

Unit 4

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.

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

Example:

Group 1: Principles of the Constitution

- Doc A- Preamble
- Doc D- *Federalist* #51
- Doc F- *Engel v. Vitale* (1962)

Group 2: Effective Citizenship

- Doc B- First Amendment
- Doc C- Tenth Amendment
- Doc E- *Miranda v. Arizona* (1966)

Question: How can understanding the principles of the Constitution help citizens participate effectively in a democratic society?

Thesis: Answers will vary. Sample responses are provided.

Examples:

- Understanding the principles of the Constitution, like checks and balances and natural rights, helps citizens participate by holding leaders accountable and influencing government decisions.
- The Constitution protects individual rights, such as freedom of speech and religion, which allows citizens to express their opinions and work for change in their communities.

“VIEW”ing the Documents: Answers will vary. Sample responses are provided.

Document A: Excerpt from the Preamble of the U.S. Constitution (1787)

- **Voice:** The Framers of the Constitution
- **Intent:** To define the purpose and goals of the new government (for example: justice, tranquility, defense, general welfare, liberty)
- **Environment:** Post-Revolutionary War period; the Articles of Confederation had failed to create a strong central government
- **Who:** The citizens of the United States, future generations ("posterity")

Document B: Excerpt from the First Amendment (1787)

- **Voice:** The Framers of the Constitution, particularly those advocating for the Bill of Rights
- **Intent:** To protect individual freedoms, including speech, religion, assembly, and petition
- **Environment:** After the ratification of the Constitution, responding to demands for stronger protection of civil liberties
- **Who:** American citizens, particularly those seeking protection from government overreach

Document C: Excerpt from the Tenth Amendment (1787)

- **Voice:** The Framers of the Constitution, addressing the balance of federal and state power
- **Intent:** To limit federal power and preserve the power of the states
- **Environment:** Fear of a too-powerful central government, influenced by Anti-Federalist concerns
- **Who:** State governments and individual citizens

Document D: Excerpt from Federalist #51, James Madison (1788)

- **Voice:** James Madison, a Federalist supporting the new Constitution
- **Intent:** To explain the importance of checks and balances in preventing government abuse
- **Environment:** Federalists were defending the Constitution against Anti-Federalist opposition
- **Who:** Citizens that can persuade representatives who will vote to ratify the constitution.

Document E: Miranda v. Arizona (1966)

- **Voice:** U.S. Supreme Court (majority opinion)
- **Intent:** To protect individuals' rights during police interrogations and prevent self-incrimination
- **Environment:** Civil rights era; growing concern over law enforcement overreach
- **Who:** Criminal defendants and American citizens

Document F: Engel v. Vitale (1962)

- **Voice:** U.S. Supreme Court (majority opinion)
- **Intent:** To reinforce the First Amendment by prohibiting school-sponsored prayer
- **Environment:** Increased Court rulings against religion
- **Who:** Public school students and families, state governments, and school leaders

Scoring Guides

1-point Rubric

Evidence of Proficiency		Suggestions for Improvement
	Claim Clearly and directly answers the question with a strong, defensible claim.	
	Line of Reasoning Provides a clear, logical structure that outlines key points.	
	Document Analysis Clearly identifies the author, purpose, historical context, and audience for at least three documents. Provides insightful analysis of the document's significance.	

	<p>VIEW Sentences VIEW sentences are accurate, well-written, and concise. They effectively explain the document's significance with strong historical reasoning.</p>	
	<p>Document Grouping Groups documents in a thoughtful and effective way that strengthens the argument.</p>	
	<p>Use of Evidence Effectively integrates relevant evidence from documents to support the claim.</p>	
	<p>Clarity & Organization Thesis is clearly written, well-organized, and easy to understand.</p>	

Scoring Matrix

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Claim	Clearly and directly answers the question with a strong, defensible claim.	Answers the question with a defensible claim.	Partially addresses the question with a weak or unclear claim.	Does not address the question 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 Analysis	Clearly identifies the author, purpose, historical context, and audience for at least three documents. Provides insightful analysis of the document's significance.	Identifies the author, purpose, context, and audience for at least three documents, but some explanations may lack depth.	Attempts to analyze three documents but misses key aspects of VIEW (e.g., unclear context or purpose).	Provides minimal or incorrect analysis of the documents. Missing multiple components of VIEW.
VIEW Sentences	VIEW sentences are accurate, well-written, and concise. They effectively explain the document's significance with strong historical reasoning.	VIEW sentences are mostly clear and accurate, but may lack depth or connection to the thesis.	VIEW sentences attempt to summarize the documents but are unclear, too general, or contain inaccuracies.	VIEW sentences are confusing, missing, or incorrect, showing little understanding of the documents.
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 organization issues.	Thesis is unclear and lacks organization.
Mechanics & Grammar	Free of errors in grammar, spelling, and punctuation.	Minor errors that do not interfere with meaning.	Noticeable errors that may distract from meaning.	Frequent errors that make the thesis difficult to understand.

Total Score: _____ / 32

Comments:

