidence.	Does not use evidence or evidence is unrelated.

Clarity & Organization	Thesis is clearly written, well-organized, and easy to understand.	Thesis is organized and mostly clear.	Thesis lacks clarity or has issues with organization.	Thesis is unclear and lacks organization.
Mechanics & Grammar	Free of errors in grammar, spelling, and punctuation.	Minor errors that do not interfere with the meaning.	Noticeable errors that may distract from the meaning.	Frequent errors that make the thesis difficult to understand.

Total Score: _____ / 24

Comments:

