***WAS ANDREW JACKSON A HERO OR A VILLAIN?***

*[](http://www.bing.com/images/search?q=Picture+of+andrew+jackson&id=22F7741E4D209A92F4E895D64D2004FFE7921524&FORM=IQFRBA#view=detail&id=B4799AB3368DC3E58A60BB4280FA7BC72471948D&selectedIndex=248)*

**REPORTCARD ASSIGNMENT**

**Introduction:**

The President is often one of the most criticized or praised positions in American government. Part of this arises from his responsibility to fulfill many different roles, thus meeting many different expectations.

**Assignment:**

Create a report card for President Jackson . Give him a grade, A+, A, A-, B+, B, B-,C+,C, C-, D+,D, D-, F and a rationale as to why he received that grade. Focus on their respective achievements or mistakes in his administration.

**Rubric:**

**A /** **5 = GREAT**: meets all standards in a manner that exceeds expectations; goes beyond what is expected; has a “wow” factor!

Students cover all 4 of Jackson’s achievements/mistakes, providing at least 2 supporting details for each. Students thoughtfully provide explanation for grades. Writing is cohesive and relevant to the topic. Report cards are organized and logically sequenced. Report cards are visually appealing and contain no factual, grammatical or spelling errors.

**B/4 = GOOD**: meets expectations in a consistent manner with few omissions or errors; reveals a mastery of the standard.

Students cover all 4 of Jackson’s achievements/mistakes, providing at least 2 supporting details for each. Students provide explanation for grades. Writing is somewhat cohesive and mostly relevant to the topic. Report cards are organized and logically sequenced. Report cards are neat and contain no factual and minimal grammatical and/or spelling errors.

**C/3 = AVERAGE**: meets standards set forth with some errors or omissions; some questions arise due to the effort at completing the task.

Students cover 3 out of 4 of Jackson’s achievements/mistakes, providing at least 2 supporting details per section. Students provide a weak explanation for grades. Writing is choppy, but relevant. Report cards are loosely organized. Some effort went into its visual appearance and contains minor factual, grammatical and/or spelling errors!

**D/2 = NEEDS IMPROVEMENT**: significant errors or omissions are present; task is completed at a minimal level.

Students cover 2 out of 4 of Jackson’s achievements/mistakes, providing 1 supporting detail for each. Students do not explain reason for grades. Writing is difficult to understand and occasionally irrelevant. Report cards are disorganized. Little effort went into its visual appearance and contains several factual, grammatical and/or spelling errors.

**F/1 = NO EFFORT**