

Unit 5

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: Federalist Vision: Strong National Government

- Doc A- Article I, Section 8
- Doc B- *Federalist* #10
- Doc D- Hamilton's Opinion on the National Bank
- Doc F- Washington's Farewell Address

Group 2: Democratic-Republican Vision: State Powers and Limited Government

- Doc E- Jefferson's Opinion on the National Bank
- Doc G- Sedition Act

Context: Answers will vary. Sample responses are provided.

Examples:

Document A: Excerpt from Article I, Section 8 of the Constitution (1787)

- **Main Events Before:** The failure of the Articles of Confederation (1781–1787) left the U.S. government weak, unable to levy taxes or regulate commerce. The Constitutional Convention was held to create a stronger national government that could meet the needs of the growing nation.
- **Social & Cultural Climate:** The U.S. was mostly a rural, agrarian society.

- **Economic Conditions:** Post-Revolution debt, inflation, and trade restrictions under the Articles created economic instability. Many states had their own currencies.
- **Political Climate:** Fierce debates between Federalists (strong central government) and AntiFederalists (state sovereignty).
- **Other:** Key figures included James Madison, Alexander Hamilton, and George Washington, who shaped the Constitution's final structure.

Document B: Excerpt from Federalist #10 (James Madison, 1787)

- **Main Events Before:** Growing concerns over factions (political groups with competing interests), especially after Shays' Rebellion (1786) exposed weaknesses in the Articles of Confederation.
- **Social & Cultural Climate:** Debate over the ratification of the Constitution happening across the nation.
- **Political Climate:** Federalists argued for a large republic to control factions, while Anti-Federalists feared federal overreach.
- **Other:** The influence of Enlightenment thinkers like Montesquieu and Locke shaped Madison's ideas on governance and checks and balances.

Document C: Excerpt from George Washington's First Inaugural Address (1789)

- **Main Events Before:** Washington unanimously elected as the first U.S. president. The new government began operating under the Constitution in 1789.
- **Social & Cultural Climate:** A new national identity was forming, but tensions existed between rural and urban populations.
- **Economic Conditions:** The U.S. had massive war debt. Hamilton was developing his financial plan, which included a national bank.
- **Political Climate:** Uncertainty about whether the new government would succeed. Many still distrusted centralized power.
- **Other:** Washington's presidency set precedents for the executive branch, including the two-term limit and the presidential cabinet.

Document D: Excerpt from Alexander Hamilton's Opinion on the National Bank (1791)

- **Main Events Before:** The U.S. faced economic instability, and Hamilton proposed the National Bank to stabilize currency, manage debt, and promote commerce.
- **Social & Cultural Climate:** The divide between agrarian (Jeffersonian) and industrial (Hamiltonian) visions of America intensified. Urban centers grew, but most Americans were farmers.

- **Economic Conditions:** States had different currencies, making trade difficult. The government needed revenue sources beyond tariffs.
- **Political Climate:** The first major constitutional debate—should the government have implied powers beyond what’s explicitly stated? Federalists supported the bank, while Democratic-Republicans opposed it.

Document E: Excerpt from Thomas Jefferson’s Opinion on the National Bank (1791)

- **Main Events Before:** The ongoing debate over Hamilton’s economic program, which Jefferson feared would concentrate power in the federal government.
- **Social & Cultural Climate:** Farmers and rural communities felt threatened by the centralization of financial power.
- **Economic Conditions:** Wealth was concentrated in the North, leading to sectional tensions. Many opposed government intervention in state economies.
- **Political Climate:** The emergence of the two-party system—Federalists vs. Democratic-Republicans—was becoming more apparent.

Document F: Excerpt from George Washington’s Farewell Address (1796)

- **Main Events Before:** Washington’s presidency saw growing political divisions and conflicts with Britain and France. He chose not to seek a third term.
- **Social & Cultural Climate:** Newspapers and political clubs played a growing role in public opinion, fueling partisan divides.
- **Economic Conditions:** The U.S. economy stabilized under Hamilton’s policies, but regional economic differences persisted.
- **Political Climate:** Rising partisanship between Federalists (led by Adams and Hamilton) and Democratic-Republicans (led by Jefferson and Madison). Washington warned against factions and ties with foreign nations.

Document G: Excerpt from the Sedition Act (1798)

- **Main Events Before:** The U.S. faced tensions with France during the Quasi-War. The Adams administration passed the Alien and Sedition Acts to suppress dissent.
- **Social & Cultural Climate:** Many Americans feared foreign influence, particularly from France. The press played a critical role in shaping public opinion.
- **Economic Conditions:** Trade with Europe was strained due to ongoing conflicts between Britain and France.
- **Political Climate:** The Sedition Act targeted Democratic-Republican newspaper editors, high-lighting Federalist efforts to silence opposition. The act led to Jefferson’s strong opposition and contributed to his election in 1800.

- **Other:** The act sparked debates on free speech and civil liberties, setting an early precedent for First Amendment challenges.

Context Summary: Answers will vary. Sample responses are provided.

Examples:

- **Document A (Article I, Section 8 of the Constitution, 1787):** Written after the failure of the Articles of Confederation, this section of the Constitution established Congress's powers to create a stronger central government.
- **Document B (*Federalist* #10, 1787):** James Madison argued that factions could not be prevented, but could be controlled.
- **Document C (Washington's First Inaugural Address, 1789):** As the first U.S. president, Washington set the tone for a new government under the Constitution, emphasizing unity and civic responsibility.
- **Document D (Hamilton's Opinion on the National Bank, 1791):** Hamilton defended the creation of a national bank as essential for economic stability, sparking the first major constitutional debate on federal power.
- **Document E (Jefferson's Opinion on the National Bank, 1791):** Jefferson opposed Hamilton's proposed National Bank, arguing it exceeded constitutional limits and favored Northern elites over Southern agrarians.
- **Document F (Washington's Farewell Address, 1796):** Washington warned against political parties and foreign alliances, hoping to guide the young nation toward unity and neutrality.
- **Document G (Sedition Act, 1798):** Passed during heightened tensions with France, the Sedition Act criminalized criticism of the government, fueling political division and debates over free speech.

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

Examples:

Document A: Excerpt from Article I, Section 8 of the Constitution (1787)

- **Voice:** The Framers of the Constitution
- **Intent:** To establish the powers of Congress, including the "Necessary and Proper" Clause, allowing flexibility in governance
- **Environment:** Post-Revolutionary War; designed to strengthen the national government after the weaknesses of the Articles of Confederation
- **Who:** The U.S. government, Congress, and citizens

Document B: Excerpt from Federalist #10 (James Madison, 1787)

- **Voice:** James Madison, Federalist advocating for a strong central government

- **Intent:** To argue that factions are inevitable but can be controlled through a large republic and representative government
- **Environment:** Debates over ratifying the Constitution, with Federalists supporting a strong central government and Anti-Federalists fearing its power
- **Who:** American citizens who could persuade their representatives to ratify the Constitution and future leaders interpreting its role

Document C: Excerpt from George Washington's First Inaugural Address (1789)

- **Voice:** George Washington, first president of the United States
- **Intent:** To emphasize the importance of liberty and the stakes of success for the new republican government
- **Environment:** The early days of the new government under the Constitution, with uncertainty about its effectiveness
- **Who:** The American people, entrusted with upholding the republic

Document D: Excerpt from Alexander Hamilton's Opinion on the National Bank (1791)

- **Voice:** Alexander Hamilton, Secretary of the Treasury and Federalist leader
- **Intent:** To justify the implied powers of the federal government in creating a national bank
- **Environment:** A growing debate over the balance of federal and state power under the new Constitution
- **Who:** Congress, President Washington, and opponents like Thomas Jefferson

Document E: Excerpt from Thomas Jefferson's Opinion on the National Bank (1791)

- **Voice:** Thomas Jefferson, Secretary of State and Democratic Republican advocate for limited government
- **Intent:** To argue that powers not explicitly granted to the federal government belong to the states and people
- **Environment:** The early Republic's struggle over how to interpret the Constitution and distribute power
- **Who:** American citizens

Document F: Excerpt from George Washington's Farewell Address (1796)

- **Voice:** George Washington, retiring President
- **Intent:** To warn against political divisions and emphasize the importance of national unity
- **Environment:** Growing political tensions between Federalists and Democratic-Republicans
- **Who:** Future American leaders and citizens striving to maintain national stability

Document G: Excerpt from the Sedition Act (1798)

- **Voice:** U.S. Congress under the Adams administration
- **Intent:** To suppress criticism of the federal government, particularly by political opponents
- **Environment:** A period of conflict between Federalists and Democratic-Republicans, influenced by tensions with France
- **Who:** Political opponents, newspaper publishers, and citizens affected by restrictions on free speech

Question: How did the Constitution influence decisions in the Early Republic?

Thesis: Answers will vary. Sample responses are provided.

Examples:

- *The Constitution's broad language on federal power influenced early debates over its interpretation, as seen in the conflict between Hamilton and Jefferson over the National Bank.*
- *The Constitution's commitment to both stability and individual liberty created early tensions over free speech and government power, as reflected in Madison's warning about factions, Washington's appeals for national unity, and the passage of the Sedition Act, which restricted political opposition.*

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.	
	Context Provides accurate and appropriate historical context that explains the significance of the source and relates it to that time period.	
	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 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.

Context	Provides accurate and appropriate historical context that explains the significance of the source and relates it to the time period.	Context provided is mostly clear and accurate, but may lack depth or connection to the thesis.	Context attempts to explain significance and connection to time period but are unclear, too general, or contain inaccuracies.	Context is confusing, missing, or incorrect, showing little understanding of the documents and time period.
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: