# TASK #12 – Jacksonian Democracy

**Standard:**

**P.1 (SWBAT analyze primary source documents)**
**P.4 (SWBAT Support and defend analysis or a position with evidence)**
**C.U.2.8 (SWBAT Analyze the successes and limitations of Jacksonian Democracy)**

**Description:** You will now practice writing the DBQ essay for the second time this semester, building off of your previous knowledge and understandings. For this DBQ you will use your knowledge of Jackson's presidency to construct an essay that utilizes the A.P. document based question on Jacksonian Democracy. As a class we will dissect the prompt and analyze the documents. You will then prepare on your own to write the DBQ in class by creating an outline, which you may use in class. After writing the essay in class, you and a partner will peer-evaluate each other's essay using the rubric provided. Afterwards you will have an opportunity to re-write your essay on your own and submit for evaluation using the same rubric.

Prompt: *Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the following documents and your knowledge of the 1820's and 1830's, to what extent do you agree with the Jacksonians' view of themselves?*

Steps:

1) Analysis of prompt and documents with partner (Day 1)
2) Prepare to write essay, create outline (on your own)
3) Write DBQ (Day 2)
4) Peer-Evaluation of DBQ (Day 3)
5) Re-Write DBQ and submit for evaluation (on your own)

**Criteria:**

- ☑ Address all areas of prompt
- ☑ Sophisticated introduction with sophisticated and complex thesis statement
- ☑ Proper use and citation of documents
- ☑ Thorough use of outside information (OSI) and specific factual information (SFI)
- ☑ Analysis of key issues
- ☑ Well organized
- ☑ Excellent mechanics

**Rubric:** See following page.

# DBQ ESSAY RUBRIC GRADE SHEET

| AP ESSAY RAW SCORE: (0-9) | AP GRADE: (1-5) | CLASS GRADE: (%) |
|---|---|---|
| | | |

**Superior DBQ "5": AP Score of 8-9 (90-100%)**

____ Sophisticated thesis
____ Excellent use of documents (at least 90% of docs cited)
____ Excellent use of outside information
____ Excellent analysis of key issues
____ Excellent use of concrete facts (SFI)
____ Extremely well-organized essay
____ Addresses all areas of the prompt
____ Extremely well-written essay

**Strong DBQ "4": AP Score of 6-7 (79-89%)**

____ Strong thesis (contains general analysis)
____ Good use of documents, may lack balance in support of arguments
____ Good use of outside info. (needs more)
____ Good analysis of key issues (needs more)
____ Some use of concrete facts (SFI)
____ Well-organized essay
____ Addresses all areas of the prompt; may lack some balance between major areas
____ Well-written essay

**Adequate DBQ "3": AP Score of 5 (68-78%)**

____ Clear thesis – needs general analysis
____ Adequate use of documents
____ Fairly well-organized essay
____ Addresses all areas of the prompt but essay may lack balance.
____ Includes some outside information (but clearly needs more)
____ Needs more analysis of key issues
____ Contains some evidence; more needed
____ May contain some historical errors
____ Contains facts irrelevant to the time period

**DBQ Needs Work "2": AP Score of 2-4 (57-67%)**

____ Undeveloped thesis (simple thesis)
____ Thesis does not fully address question
____ Poor use of documents
____ Documents *control* the essay
____ Weak organization
____ Lacks outside information
____ Essay does not address one or more aspects of the question:
_____
____ Lacks analysis of key issues
____ Lacks evidence to support main ideas.
____ Contains major historical errors
____ Much irrelevant information to time period

**DBQ Needs a lot of work "1": AP Score of 1 (55-66%)**

____ No documents used ____ No thesis
____ Facts not specific, accurate & relevant.
____ Poor or no analysis of key issues

**"0" DBQ: Did not do the question (0%)**

**General Comments:**

Thesis/intro: complex-split __; complex-simple ___; split-simple ___; simple ___; too much info ___
____ Contains vague statements or generalizations not supported by facts. ____ Use of colloquial language
____ Cite all documents ____ Use more documents ____ Document quotes are too long
____ Document(s)misused: #_____ ____ Laundry list ____ Don't explain documents
____ Strong conclusion ____Weak conclusion _____ No conclusion
____ Strong topic sentences ____ Weak topic sentences ____ Strong linking sentences
____ Don't use "I," "you," "our," "us," "we" ____ Don't connect issues to "today" (unless asked)
____ Poor spelling and grammar ____ Poor penmanship: essay difficult to read