



# Constitutional Convention Part 1

## Whose 'More Perfect Union'?

### Role Play

Grade: 8, adaptable for all grades

## Overview

Adopted from: ["Whose 'More Perfect Union'?" Role Play](#) from the [Zinn Education Project](#)

The U.S. Constitution is the highly respected document on which the United States was founded. James Madison created this document, and through much debate and compromise, a law of the land was written and enacted.

Treating the Constitution as a revered document elevates it above critique. This lesson gives students the opportunity to really reflect on and interact with the Constitution. Students will be asked to think critically about issues the Founding Fathers were confronted with and decide for themselves "Whose 'More Perfect Union'?"

The following activities could align with Constitution Day to make the experience more real, either as a classroom activity or open forum for the school or families to watch and partake in.

## 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

- Copies of roles
- Copies of the U.S. Constitution for each student
- Construction paper for name cards
- Tools to decorate name cards
- Copies of “Constitutional Convention: Burning Issues” for each student
- Parliamentary guidelines sheet, one for each group
- Costumes (optional)
- K-W-L chart (optional)
- Vocabulary activity sheet (optional)
- Materials to create set (optional)

## Key Vocabulary

- Articles of Confederation: [Oregonian](#) (1915)
- Compromise: [Oregon Spectator](#) (1846)
- Constitutional Convention: [West Shore](#) (1888)
- Democracy: [Roque 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:* Engage students’ prior knowledge. You may wish to use a K-W-L chart (one is provided below), lead a discussion, or give students time to research.
- Some discussion questions to consider:
  - What is the Constitution?
  - Why is the Constitution important?
  - How do the Constitution and Declaration of Independence differ?
  - Who wrote the Constitution?
  - What rights does it give us?
  - What rights does it not give us?

*The main objective of the discussion is to emphasize to students that, theoretically, nothing can dispute constitutional law.*

- *Describe role-play:* Each student will be given a role to play—Slaves, Workers, Farmers, Plantation Owners, and Bankers.
  - Emphasize role-play etiquette—most importantly, staying in character, i.e. plantation owners did not fight to free slaves, and slaves did not fight to empower the plantation owners.
- *Activity preparation:* Divide students into five groups. Give students a copy of their roles to read and research.
  - Have students create a biography for their characters, such as names, place of birth, family, friends, etc. Some research questions have been listed in the descriptions of each role.
  - Have students create name cards for their group and characters.
  - To elicit depth, students should write a short biography presentation so that the class gets a feeling for each character.
  - Give students time to discuss roles and how each is approaching it.
  - Monitor groups, raise questions, and disrupt contradictions.
- *Expectations:* Hand out Parliamentary Guidelines to each group.
  - Read rules together and discuss, making sure that every student understands what is expected during the role-play.
  - These guidelines may be posted as well.
- *Pose questions and write-ups:* Hand out Conventional Burning Issues activity sheet for students to discuss and answer in their groups.
  - The objective of the convention is for students to come up with at least one resolution to each issue and determine which ones are the most important and least important.
  - Give examples, such as “Be it resolved that all debts may be paid in kind...”
  - Give students an appropriate amount of time to discuss and form resolutions within their groups.
  - Monitor students during this time in order to raise questions and disrupt contradictions.
- *Role-play activity:* Once students are finished creating resolutions, half of their group should leave to speak to other groups to negotiate allies. Traveling students may only talk to seated students. This keeps everyone participating in the activity.
  - Give students an appropriate amount of time to discuss alliances and negotiations.
  - Monitor groups, raise questions, and disrupt contradictions.
  - Remind students of the importance of staying in character for their roles, regardless of personal opinions.
  - Regroup students to discuss alliance proposals and rewrite resolutions.
  - *Final note: Allow role-play to proceed as long as possible to obtain an optimal level of discussion and interaction.*
- *Debrief:* Bring students together to discuss their experiences playing their roles. These questions can be asked as part of a discussion or in written format.
- Some debrief questions to consider:
  - What did you find realistic and unrealistic about our class convention?
  - What alliances were made? Would you expect similar alliances to take place? Why?
  - Was it easier for lower or higher socioeconomic groups to come together? Why?
  - Who had incompatible interests and could not find a compromise?
  - What groups wanted stronger state government? Who wanted the national government to have more power?
  - Who wanted the most and least power to the people? Why?
  - Create a speech to deliver to the class that represents your personal thoughts and emotions regarding the finalization of the class Constitutional Convention.

## Extension Activity Ideas

- *Further U.S. Constitution investigation:* Having had authentic convention experience, students will be ready to further investigate parts of the U.S. Constitution without losing the consideration of its social perspective. Students will read the Constitution and think about personal opinions, as well as make concluding statements about who won the convention.
  - A lesson plan called “Constitutional Convention Part 2” has been created for this extension activity idea.
- *Federalist Papers:* Further investigation into the U.S. Constitution and its deeper meanings. Students will read about James Madison, “Father of the Constitution” and his ideologies, and delve deeper into the social conflict and its relationship with government.
  - A lesson plan called “Constitutional Convention Part 3” has been created for this extension activity idea.

**Vocabulary Activity Sheet**

# Vocabulary Activity Sheet

1. Write what you think the word means.
2. Write what the article wants it to mean.
3. Find word in the print dictionary.
4. Write down the definitions.
5. Compare and contrast all the definitions. Write a sentence or two about the difference or similarity of the word and its various definitions.

Vocabulary Word	What You Think It Means	What Article Means	Dictionary Definition	Compare/Contrast
Articles of Confederation				
Compromise				
Constitutional Convention				
Democracy				
Electoral College				

## Vocabulary Activity Sheet

Vocabulary Word	What You Think It Means	What Article Means	Dictionary Definition	Compare/Contrast
Federal/ Federalist				
James Madison				
Ratify				
Shays' Rebellion				
Sovereignty				
U.S. Constitution				



# U.S. Constitution

**K**

What do I already know?

**W**

What do I want to learn?

**L**

What did I learn?

# Parliament Guidelines

- 1) **“Be it resolved that...”** To make a motion.
- 2) **“I second the motion.”** To second the motion.
  - a) Puts current motion on the floor.
  - b) No other matters may be discussed until voted on.
  - c) Majority vote to put motion on the “floor.”
- 3) **“I’d like to amend that motion to read...”** To amend the motion (making a possible change).
- 4) **“I second the amendment.”** To be amended, there must be a seconded statement.
  - a) This puts the amendment on the floor to be discussed and voted on.
  - b) Majority vote to pass, or the “floor” returns to the original motion.
- 5) **“Point of information.”** If confused or need to bring in information.
  - a) Raise hand and wait to be called upon.
  - b) Must be answered or stated before parliament continues.
- 6) **“Point of order.”** If someone speaks out of turn or off topic.
  - a) Raise hand while saying statement.
  - b) This is to keep the order and to stay on topic.
- 7) **“I called the question.”** If the discussion has gone long enough (i.e., nothing is being resolved).
  - a) Raise hand and wait to be called upon.
  - b) Can occur at any time.
  - c) This is not debatable and needs to be seconded.
  - d) Requires an immediate vote on stopping the current debate.
  - e) If this passes, the result is an immediate vote on the motion at hand.
- 8) **“I call for a caucus.”** If discussion is necessary with group or with another group.
  - a) Raise hand and wait to be called upon.
  - b) Can occur at any time.
  - c) Again, this calls for a majority vote.
  - d) If passed, the chair may issue a 5- to 10-minute caucus.

# Constitutional Convention: Burning Issues

Every state but one has sent representatives to bring about a new Constitution, henceforth known as the Constitutional Convention. You are here to come to an organized settling of the issues facing the country. You may not forfeit on an issue. You *must* stand on one position per issue addressed. Put a “+” next to issues you feel strongest about and a “-” next to those you are willing to negotiate.

Issue: <b>Slavery</b>		Response
	a) Slavery is now permissible in some states. Should it remain legal in any of the states?	
	b) Slaves from other countries are still sold to Southern states. Should slave trade be allowed to continue?	
	c) Should states that have illegalized slavery be required to return fugitive slaves to their proprietors?	
Issue: <b>Debt</b>		Response
	a) There are states that have declared law that a debt may be paid “in kind” (paid with livestock or agriculture). Should the Constitution allow this to continue?	

<b>Issue: Bonds</b> During the American Revolution, the Continental Congress issued bonds to pay lenders and soldiers.		Response
	a) Should full payment be required of these bonds?	
	b) Should compensation of a small portion per dollar be all that is required?	
	c) Should they only be paid back to the original owner?	
	d) Should they not be paid back at all?	
<b>Issue: Elections</b> No constitutional law exists to allow or disallow voting privileges. Voting is state-regulated. Some allow only high landowners to vote, while others allow women. Most states do not allow blacks to vote, free or not.		Response
	a) Who should be permitted to cast a general election vote?	

# Tobacco and Sugar Plantation

As a tobacco and sugar plantation owner in Virginia, you own 30-plus black slaves and are relatively prosperous. However, as with all plantation owners, your wealth is reliant on your slaves. Without slaves, you would have no labor, thus no product to sell and would quickly find yourself destitute. You would lose everything you have. Part of the importance of slave owning to you is the ability to get them back when they run away. Even if they make it as far north as a state that has no legal slavery, you must know that your property (the slaves) will and can be returned.

Although the Revolutionary War ended victoriously, the country is young and in many ways still in a shambles. Business affairs seem to be muddled, and states allowing debts to be paid “in kind” keep the bankers disinclined to lend. This is a direct cause of your problems, as you need funds to be able to buy more land and slaves.

As if this weren’t enough, the “rabble” (the unemployed, poor farmers, and town/city workers) have rebelled, opening fire on large property owners like yourself and government diplomats. Their idea of equality frightens you, for as you understand it, equality means losing enough to be equal to them. This entire social class scares you, specifically when you consider that some places actually allow them to vote, or worse—run for office and issue laws that threaten private property owners like yourself.

Finally, during the war, you supplied the armies in trade for congressional bonds. These bonds are now worthless, but the values have changed and you wish to be paid for your goods in money.

These articles tell the history around the past power of tobacco:

- [“A Tobacco Exposition,” from \*Morning Oregonian\*, September 10, 1906](#)
- [“Tobacco is now War Munition,” from \*Roque River Courier\*, October 30, 1918](#)

To feed your biography:

- ❖ Name?
- ❖ Age?
- ❖ Gender? You must be male, or you will not be allowed at the Constitutional Convention.
- ❖ Family status, how many children, and how long married?
- ❖ Where does your money come from?
- ❖ What is your position on slaves?
- ❖ What is your position on “the rabble”?
- ❖ What are your biggest concerns?

# Farmers

As a western Massachusetts farmer, you own or lease a small piece of land, allowing you to feed your family and possibly return enough to sell or trade in town.

Last year's crop failure put you in a position of need so severe that you levied your land to the bank to borrow food and farm equipment money. The bank is demanding full payment, which you don't have. You also owe a copious amount of state taxes, and there is a very real fear of losing your land and being jailed for the funds and taxes you owe. Traditionally, you could have paid "in kind." This year's crops would allow you to do just that, but the bankers are not interested.

Your entire family either fought in the war or fed the armies that were fighting because you believed in freedom. But is it freedom when you cannot feed your own and are in constant fear of being jailed?

In desperation, you and other men laid siege to the Northampton courthouse armed with anything you had. This small rebellion shut down the court for many months. Then defeat came when the rebellion marched on Springfield and was met by state troops.

You were fighting for the ideals of the Declaration of Independence and that all men are supposed to be equal. The new country that you had fought and lost family to was not supposed to be segregated by "rich" and "poor." Also if all men are equal, why does your "statues" keep you from being able to vote?

Read some article to help build an understandable history around the past small farmer.

- ["American Farmers Behind Neighbors," from \*Gazette-Times\*, August 21, 1913](#)
- ["The Rural Credits Bill," from \*Medford Mail Tribune\*, July 24, 1916](#)

To feed your biography:

- ❖ Name?
- ❖ Age?
- ❖ Gender? You must be male, or you will not be allowed at the Constitutional Convention.
- ❖ Family status, how many children, and how long married?
- ❖ Where does your money come from?
- ❖ What are your biggest concerns?
- ❖ What are your feelings about "Shays' Rebellion"? (This is the name of the rebellion that you were a part of.)
- ❖ What do you want to see come out of the Constitutional Convention?

# Slaves

As a slave on a Virginia plantation, your interests were seriously sparked eleven years ago, when “all men are created equal” was written. Considering that Thomas Jefferson himself is a slave owner, you unfortunately found that this does not pertain to men with your skin color.

To say your life as a slave is rough would be a great statement. There is no verbal understanding of what it is like to be forced to work from dawn to dusk in the fields, just to return to indoor chores when finished. Stepping out of line means beatings or even death. There is always the fear that either you or your family members will be sold off to another owner.

There are whispers that some at the Constitutional Convention are interested in slavery being abolished. It’s not that farfetched, as some Northern states have already outlawed slavery. Many want the entire slave trade to be dissolved. Even in Virginia, some slaves have the opportunity to buy their freedom. If it isn’t granted, the Constitution has the power to grant amnesty to those who escape to a state that has outlawed slavery.

Freedom only means something if you have the freedom to live. Freedom without support would simply be a word, for you would be worse off than the poor farmer. No, you want *true* freedom, meaning land and the means to work it.

Here are opinions on slavery a hundred years later:

- [“Slavery,” from Oregon Argus, May 16, 1857](#)
- [“Where Slavery Still Flourishes Under the American Flag,” from Sunday Oregonian, October 19, 1913](#)

To feed your biography:

- ❖ Name?
- ❖ Age?
- ❖ Gender? You must be male, or you will not be allowed at the Constitutional Convention.
- ❖ Family status, how many children, and how long married?
- ❖ What are your biggest concerns?
- ❖ What hurdles does freedom bring?
- ❖ What do you want to see come out of the Constitutional Convention?
- ❖ What is your idea of freedom?

# Banker

As a New York banker, your biggest income comes from interest payments on loans you have given.

In some states, the law has allowed the custom of paying “in kind,” which completely disgusts you. If you wanted cows and pigs, you would have become a farmer. You give money, thus you want to get money back. It is your truest belief that the poor should not be allowed to vote and that states have been permitted far too much power.

The most horrifying example of how out of hand this has gotten is the rabble rebellion that attacked the Massachusetts courts with clubs, pitchforks, and even guns. For the safety of others, these people must be stopped and, in fact, should never be allowed a vote.

An important issue to you is the repayment of bonds at the same value that they were given. You have thousands of dollars in bonds that you paid poor soldiers 10 cents on the dollar for.

Read these articles for more background information on bankers during this time:

- [“The Bankers Have Big Graft,” from \*Sunday Oregonian\*, March 25, 1906](#)
- [“Low Rate End Due” from \*Morning Oregonian\*, July 19, 1915](#)

To feed your biography:

- ❖ Name?
- ❖ Age?
- ❖ Gender? You must be male, or you will not be allowed at the Constitutional Convention.
- ❖ Family status, how many children, and how long married?
- ❖ Where does your money come from?
- ❖ What is your position on slaves?
- ❖ What is your position on “the rabble”?
- ❖ What are your biggest concerns?

# Workers

You are a New Hampshire shoemaker. Your pay is determined by how many shoes you produce. You became a shoemaker at the end of the Revolutionary War, with the idea that you could borrow \$50 for tools. With the paper money the government was circulating, your assumptions were that it would not be hard to pay off your debt.

To your detriment, New Hampshire halted its paper money circulation, affecting not only the value of the paper dollar but also what people could afford to buy. This caused you to lower the sale price of your shoes in order to sell any at all. The decrease in sales and the value of the sale have put you behind in your debt payments, and the lender is threatening court. It is common to be jailed in order to pay debts through incarcerated labor.

You've heard of rebellions for lower taxation and better money circulation. These appeal to you; it was why you fought in the war. For fighting, you weren't paid except in the form of bonds that have since become unredeemable. Along with others, you sold yours to bankers at cents on the dollar. Now, you hear that these bankers want stipulations in the new constitution that these bonds will be paid in full in silver and gold. This means rich bankers will get richer off a bond you had no choice but to sell. You will be forced to pay for it with higher taxes.

You did not fight for a new constitution and worry how this one will treat war debt. Will it protect those wanting to stand up to tyranny? How will votes will be handled? Many don't want to let non-property owners vote, thus silencing the majority who fought, bled, and died for the Revolution.

Read these articles for more background information.

- ["Among Men who Work with Hand or Brain," from \*Oregon Daily Journal\*, March 19, 1905](#)
- ["Men Toil in Roasting Heat: Steel Trades Pay Well," from \*Oregon Daily Journal\*, July 27, 1907](#)

To feed your biography:

- ❖ Name?
- ❖ Age?
- ❖ Gender? You must be male, or you will not be allowed at the Constitutional Convention.
- ❖ Family status, how many children, and how long married?
- ❖ What are your biggest concerns?
- ❖ Where does your money come from?
- ❖ What happened to your soldier pay? Why?
- ❖ What are your feelings toward the wealthy?

## 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 8.14. Explain rights and responsibilities of citizens.
- 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, 13<sup>th</sup>-15<sup>th</sup> 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.24. Analyze and critique the impact of constitutional amendments.
- 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.