Constitutional Convention Part 3
Reading the Federalist Papers
Grade: 8, adaptable for all grades

Overview
Adopted from: "Whose 'More Perfect Union'?" Role Play from Zinn Education Project

Deepening their study of the U.S. Constitution, students will read the Federalist Paper #10 written by “Father of the Constitution” James Madison. The purpose is to further investigate who actually benefited from the Constitution. Students will think critically about Madison’s endeavor into answering why we have social conflict. Some questions in this lesson plan include, “How should government deal with social conflict?” and “Why is democracy so perilous?” and “Why is the only certain stability in a republic?” This lesson should be given after the role-play, when students have grasped a social understanding of the era.

Oregon Common Core State Standards
Language Arts Standards: See below for a full list of applicable standards.
• CCSS.ELA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
• CCSS.ELA.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
• CCSS.ELA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
• CCSS.ELA.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Social Studies Standards: See below for a full list of applicable standards.
• Historical Knowledge 8.2. Evaluate continuity and change over the course of United States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.
• Historical Thinking 8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
• Historical Thinking 8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.
• Historical Thinking 8.8. Evaluate information from a variety of sources and perspectives.
• Historical Thinking 8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

Materials
• Copy of the Federalist Paper #10 (either shortened or complete)
• Federalist Paper #10 Activity Sheet
• Access to Internet (optional)
Key Vocabulary

- Articles of Confederation: Oregonian (1915)
- Compromise: Oregon Spectator (1846)
- Constitutional Convention: West Shore (1888)
- Democracy: Rogue River Courier (1918)
- Electoral College: Oregonian (1912)
- Federal / Federalist: Oregonian (1920)/ Oregonian (1911)
- James Madison: Oregonian (1907)
- Ratify: Oregonian (1922)
- Shays’ Rebellion: Oregonian (1902)
- Sovereignty: Oregon Sentinel (1858)
- U.S. Constitution: Oregonian (1922)

Lesson

- Introduction: Introduce the Federalist Papers.
  - Students should know they were a series of essays arguing for the ratification of the Constitution.
  - Students will be working with the Federalist Paper #10, written by Madison. In it, Madison claims the structure created from the Constitution is the government for containing social conflict.
  - During discussion about the Federalist Papers, hand out literature from opposing perspectives, such as "William Randolph Hearst Takes Measure of Prof. Woodrow Wilson," from El Paso Herald, April 10, 1912. Though it was not written during the time Madison was in office, it provides authentic material on perspectives during this time.
  - Go to the Chronicling America or Oregon Historic Newspapers website to search for more resources. Use the advanced search option to find specific articles on these topics.

- Read the article: It is a dense article to read and can be difficult to comprehend. There are numerous ways to get students involved in the reading. Divide students into smaller groups that would allow them to really digest the reading and discuss it with each other.
  - You may wish to do a read-through as a class before splitting students into small groups.

- Discussion: When splitting students into small groups, give them discussion questions to talk about and debate.

  - Some discussion questions to consider:
    - Why does society have conflicts?
    - Are all conflicts bad?
    - Can social conflict be eliminated?
    - What do you think was the pre-Constitutional era’s greatest social conflict?
    - You may wish to debate these questions, or debrief these questions after students have read the article and discussed it with each other.
    - Please note: There will be more questions to answer after reading the paper. These are to warm up the students’ minds about papers.

- Activity: Have students answer the questions on the activity sheet below. Each student must evaluate and write about each question. Students may discuss these questions with their group members. However, the write-ups must be individual.
o These questions are tough, so reassure students that they will have ample time to come up with a written response for them.

o Advise students to figure out Madison in the sense of who he was and what he stood for.

o Monitor students, and offer support when necessary.

- Questions to consider for discussion, to extend the lesson, or to revise existing questions. These questions may be answered through class discussion or in written form.

  o Hamilton was the initiator of the *Federalist Papers*. He wanted to convince New Yorkers “of intelligence, patriotism, property, and independent circumstances” to vote for the ratification of the Constitution. Who does this focus on? Who does this ignore?

  o What does Madison mean by “factions”? Is he referring to any social group, or is it specific social groups? Why?

  o What groups do you think Madison saw as “factions”? Why?

  o Madison saw government as the force behind regulating conflicts surrounding property ownership. Can a government do this without taking sides? Consider your role-play.

  o Why did Madison think that faction causation can be eliminated?

  o From this document, what would you conclude to be Madison’s opinions on slaves, workers, and farmers?

  o What is Madison’s argument for a republic over a democracy?

  o “It may well happen that the public voice, pronounced by the representatives of the people, will be more consistent to the public good than if pronounced by the people themselves.” What do you think of this statement?

  o Do the people of the representatives make the important decisions? How does the Constitution ensure this?

  o Toward the end of the reading, Madison spoke of “wicked projects.” Would any of the class conventional measure fall into this category?

  o From the viewpoint of a slave owner, what “wicked” projects might Madison have been referring to?

  o From the viewpoint of your role-play character, how would you respond to Madison? Compare and contrast to your personal response to Madison.

  o Do you feel either the poor or the rich would more greatly oppose Madison? Why?

**Extension Activity Ideas**

- *Debate:* After students have answered the questions and written thoughtful responses, have a debate about each question. Students may wish to present their opinions about each question and open up the floor for rebuttals, questions, and evidence.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
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<tbody>
<tr>
<td>In your own words, what is a “faction”?</td>
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<tr>
<td>According to Madison, what causes factions?</td>
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<tr>
<td>What does Madison propose to do about the <em>causes</em> of factions? Why?</td>
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<tr>
<td>How does a republic differ from a democracy? Is the United States today a republic or a democracy?</td>
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<tr>
<td>According to Madison, who should make the important decisions for society?</td>
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<tr>
<td>What does Madison worry might happen in a pure democracy?</td>
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<td>Explain why you agree or disagree with Madison’s ideas about government.</td>
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AMONG THE NUMEROUS ADVANTAGES promised by a well constructed union of states in the form of a strong central government, none deserves to be more accurately developed than in its ability to break and control the violence of faction.

By a faction, I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated by some common impulse of passion or of interest, adverse to the rights of other citizens, or to the permanent interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

The most common and durable source of factions has been the various and unequal distribution of property.

Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different sentiments and views. The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government.

It is in vain to say that enlightened statesmen will be able to adjust these clashing interests and render them all subservient to the public good. Enlightened statesmen will not always be at the helm. Nor, in many cases, can such an adjustment be made at all, without taking into view indirect and remote considerations, which will rarely prevail over the immediate interest which one party may find in disregarding the rights of another or the good of the whole.

The inference to which we are brought is that the causes of faction cannot be removed, and that relief is only to be sought in the means of controlling its effects.

By what means is this relief attainable? Evidently by one of two ways only. Either the existence of the interest in a majority must be prevented, or the majority, having such coexistent passion or interest, must be rendered, by their number and local situation, unable to concert and carry into effect schemes of oppression. If the impulse and the opportunity be suffered to coincide, we well know that neither moral nor religious motives can be relied on as an adequate control of the masses.

From this view of the subject it may be concluded that a pure democracy can admit of no cure for the mischiefs of faction. A common passion or interest will, in almost every case, be felt by a majority of the whole. Hence it is that such democracies have ever been spectacles of turbulence and disagreement; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths.

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect and promises the cure for which we are seeking. Let us examine the points in which it varies from pure democracy, and we shall comprehend both the nature of the cure and effectiveness which it must derive from the Union.

The two great points of difference between a democracy and a republic are: first, the power in a republic is delegated to a small number of citizens; and a republic can be extended over a larger country and can include a greater number of citizens.

The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best choose the true interest of
their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations of change. Under such a regulation, it may well happen that the public voice, pronounced by the representatives of the people, will be more consistent to the public good than if pronounced by the people themselves.

The other point of difference is, the greater number of citizens and extent of territory which may be brought within the compass of republican than of democratic environment; and it is this circumstance principally which renders factions less to be dreaded in the former than in the latter. The smaller society, the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party; and the smaller the number of individuals composing a majority, and the smaller the compass within which they are placed, the more easily will they concert and execute theirs plans of oppression. Extend the sphere, and you take in a greater variety of parties and interest; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. [And] where there is a consciousness of unjust or dishonorable purposes, communication is always checked by distrust, in proportion to the number whose agreement is necessary.

Hence, it clearly appears, that the same advantage which a republic has over a democracy, in controlling the effects of faction, is enjoyed by a large over a small republic—is enjoyed by the strong central government over the states composing the Union.

The influence of factious leaders may kindle a flame within their particular states, but will be unable to spread a general conflagration through the other states. A rage for paper money, for an abolition of debts, for an equal division of property, or for any other improper or wicked project, will be less apt to pervade the whole body of the Union than a particular member of it; in the same proportion as such a malady is more likely to taint a particular county or district, than an entire state.

In the extent and proper structure of the union, therefore, we behold a republican remedy for the diseases most incident to republican government.
The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection

By James Madison

From the New York Packet.
Friday, November 23, 1787.

To the People of the State of New York:

AMONG the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. The friend of popular governments never finds himself so much alarmed for their character and fate, as when he contemplates their propensity to this dangerous vice. He will not fail, therefore, to set a due value on any plan which, without violating the principles to which he is attached, provides a proper cure for it. The instability, injustice, and confusion introduced into the public councils, have, in truth, been the mortal diseases under which popular governments have everywhere perished; as they continue to be the favorite and fruitful topics from which the adversaries to liberty derive their most specious declamations. The valuable improvements made by the American constitutions on the popular models, both ancient and modern, cannot certainly be too much admired; but it would be an unwarrantable partiality, to contend that they have as effectually obviated the danger on this side, as was wished and expected. Complaints are everywhere heard from our most considerate and virtuous citizens, equally the friends of public and private faith, and of public and personal liberty, that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority. However anxiously we may wish that these complaints had no foundation, the evidence, of known facts will not permit us to deny that they are in some degree true. It will be found, indeed, on a candid review of our situation, that some of the distresses under which we labor have been erroneously charged on the operation of our governments; but it will be found, at the same time, that other causes will not alone account for many of our heaviest misfortunes; and, particularly, for that prevailing and increasing distrust of public engagements, and alarm for private rights, which are echoed from one end of the continent to the other. These must be chiefly, if not wholly, effects of the unsteadiness and injustice with which a factious spirit has tainted our public administrations.

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest,adversed to the rights of other citizens, or to the permanent and aggregate interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.
It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other; and the former will be objects to which the latter will attach themselves. The diversity in the faculties of men, from which the rights of property originate, is not less an insuperable obstacle to a uniformity of interests. The protection of these faculties is the first object of government. From the protection of different and unequal faculties of acquiring property, the possession of different degrees and kinds of property immediately results; and from the influence of these on the sentiments and views of the respective proprietors, ensues a division of the society into different interests and parties.

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good. So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views. The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government.

No man is allowed to be a judge in his own cause, because his interest would certainly bias his judgment, and, not improbably, corrupt his integrity. With equal, nay with greater reason, a body of men are unfit to be both judges and parties at the same time; yet what are many of the most important acts of legislation, but so many judicial determinations, not indeed concerning the rights of single persons, but concerning the rights of large bodies of citizens? And what are the different classes of legislators but advocates and parties to the causes which they determine? Is a law proposed concerning private debts? It is a question to which the creditors are parties on one side and the debtors on the other. Justice ought to hold the balance between them. Yet the parties are, and must be, themselves the judges; and the most numerous party, or, in other words, the most powerful faction must be expected to prevail. Shall domestic manufactures be encouraged, and in what degree, by restrictions on foreign manufactures? are questions which would be differently decided by the landed and the manufacturing classes, and probably by neither with a sole regard to justice and the public good. The apportionment of taxes on the various descriptions of property is an act which seems to require the most exact impartiality; yet there is, perhaps, no legislative act in which greater opportunity and temptation
are given to a predominant party to trample on the rules of justice. Every shilling with which they overburden the inferior number, is a shilling saved to their own pockets.

It is in vain to say that enlightened statesmen will be able to adjust these clashing interests, and render them all subservient to the public good. Enlightened statesmen will not always be at the helm. Nor, in many cases, can such an adjustment be made at all without taking into view indirect and remote considerations, which will rarely prevail over the immediate interest which one party may find in disregarding the rights of another or the good of the whole.

The inference to which we are brought is, that the CAUSES of faction cannot be removed, and that relief is only to be sought in the means of controlling its EFFECTS.

If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote. It may clog the administration, it may convulse the society; but it will be unable to execute and mask its violence under the forms of the Constitution. When a majority is included in a faction, the form of popular government, on the other hand, enables it to sacrifice to its ruling passion or interest both the public good and the rights of other citizens. To secure the public good and private rights against the danger of such a faction, and at the same time to preserve the spirit and the form of popular government, is then the great object to which our inquiries are directed. Let me add that it is the great desideratum by which this form of government can be rescued from the opprobrium under which it has so long labored, and be recommended to the esteem and adoption of mankind.

By what means is this object attainable? Evidently by one of two only. Either the existence of the same passion or interest in a majority at the same time must be prevented, or the majority, having such coexistent passion or interest, must be rendered, by their number and local situation, unable to concert and carry into effect schemes of oppression. If the impulse and the opportunity be suffered to coincide, we well know that neither moral nor religious motives can be relied on as an adequate control. They are not found to be such on the injustice and violence of individuals, and lose their efficacy in proportion to the number combined together, that is, in proportion as their efficacy becomes needful.

From this view of the subject it may be concluded that a pure democracy, by which I mean a society consisting of a small number of citizens, who assemble and administer the government in person, can admit of no cure for the mischiefs of faction. A common passion or interest will, in almost every case, be felt by a majority of the whole; a communication and concert result from the form of government itself; and there is nothing to check the inducements to sacrifice the weaker party or an obnoxious individual. Hence it is that such democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths. Theoretic politicians, who have patronized this species of government, have erroneously supposed that by reducing mankind to a perfect equality in their political rights, they would, at the same time, be perfectly equalized and assimilated in their possessions, their opinions, and their passions.

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking. Let us examine the points in which it varies from pure democracy, and we shall comprehend both the nature of the cure and the efficacy which it must derive from the Union.

The two great points of difference between a democracy and a republic are: first, the delegation of the government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended.
The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations. Under such a regulation, it may well happen that the public voice, pronounced by the representatives of the people, will be more consonant to the public good than if pronounced by the people themselves, convened for the purpose. On the other hand, the effect may be inverted. Men of factious tempers, of local prejudices, or of sinister designs, may, by intrigue, by corruption, or by other means, first obtain the suffrages, and then betray the interests, of the people. The question resulting is, whether small or extensive republics are more favorable to the election of proper guardians of the public weal; and it is clearly decided in favor of the latter by two obvious considerations:

In the first place, it is to be remarked that, however small the republic may be, the representatives must be raised to a certain number, in order to guard against the cabals of a few; and that, however large it may be, they must be limited to a certain number, in order to guard against the confusion of a multitude. Hence, the number of representatives in the two cases not being in proportion to that of the two constituents, and being proportionally greater in the small republic, it follows that, if the proportion of fit characters be not less in the large than in the small republic, the former will present a greater option, and consequently a greater probability of a fit choice.

In the next place, as each representative will be chosen by a greater number of citizens in the large than in the small republic, it will be more difficult for unworthy candidates to practice with success the vicious arts by which elections are too often carried; and the suffrages of the people being more free, will be more likely to centre in men who possess the most attractive merit and the most diffusive and established characters.

It must be confessed that in this, as in most other cases, there is a mean, on both sides of which inconveniences will be found to lie. By enlarging too much the number of electors, you render the representatives too little acquainted with all their local circumstances and lesser interests; as by reducing it too much, you render him unduly attached to these, and too little fit to comprehend and pursue great and national objects. The federal Constitution forms a happy combination in this respect; the great and aggregate interests being referred to the national, the local and particular to the State legislatures.

The other point of difference is, the greater number of citizens and extent of territory which may be brought within the compass of republican than of democratic government; and it is this circumstance principally which renders factious combinations less to be dreaded in the former than in the latter. The smaller the society, the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party; and the smaller the number of individuals composing a majority, and the smaller the compass within which they are placed, the more easily will they concert and execute their plans of oppression. Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. Besides other impediments, it may be remarked that, where there is a consciousness of unjust or dishonorable purposes, communication is always checked by distrust in proportion to the number whose concurrence is necessary.

Hence, it clearly appears, that the same advantage which a republic has over a democracy, in controlling the effects of faction, is enjoyed by a large over a small republic,—is enjoyed by the Union over the States composing it. Does the advantage consist in the substitution of representatives whose enlightened views and virtuous sentiments render them superior to local prejudices and schemes of injustice? It will not be denied
that the representation of the Union will be most likely to possess these requisite endowments. Does it consist in the greater security afforded by a greater variety of parties, against the event of any one party being able to outnumber and oppress the rest? In an equal degree does the increased variety of parties comprised within the Union, increase this security. Does it, in fine, consist in the greater obstacles opposed to the concert and accomplishment of the secret wishes of an unjust and interested majority? Here, again, the extent of the Union gives it the most palpable advantage.

The influence of factious leaders may kindle a flame within their particular States, but will be unable to spread a general conflagration through the other States. A religious sect may degenerate into a political faction in a part of the Confederacy; but the variety of sects dispersed over the entire face of it must secure the national councils against any danger from that source. A rage for paper money, for an abolition of debts, for an equal division of property, or for any other improper or wicked project, will be less apt to pervade the whole body of the Union than a particular member of it; in the same proportion as such a malady is more likely to taint a particular county or district, than an entire State.

In the extent and proper structure of the Union, therefore, we behold a republican remedy for the diseases most incident to republican government. And according to the degree of pleasure and pride we feel in being republicans, ought to be our zeal in cherishing the spirit and supporting the character of Federalists.
List of applicable Language Arts Standards
Grades 6-8

• CCSS.ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
• CCSS.ELA.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
• CCSS.ELA.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
• CCSS.ELA.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)
• CCSS.ELA.WHST.6-8.1 Write arguments focused on discipline-specific content.
• CCSS.ELA.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
• CCSS.ELA.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• CCSS.ELA.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
• CCSS.ELA.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 9-10

• CCSS.ELA.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
• CCSS.ELA.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
• CCSS.ELA.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
• CCSS.ELA.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
• CCSS.ELA.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
• CCSS.ELA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
• CCSS.ELA.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
• CCSS.ELA.WHST.9-10.1 Write arguments focused on discipline-specific content.
• CCSS.ELA.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
• CCSS.ELA.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
• CCSS.ELA.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
• CCSS.ELA.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 11-12

• CCSS.ELA.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
• CCSS.ELA.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
• CCSS.ELA.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
• CCSS.ELA.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
• CCSS.ELA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
• CCSS.ELA.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
• CCSS.ELA.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
• CCSS.ELA.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
• CCSS.ELA.WHST.11-12.1 Write arguments focused on discipline-specific content.
• CCSS.ELA.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCSS.ELA.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
• CCSS.ELA.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
• CCSS.ELA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
• CCSS.ELA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Continued list of applicable Social Studies Standards

Grade 8

• Government 8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.
• Government 8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.
• Government 8.21. Analyze important political and ethical values such as freedom, democracy equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
• Social Science Analysis 8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.
• Social Science Analysis 8.26. Examine a controversial event, issue, or problem from more than one perspective.

Grades 9-12

• Historical Thinking HS.10. Evaluate an historical source for point of view and historical context.
• Historical Thinking HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
• Historical Thinking HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
• Government HS.27. Examine functions and process of United States government.
• Government HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, Marbury v. Madison, Bill of Rights, Constitutional amendments, Declaration of Independence).
• Social Science Analysis HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
• Social Science Analysis HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.
• Social Science Analysis HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
• Social Science Analysis HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.