[Ramirez 3](#_Toc475445681)

[Daniels 4](#_Toc475445682)

[Ramirez Garcia 4](#_Toc475445683)

[Quiroga 4](#_Toc475445684)

[Jamal 5](#_Toc475445685)

[Sindelar 5](#_Toc475445686)

[Mikesh 5](#_Toc475445687)

[Kieler 5](#_Toc475445688)

[Rodriguez 6](#_Toc475445689)

[Flores 6](#_Toc475445690)

[Moody 6](#_Toc475445691)

[Bibus **Error! Bookmark not defined.**](#_Toc475445692)

[Tran 7](#_Toc475445693)

[Mascotti 8](#_Toc475445694)

[Valdez 8](#_Toc475445695)

[Anzaldua 9](#_Toc475445696)

[McCarver 9](#_Toc475445697)

[Ngono Eteme 9](#_Toc475445698)

[Garding 10](#_Toc475445699)

**< Give brief examples of why big deal**

Reply this feedback by examining what you wrote (with brief inserts in bold and any errors I have underlined in columns F and D and any comments I have underlined in either the C, B, or A columns. Your proof that you examine this is your marking with an X any of the 5 Good Habits for Evidence you need to practice or—if you did not miss any of those good habits—stated what you need to improve in the C, B, or A columns.

If the feedback says you need to improve the 5 Good Habits for Evidence, mark which 1.

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| \_\_ 1.Reliable Sources Only  \_\_ 2. Factual Accuracy That You Verify with the Reliable Source Before You Write  \_\_ 3. Factual Accuracy That Is Verifiable for Every Statement You Make **– Whether a quotation or your own words**  \_\_ 4. No “Half-Copy” Plagiarism or “Patchwriting”  \_\_ 5. Quotation Changes Revealed Clearly |

If the feedback in your paper and/or in the rubric says you need to improve your C, B, or A, paper, **briefly** state how in the single line below. You may use incomplete sentences and phrases. (Example: Need well-chosen examples.)

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What follows below:

1. A download of your question with your answer.
2. The rubric with the grades at the top, with underlining for errors, and sometimes with green color coding in the C, B, or A column to emphasize how to improve

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| --- | --- | --- | --- |
| Ramirez | Amalia | Discuss the reasons for 1 (ONE) of these: the Articles of Confederation OR the Constitution | Managing economic issues proved difficult under the Articles of Confederation. (Essential p. 187) Issues, such as those highlighted by Shays's Rebellion, were the reason**< Give brief examples of why big deal** “many public officials agreed with Virginian James Madison that the 'crisis is arrived'. It was time to empower the national government”. (Essential p. 189) The states were, up until that point, governed by the Articles of Confederation which “often functioned poorly.” **< Give brief examples** (Essential p. 184) The new nation needed to be able to govern the people directly and not through the states**< BUT they are still governed by BOTH—if he said that exactly quote; if not be more carefully in writing this**. (Essential p. 190) |

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|  | | | *Unit 1 Written* \_17.5\_\_ out of *25* points for content. Its Good Habits for Evidence \_25\_ out of *25*. | | | | | |
| **Requirement** | **"F" Paper Criteria** | | **"D" Paper Criteria** | **"C" Paper Criteria** | **"B" Paper Criteria** | **"A" Paper Criteria** |  |
| Reading FOR Evidence (60%) | 1: Used an unreliable source. 2: Used an incorrect or incomplete part of the source required for the question asked.  2**&**3: Assumed. | | 2: Misread or read passively. 3: Made errors such as cherry-picking facts or embellishing facts. | Accurately read the parts, but did not try to evaluate or to synthesize the interconnections. | Accurately read the parts and analyzed each one. Tried to evaluate and synthesize interconnections. | Accurately read the parts and analyzed each one. Evaluated and synthesized the interconnections. |  |
| Writing WITH Evidence (30%) | 2: Did not answer all parts of the question.  2**&**3: Wrote assumptions.  3: Did not cite accurately and according to the directions.  5. Used "" inaccurately and changed meaning. | | 2. Wrote passively.  4. Plagiarized or did “half-copy” plagiarism (also called “patchwrite”).  5. Used "" inaccurately, including making the author's sentences look grammatically incorrect. | Only summarized separately each of the parts of the question, **but did not cover interconnections**. | Revealed each part and covered some interconnections. Provided few examples. | Understood each part and revealed the parts’ interconnections. **Provided clear and representative examples. – this is what you need.** |  |
| Following Directions for Evidence (5%) | Did not follow directions above or with the questions (such as maximum length). | | Did not follow directions. | Followed the directions. | Followed the directions carefully. | Followed the directions exactly. |  |
| Mechanics (Language and Punctuation) (5%) | Many mechanical errors. | | Several mechanical errors. | Two or more mechanical errors. | One or more mechanical errors. | No more than one minor mechanical error. |  |

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|  | Grade for its Good Habits for Evidence:  \* 0 = If **any** marks in “D” or “F” columns  \*full points = If **no** marks in “D” or “F” |  | Grade for the content: Either “C” or “B” or “A” as marked  If you made a “C” or “B” or “A,” you also had **no** marks in the “D” or “F” columns. |  |

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| Daniels | Amira | Discuss the reasons for 1 (ONE) of these: the Articles of Confederation OR the Constitution | The reasons for The Articles of Confederations were that “at the state level in the form of written constitutions in which the people limited authority to their governments” (Essentials pg. 173). The American Colonies had declared their independence in 1776 and the Patriots needed some type of national government and thirteen state governments. In 1781 the Continental Congress had taken emergency powers without legal or official authority, but plans to make a permanent government soon emerged. (Essentials pg. 173). A committee appointed by the Continental Congress in 1776 had come up with a draft called The Articles of Confederation, and when they were finally ratified in 1781 they basically made how everything had been operating officially legal. The Confederation government did reflect the American fears of monarchy that had been in place for a long time, by not even wanting a president or chief-executive, and the states did not want anything to do with creating a strong central government either. Confederation Congress even had less power than the colonists had once accepted into parliament. Yet for certain important acts however a special majority was necessary, for example nine states had to approve of decisions to do with war, treaties, coinage, finances, the army and navy. Despite all their weaknesses the Confederation government represented the most practical system for the new nation, especially since the war on the battlefields had yet to be won and the Americans did not wish to risk divisive debates over distribution of power that other parts of government might have entailed. The American people and new state governments did not want any part of a government that might threaten their liberties in 1776. (Essentials pg. 174). |
| Ramirez Garcia | Ashley | Discuss the reasons for 1 (ONE) of these: the Articles of Confederation OR the Constitution | Once the American colonies declared independence from the British, they needed a national government. In 1776 a committe had produced a draft constitution which was called the Articles of Confederation, it became their first form of government. When it was ratified in March 1781 they legalized everything they were doing since they declared independence. The Confederation congress was given power over foreign affairs and over dissagreements between the states. The Articles of Confederation had weak central authority and was later replaced by the constitution. (Essentials, p. 174) |
| Quiroga | Jeremy | Discuss major issues in this period that reveal what happens to 1 (ONE) of these groups: white male voters OR Native Americans OR slaves. | during this time the slave were not favored at all they did not have the right to vote the right to have any freedom. to me this was the major issue back in this time. as time went on this started to chage for slavory. |
| Jamal | Faiz | Discuss major issues in this period that reveal what happens to 1 (ONE) of these groups: white male voters OR Native Americans OR slaves. | During this time period, slavery was a controversial issue. The Northerners and Southerners had two opposing views. The North had opposed slavery, while the South vehemently wanted to keep slavery. The reason the South didn't share the same view of the North, which thought slavery to be immoral and against everything they stood for, was because the South's economic system depended so much on slavery, There was also an issue regarding if slaves were viewed as people or property. In the end, the issue was resolved by, “three-fifths of all other persons would be included in a state's population.” (Essentials p, 194) |
| Sindelar | Sarah | Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion. | Shays's Rebellion was a group of angry farmers whom revolted against the state. This group included many military veterans who were not paid the amount promised during the war. Daniel Shay and many angry farmers urged the state to print new paper money and any other relief from taxes and debts. (Essentials, 188.) The state government suppressed the rebellion by sending 4,400 militiamen armed with cannons. Although defeated, Shays's rebellion led to the elimination of some tax and debts owed by the farmers. Ultimately, Shays's Rebellion made public officials realize that the Articles of Confederation needed to be strengthened. In result, the creation of the Constitution. |
| Mikesh | Paige | Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion. | Taxes were placed on whiskey in 1791 (Essentials, pg. 209). Many people in the west were not pleased with these taxes placed on whiskey so in order to make their point known they had began rebelling in 1794 (Essentials, pg. 209). In an attempt to end this rebellion Washington had ordered “the rebels home” which had failed (Essentials, pg. 209). In the final attempt to put an end to this rebellion Washington had led an army that consisted of 13,000 militiamen to stop the rebellion (Essentials, pg. 209). The army that Washington had led was all it took to stop this rebellion. This resulted in showing the Americans the strength of the government (Essentials, pg. 209). |
| Kieler | Cameron | Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion. | Shays's Rebellion was the result of farmers not getting their money for fighting in the war.(Essentials,pg188) Daniel Shays led group of farmers “forced judges to stop farm foreclosures”. (Essentials, pg188) The state responded by sending “4400 militiamen armed with cannons to suppress the rebellion”. (Essentials, pg188-89) Even though the rebelllion was broken up the farmers still won, because the “ state legislature decided to eliminate some of the taxes and fees on farmers.”. (Essentials, pg189)”The most important consequence of Shays's Rebellion was the wide spread panic among the wealthy Americans”. (Essentials, pg189) Washington feared that others would rise up and “disturb the peace”. (Essentials, pg189) Following the rebellion officials agreed that “it was time to empower the national government to bring order and stability to the new nation”. ( Essentials, pg189) |
| Rodriguez | Guillermo | Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion. | Shay Rebellion all started when the veterans would return from war, the soldiers would get little pay even though they had done great deed for their country. one day all of them gartered together and marched down to county court asking them to print new, but getting declined but also imposing a raise on their taxes, which made the veterans very furious. making all of them stop working meaning no production of work, and the court could not have that happening  after realizing how much of an impact they really made the court gave them what they wanted a fair and reasonable amount. |
| Flores | Anna | Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion. | Shays's Rebellion is one of the preceding events that would lead government to sit down and take care of business. As the United States became a nation on its own, different events made it evident that much work was to be done in order to run a successful country. Although farmers fed the people of the new nation, their lands were being put in debt through taxes, and therefore the rural community was falling into a depression (Essentials, p. 188). This in turn led to revolutionary, Daniel Shays, to start a rebellion of farmers, which by upper-class officials was seen as barbaric (Essentials, p. 189). This event was crucial to the development of the American government because it showed that people, including those in the rural communities, were committed to making their voices be heard, even if it meant using violence (Essentials, p. 189). Those in higher power were surprised that the farmers gathered, but it demonstrated the significance in the rights of all people. This event would lead to conferences and conventions that would better establish the nation (Essentials, p. 189). |
| Moody | Matthew | Discuss 1 (ONE) of these rebellions and how it relates to the development of American government: Shays’s Rebellion OR the Whiskey Rebellion. | Shays's Rebellion played a large part in the creation of the American government because it made people realize the “Crisis is arrived” (Essentials, P.189) and that the government needed to “bring order and stability to the new nation” (Essentials, P.189). In order to do this the Constitution was created. Shays's Rebellion all started with farmers that were promised pay during the war for services rendered but received nothing due to the “Complex financial issues” (Essentials, P.189) the United States was facing at the time. The farmers were demanded to pay back their debts to “Creditors” (Essentials, P.188) but most of them did not have the money. The farmers asked that a paper form of money be issued and more time be given to pay their debts. “When the Massachusetts legislature adjourned” (Essentials, P.188) farmers realized nothing they asked for was granted. The result was “three counties erupting in revolt”(Essentials, P.188) Although the rebellion was met by “4400 militiamen armed with cannons” (Essentials, P.188-189) which ultimately led to the rebels fleeing, the farmers “nevertheless won a victory of sorts” (Essentials, P.189). Some of the taxes and fees were eliminated on the farmers. |
| Tran | Darlene | Examine government actions to stop the expansion of slavery in 1 (ONE) of these: the Northwest Ordinance OR the Missouri Compromise. | <span style="color: rgb(20,20,20);font-family: “times new roman” , times;font-size: small;font-style: normal;font-weight: normal;letter-spacing: normal;orphans: 2;text-indent: 0.0px;text-transform: none;white-space: normal;widows: 2;word-spacing: 0.0px;">The Missouri Compromise of 1820 arranged by Henry Clay was an effort by the U.S. Senate and House of Representatives to reserve a balance of power between the slave states and free states. The slave states feared that if they became outnumbered in Congressional representation that they would lack the power to protect their interests in property and trade.<span style="color: rgb(20,20,20);font-style: normal;font-weight: normal;letter-spacing: normal;orphans: 2;text-indent: 0.0px;text-transform: none;white-space: normal;widows: 2;word-spacing: 0.0px;">The slaveholding territory of Missouri applied for admission to the Union. However northern states opposed it, feeling that Southern slave states held too much power already. The Constitution allowed states to count each slave as 3/5th's of a person for purposes of determining population therefore, the number of Congressional representatives the state was entitled to. This had given the South an advantage in Congress. <span style="color: rgb(20,20,20);font-style: normal;font-weight: normal;letter-spacing: normal;orphans: 2;text-indent: 0.0px;text-transform: none;white-space: normal;widows: 2;word-spacing: 0.0px;">Slavery had already been creeping into the Northwest Territory, even though the Northwest Ordinance of 1787 prohibited slavery there. Southerners migrating into that region took their slaves with them which was legal in the area. Northerners, most of whom favored “free states” in which slavery was prohibited, feared slavery would become de facto in the states from the Northwest T<span style="font-size: small;">erritory. The admission of Missouri, which came from lands obtained through the Louisiana Purchase and lay outside the Old Northwest, added to their fears of the expansion of slavery. <span style="color: rgb(20,20,20);font-style: normal;font-weight: normal;letter-spacing: normal;orphans: 2;text-indent: 0.0px;text-transform: none;white-space: normal;widows: 2;word-spacing: 0.0px;">Representative Jame Tallmadge, offered two amendments to the Missouri statehood bill. The first prohibited any further importation of slaves into Missouri; the second required gradual emancipation for the slaves already there.<span class="Apple-converted-space"> <span style="color: rgb(20,20,20);font-style: normal;font-weight: normal;letter-spacing: normal;orphans: 2;text-indent: 0.0px;text-transform: none;white-space: normal;widows: 2;word-spacing: 0.0px;"><span class="Apple-converted-space"> </span>The House passed his amendments, along with regional voting lines, but the Senate, where representation of free and slave states were balanced, rejected it. </span><span style="color: rgb(20,20,20);font-style: normal;font-weight: normal;letter-spacing: normal;orphans: 2;text-indent: 0.0px;text-transform: none;white-space: normal;widows: 2;word-spacing: 0.0px;">Congressional debates on the issue raged for a year until the District of Maine, originally part of Massachusetts, sought statehood. Henry Clay who was the speaker of the house, maintained that if Maine were to be admitted, then Missouri should be, too. From this came the notion that states be admitted in pairs, one slave and one free. Senator Jesse B. Thomas of Illinois proposed an amendment allowing slavery below the parallel 36 degrees, 30 minutes in the vast Louisiana Purchase territory, but prohibiting it above that line. That parallel was chosen because it ran approximately along the southern border of Missouri.</span></span></span></span></span></span></span> |
| Mascotti | Sarah | Examine government actions to stop the expansion of slavery in 1 (ONE) of these: the Northwest Ordinance OR the Missouri Compromise. | In 1819, the United States had an equal number of “slave and free states” (Essentials, p. 303).  Because of this balance, the uncertainty of the Missouri Territory being a free state or a slave state became an important issue (Essentials, p. 303).  Representative James Tallmadge, Jr. wanted to stop the transport of slaves into the territory, which outraged southerners because of fear of losing their lucrative slave trade, which was supplying the West, and additional fear that if Missouri were a “free” state, it would “tip the balance in Senate against the slave states” (Essentials, p. 303).  This led to the Tallmadge Ammendment being first passed and then immediately rejected by the Senate (Essentials, p. 304).  While all of this was going on regarding the Missouri Territory, Maine, in the north, decided that it wanted to leave Massachusetts and become its own state (Essentials, p. 304).  This actually created the “perfect” opportunity for the balance between the free states and slave states to remain because the Senate could then link the two requests together and Maine could become a free state while Missouri became a slave state (Essentials, p. 304).  This was the foundation, per se, of the Missouri Compromise, which Senator Jesse Thomas further ammended by stating that slavery would be excluded in “the rest of the Louisiana Purchase north of latitude 36°30', Missouri's southern border” (Essentials, p. 304).  Really this meant that “slavery thus would continue in the Arkansas Territory and in the new state of Missouri but would be excluded from the remainder of the sprawling area west of the Mississippi River” (Essentials, p. 304).  This was all fine and good in keeping the free versus slave state balance until Missouri decided to ban “free blacks and mulattoes” from living in the state (Essentials, p. 304).  This lead to uproar and violated the  Constitution and lead to a 'second' Compromise for Missouri where Henry Clay, Speaker of the House, stated that Missouri's statehood would hinge on their “assurances from its legislture” that it wouldn't trample on the constitutional rights of free blacks (Essentials, p. 305).  The Missouri Compromise was a small band-aid on the bigger wound of slavery that further spotlighted the fact that the divide between the North and South over slavery was growing and would be an issue until slavery was completely abolished (Essentials, p. 305). |
| Valdez | Linzzi | Examine government actions to stop the expansion of slavery in 1 (ONE) of these: the Northwest Ordinance OR the Missouri Compromise. | In the Missouri Compromise, Missouri was admitted as a slave state while Maine was not admitted as a slave state instead a free state . This was an action in order to provide some blanace between a free state and a slave state. This government action allowed for balance between free state and slave state adding to the stopping of slavery by allowing for not either one to recieve too much power over the other. |
| Anzaldua | Monica | <!--RsQ\_008--><span style="font-family:'Courier New';font-size:10.5pt;">Economic nationalism meant support for the National Bank, for protective tariffs, OR for internal improvements. Discuss 1 (ONE) of those.</span> | Federal financing of internal improvements was the third major element of economic nationalism (Essentials, p. 295).  The funding supported “the construction of roads, canals, and harbors” during the nineteenth century (Essentials, p. 295).  The construction of these various projects encouraged “the settlement of the West” and boosted the economy (Essentials, p. 296).  The National Road created growing opportunities for farmers and various markets by allowing them to expand business outside of their geographical area (Essentials, p. 296).  Many critics believed that “internal improvements” should be locally funded versus federally funded to prevent “the expansion of federal power” (Essentials, p. 296). |
| McCarver | Kristen | <!--RsQ\_008--><span style="font-family:'Courier New';font-size:10.5pt;">Economic nationalism meant support for the National Bank, for protective tariffs, OR for internal improvements. Discuss 1 (ONE) of those.</span> | There was support for the First National Bank to help with internal improvements to help maintain the nation's money, even though not everyone agreed with Hamilton about how he interpreted the constitution. (Essentails, p.203) Jefferson had apposed the National Bank, and he gave the states their rights to “maintain tariffs on imports and a national bank.”(Essentials, p.231) Later after the war of 1812 with a new president, Madison, the United States was back in debt, “the lack of a national bank had greatly complicated the financing of the war.”(Essentials, p.51) It was nearly impossible for the government to “raise the funds needed to support the war effort.”(Essentials, p.251) Madison had previously sided with Jackson with the first national bank and did not approve of Hamilton's interpretation of the constitution, but now saw the need and created the “Second bank of the United States.”(Essentials, p.251) |
| Ngono Eteme | Albertine | <!--RsQ\_008--><span style="font-family:'Courier New';font-size:10.5pt;">Economic nationalism meant support for the National Bank, for protective tariffs, OR for internal improvements. Discuss 1 (ONE) of those.</span> | Economic nationalism was one of the politic developed to make the national economy more powerful after the war of 1812. The Tariff of 1816 supported by the economic nationalism politic was meant to help the american industry to face the world market and become more independent to others countries ( Essentials, p. 295). Because of the market competition and the leadership of some bristish products compared to the american's,  the Congress created the Tariff of 1816, applying some tax fees on foreign goods, making it hard for the international market. This Federalist policy was supported by President Madison and some other Republicans ( Essentials, p. 294). |
| Garding | Kristen | <!--RsQ\_008--><span style="font-family:'Courier New';font-size:10.5pt;">Economic nationalism meant support for the National Bank, for protective tariffs, OR for internal improvements. Discuss 1 (ONE) of those.</span> | Following the War of 1812, America became more unified than ever before and many of the politicians at the time saw a need for strong economic nationalism, some even switching from a sectionalist point of view to a nationalist one (Essentials, p. 294). Placing a tariff on imported goods into the country was one way to help America's new manufacturing industry not have to compete against Great Britain (Essentials, p. 295). Imported, British goods were much less expensive than the American goods, making it difficult for them to compete. Therefore, the Tariff of 1816 was passed in order to protect America's industries, and “placed a 20-25 percent tax on a long list of imported goods” (Essentials, p. 295). Nationalists, like Henry Clay, were very much in favor of tariffs like this because they would “protect fragile new American industries from unfair foreign competition” (Essentials, p. 300). However, many states in the south and the west had sectionalist views and opposed the tariffs because they were having to pay more for imported items that they needed (Essentials, p. 300). A good example of how the protective tariffs divided the north and the south is the Tariff of 1828. The tariff taxed British cloth coming into the United States which ended up “reducing British demand for raw cotton from America” (Essentials, p. 326). This hurt the southern cotton farmers who also were having to pay high prices for imported good on top of that, making this tariff earn the name of the “'Tariff of Abominations'“ (Essentials, p. 326). |

Backup Rubric

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|  | | | *Unit 1 Written* \_\_\_ out of *25* points for content. Its Good Habits for Evidence \_\_ out of *25*. | | | | | |
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Template  
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If the feedback in your paper and/or in the rubric says you need to improve your C, B, or A, paper, **briefly** state how in the single line below. You may use incomplete sentences and phrases. (Example: Need well-chosen examples.)

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2. The rubric with the grades at the top, with underlining for errors, and sometimes with green color coding in the C, B, or A column to emphasize how to improve

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| Ramirez | Amalia | Discuss the reasons for 1 (ONE) of these: the Articles of Confederation OR the Constitution | Managing economic issues proved difficult under the Articles of Confederation. (Essential p. 187) Issues, such as those highlighted by Shays's Rebellion, were the reason “many public officials agreed with Virginian James Madison that the 'crisis is arrived'. It was time to empower the national government”. (Essential p. 189) The states were, up until that point, governed by the Articles of Confederation which “often functioned poorly.” (Essential p. 184) The new nation needed to be able to govern the people directly and not through the states. (Essential p. 190) |

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|  | | | *Unit 1 Written* \_\_\_ out of *25* points for content. Its Good Habits for Evidence \_\_ out of *25*. | | | | | |
| **Requirement** | **"F" Paper Criteria** | | **"D" Paper Criteria** | **"C" Paper Criteria** | **"B" Paper Criteria** | **"A" Paper Criteria** |  |
| Reading FOR Evidence (60%) | 1: Used an unreliable source. 2: Used an incorrect or incomplete part of the source required for the question asked.  2**&**3: Assumed. | | 2: Misread or read passively. 3: Made errors such as cherry-picking facts or embellishing facts. | Accurately read the parts, but did not try to evaluate or to synthesize the interconnections. | Accurately read the parts and analyzed each one. Tried to evaluate and synthesize interconnections. | Accurately read the parts and analyzed each one. Evaluated and synthesized the interconnections. |  |
| Writing WITH Evidence (30%) | 2: Did not answer all parts of the question.  2**&**3: Wrote assumptions.  3: Did not cite accurately and according to the directions.  5. Used "" inaccurately and changed meaning. | | 2. Wrote passively.  4. Plagiarized or did “half-copy” plagiarism (also called “patchwrite”).  5. Used "" inaccurately, including making the author's sentences look grammatically incorrect. | Only summarized separately each of the parts of the question, but did not cover interconnections. | Revealed each part and covered some interconnections. Provided few examples. | Understood each part and revealed the parts’ interconnections. Provided clear and representative examples. |  |
| Following Directions for Evidence (5%) | Did not follow directions above or with the questions (such as maximum length). | | Did not follow directions. | Followed the directions. | Followed the directions carefully. | Followed the directions exactly. |  |
| Mechanics (Language and Punctuation) (5%) | Many mechanical errors. | | Several mechanical errors. | Two or more mechanical errors. | One or more mechanical errors. | No more than one minor mechanical error. |  |

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|  | Grade for its Good Habits for Evidence:  \* 0 = If **any** marks in “D” or “F” columns  \*full points = If **no** marks in “D” or “F” |  | Grade for the content: Either “C” or “B” or “A” as marked  If you made a “C” or “B” or “A,” you also had **no** marks in the “D” or “F” columns. |  |