



**Literacy Design
Collaborative**

Beliefs About Power and Authority: Federalism Then and Now

★ TASK ★ LADDER

by Vivian Masket

This module serves as a case study within Unit 1 in the high school Civics course and focuses on these essential questions: "How did the founding of the U.S. government reflect the founders' beliefs about power and authority? Does our current government still reflect these same beliefs?" The module is designed to connect the beliefs about power and authority that led to the establishment of the United States government with the beliefs about power and authority that drive government in the United States today. Students will do this through an in-depth examination of federalism.

Prior to beginning this module, students should have developed a strong understanding of the concepts of power and authority and of the structure and functions of the three branches of government. With these understandings as a foundation, students will dig deeply into the concept of federalism through the lens of the essential questions. Students will read and reference key primary documents about federalism from the founding of the United States (Federalist No. 45 and the 10th Amendment) to ground their evaluation of the extent to which today's beliefs about power and authority mirror those of the founders. Students will then examine more modern sources, both texts and videos, in order to compare beliefs about power and authority with regard to federalism at the time of our nation's founding to beliefs about power and authority with regard to federalism in the 21st century.

This module supports students in digging in deeply in to the Colorado Academic Standards (CAS) High School Civics Grade Level Expectation (GLE) 2, which asks students to examine the "Purposes of and limitations on the foundations, structures and functions of government." It also focuses on the following priority standards from the Common Core State Standards:

- 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.
- WHST.11-12.1: Write arguments focused on discipline-specific content.
- 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.
- L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will engage with the module's sources in multiple ways through mini-tasks. Students will work to comprehend each source, supported by instructional strategies and tools intentionally matched to each particular source in order to best assist students in understanding and analyzing that source. As part of their close reading of each source, students will take a look at each source through the lens of the teaching task, identifying evidence to support responses across a spectrum from "current beliefs about power and authority with regard to federalism closely mirror the founders' beliefs" to "current beliefs about power

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and authority with regard to federalism are far from the founders’ beliefs.” Students will be supported in citing textual evidence through practice with quoting, paraphrasing, and summarizing. After they complete their work with the texts and videos, they will transition to writing and then will draft, peer edit, and finalize their individual responses to the teaching task.

Standards-based skills shape the instructional ladder within this module. Where noted in the skills list, the skills have been drawn from the Colorado Academic Standards. Where no notation has been made, the skill has been drawn from the Common Core State Standards.

Within the scoring guide for each mini-task, we have detailed student products that can be monitored; the product suggested for formative assessment has been bolded.

Considerations

- Plan grouping carefully throughout the course of the module, considering ELL language levels and the needs of all students.
- Consider where appropriate, assigning part or all of a mini-task (mini-tasks or portions of mini-tasks designed to be completed independently) for homework.

GRADES

11

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template A9 - Argumentation

After reading primary and secondary texts and viewing videos, write a newspaper editorial in which you discuss how the founding of the U.S. government reflected the founders' beliefs about power and authority with regard to federalism, and evaluate the extent to which our current government reflects those same beliefs. Support your position with evidence from the text/s. Be sure to acknowledge competing views.

Standards

Colorado Academic Standards for Social Studies

4.2.

Focus

Purposes of and limitations on the foundations, structures and functions of government

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.11-12.1

Focus

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.

WHST.11-12.1

Focus

Write arguments focused on discipline-specific content.

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.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Texts

 iCivics: Federalists & Anti-Federalists.pdf

 iCivics: James Madison.pdf

 Federalist No 45.docx

 The Tenth Amendment.docx

 Video: Constitution USA with Peter Sagal: Does the Federal Government Have Too Much Power?

 iCivics: The "Federal" in Federalism.pdf

 iCivics: State Power: Got a Reservation?.pdf

 Video: Constitution USA with Peter Sagal, Episode I: A More Perfect Union (Federalism) "Constitutional Battleground State" (Video Clip)

 Video: Constitution USA with Peter Sagal, Episode I: A More Perfect Union (Federalism) "Power Struggle: Tug of War" (Video Clip)

The Time May Be Right To Salvage States Rights

States Matter: America is a Federal Republic

 Optional: We the People: The Citizen and the Constitution, Chapter 26, "How Does American Federalism Work?"

Available through the Center for Civic Education: <http://www.civiced.org/>

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

This module will allow you to dig deeply into these essential questions: "How did the founding of the U.S. government reflect the founders' beliefs about power and authority? Does our current government still reflect these same beliefs?" This will help you gain an understanding of the founders' beliefs in power and authority, with a particular focus on federalism. You will apply that understanding to help you analyze whether or not those same beliefs about power and authority are still present in our government today. After reading primary and secondary texts, watching videos, and engaging in discussion, you will write an editorial in response to the essential question.

Extension

- Ask students to research additional issues around federalism and include evidence from their research in their response to the teaching task.
- Have students submit their editorials to a local newspaper and try to get published.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS > UNDERSTAND AND EXPLAIN THE TASK PROMPT: Ability to understand and explain the task's prompt.

RUBRIC ANALYSIS > RUBRIC SELF-EVALUATION: Ability to identify strengths and areas for growth in argumentative writing.

Reading Process

PRE-READING > DETERMINING OR CLARIFYING MEANING OF WORDS AND PHRASES: Ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

ACTIVE READING > COMPARING AND CONTRASTING: Ability to compare and contrast the central ideas or information of a secondary source, providing an accurate summary that makes clear the relationships among the key details and ideas.

ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a primary or secondary source.

POST-READING > INTEGRATING INFORMATION: Ability to integrate information from primary and secondary sources into a coherent understanding of an idea.

ACTIVE VIEWING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas or information of primary and secondary sources.

POST-VIEWING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.

ACTIVE READING > ANALYZING THE EVOLUTION OF THE INTERPRETATION OF THE FOUNDING DOCUMENTS: Ability to analyze the role of the founding documents and the evolution of their interpretation through governmental action. (CAS High School Civics GLE 2)

POST-READING > EXPRESSING YOUR OWN IDEAS AND BUILDING ON OTHERS' IDEAS: Ability to participate effectively in collaborative discussion, building on others' ideas and expressing their own clearly and persuasively, referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.

POST-READING > UNDERSTANDING LIMITS ON THE FUNCTIONS OF GOVERNMENT: Ability to understand limits on the functions of government.

ACTIVE VIEWING > INTEGRATING MULTIPLE SOURCES OF INFORMATION: Ability to integrate multiple sources of information presented in diverse formats and media.

POST-VIEWING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.

ACTIVE READING > PARTICIPATE IN COLLABORATIVE DISCUSSIONS: Ability to participate effectively in collaborative discussion, building on others' ideas and expressing your own ideas clearly and persuasively.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.

ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a primary or secondary source.

POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.

Transition to Writing

BRIDGING CONVERSATION > EVALUATING ARGUMENTS: Ability to argue a claim, supported by evidence.

Writing Process

PLANNING THE WRITING > ESTABLISHING THE CONTROLLING IDEA AND OUTLINING THE WRITING: Ability to develop and strengthen writing as needed by planning, focusing on addressing what is most significant for a specific

purpose and audience.

DEVELOPMENT OF WRITING > CREATING THE INITIAL DRAFT: Ability to write arguments focused on discipline-specific content, introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claim(s), and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.




REVISION, EDITING, AND COMPLETION > SELF-EVALUATION AND PEER REVISION: Ability to strengthen writing by revising draft with a focus on what is most significant for a specific purpose.

REVISION, EDITING, AND COMPETION > FINAL REVISED DRAFT: Ability to strengthen writing by revising draft with a focus on what is most significant for a specific purpose.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHARED POWERS GRAPHIC ORGANIZER SWBAT categorize and explain, in writing, whether and why parents/guardians, teenagers, or both, should make decisions, using cause and effect words and phrases (because, since, due to, as a result of, etc.).	Meets expectations if student: <ul style="list-style-type: none"> • Completed graphic organizer, with specific examples supported by reasoning • Participated in turn and talk discussion of graphic organizer responses 	Distribute the Shared Powers Graphic Organizer. Allow students three minutes to individually complete as many boxes as they can in the graphic organizer as they respond to the following questions: <ul style="list-style-type: none"> • What decisions do you believe your parents or guardians should make for you? Why? What decisions should you be able to make yourself? Why? • What decisions should be made cooperatively? Why?(Students should be sure to include in each box on their graphic organizer both the decision and the reason why it lives in that column. Students should be sure to include in each box on their graphic organizer both the decision and the reason why it lives in that column. After they complete their responses, have them turn and talk in pairs, trios, or groups and take 3 minutes to discuss what they have brainstormed, using the same three questions to discuss their responses. Debrief with the class: <ul style="list-style-type: none"> • Did every student in your group have the same perspective about who should make certain decisions? • Have you and your parents or guardians ever had a conflict over who gets to make certain decisions? In lieu of soliciting responses, you may ask students to stand up if they've ever had a conflict with a parent or guardian over who gets to make certain decisions. Ask: <ul style="list-style-type: none"> • Why is it important that some decisions are made exclusively by parents or guardians? • Why is it important that some decisions are made exclusively by teenagers? • Why is it important that some decisions are made cooperatively? Explain that the division of power between teenagers and parents is similar to the division of power between the states and the federal government. This division of government power is known as federalism. Show students the definition of "federalism" on the board or overhead: <i>Federalism is the division of power between the national (also called "federal") government and state governments.</i> Explain to students that they will be focusing, during this module, on examining the founders' beliefs about power and authority with regard to federalism, and then evaluating the extent to which our government today reflects those same beliefs. <i>Note: Lesson adapted from http://www.pbslearningmedia.org/resource/bf09.socst.us.const.lpfederal/define-and-classify-the-powers-associated-with-federalism/</i>
Standards: 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. L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 4.2. : Purposes of and limitations on the foundations, structures and functions of government				
Additional Attachments:				

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<p> Shared Powers Graphic Organizer.rtf</p>				
20 mins	<p>TASK ANALYSIS > UNDERSTAND AND EXPLAIN THE TASK</p> <p>PROMPT: Ability to understand and explain the task's prompt.</p>	<p>TASK PROMPT FLOW CHART</p> <p>SWBAT explain, orally, what they will need to do in order to successfully respond to the task prompt, using sequence words (first, next, then, last, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Highlighted 2-5 key words or phrases in the prompt Participated in group conversation Contributed thinking to the group's flow chart 	<p>Assign students to heterogeneous groups of four. Tell them they will work together to understand the task prompt.</p> <p>Distribute the From Task Prompt to Flowchart handout and review it with students. Show them a sample flow chart and/or model for students what a flow chart might look like. Tell them they can make a horizontal flow chart, a vertical flow chart, or can organize the flow of the steps in any way that makes sense to them. Give each group a piece of poster paper and markers.</p> <p>Allow student groups 10-15 minutes to read and discuss the task prompt and create their flow charts.</p> <p>Monitor students as they work, using any or all of the following questions to support discussion (you may wish to post these questions for students to consider as they work):</p> <ul style="list-style-type: none"> What is the first thing you will need to do? What is the next thing you will need to do? What are some sub-steps you might need to add in between larger steps? What is the end product? <p>As students work, circulate among the groups, asking clarifying or extension questions as needed. When time is up, have groups share their visual representations with the class (one minute per group) and debrief as needed to ensure understanding of the task prompt.</p>
<p>Standards:</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p>				
<p>Additional Attachments:</p> <p> From Task Prompt to Flow Chart.docx</p> <p> Sample Flow Chart</p>				
10 mins	<p>RUBRIC ANALYSIS > RUBRIC SELF-EVALUATION:</p> <p>Ability to identify strengths and areas for growth in argumentative writing.</p>	<p>RUBRIC SELF-REFLECTION: GLOW + GROW</p> <p>SWBAT identify, in writing, goals for improving their writing, using the simple future tense (will + verb, for example: will write, will include, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Highlighted all boxes in the "meets expectations" column in either green or pink Identified one "glow" and wrote a commitment statement next to it Identified one "grow" and wrote a commitment statement next to it 	<p>Distribute copies of the rubric. Give each student a green highlighter and a pink highlighter.</p> <p>Ask students to individually review the "Meets Expectations" column in the rubric. Tell them to highlight in green the areas they feel confident they can succeed in and highlight in pink the areas that they know they need to work on.</p> <p>Provide each student with a copy of the rubric.</p> <p>Instruct them to choose one of their green highlights as a "glow," or an area in which they shine. Have them circle it and write "glow" next to it, then look at the "Advanced" column for that glow and write out a commitment.</p> <p>Ask:</p> <ul style="list-style-type: none"> What are you going to do to make sure that you score advanced in that area? What support do you need? From whom? <p>Have students choose one of their pink highlights as a "grow," or an area to focus on for improvement. Have them circle it and write "grow" next to it, then write out a commitment:</p> <ul style="list-style-type: none"> What are you going to do to make sure that your score "meets expectations" in that area? What support do you need? From whom? <p>Have students turn and talk with a partner, sharing their glows and grows. Ask how they can help to support one another.</p> <p>Optional Extension: Have students bring their rubric home and share their glow and grow with an adult advisor (parent, grandparent, neighbor, another teacher, etc.). Ask adult advisors to comment on how they can help to support.</p>

Standards:

WHST.11-12.1 : Write arguments focused on discipline-specific content.

WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.

4.2. : Purposes of and limitations on the foundations, structures and functions of government

Additional Attachments:

 **Argumentation Student Work Rubric 6-12 v 3.0**

Reading Process

15 mins

PRE-READING > DETERMINING OR CLARIFYING MEANING OF WORDS AND PHRASES: Ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CONTEXT CLUES, WORD PARTS, AND COGNATES: DEFINE + DRAW
SWBAT define, in writing, unknown words and phrases, using paraphrases.

Meets expectations if student:

- **Completed handout with accurate definitions and relevant symbols/illustrations**

Tell students they will be reading a range of texts throughout this module. Some will be very easy to read, others will be extremely challenging, and others will fall somewhere in the middle.

To support students' reading during this module, today we will look at three different ways to determine or clarify the meaning of unknown words or phrases. Review with students the meaning of each of these strategies.

Context clues: You read the sentence, or sentences, around the word to help you figure out what the word means. Sometimes you will need to read a sentence or two forward or back in order to determine or clarify meaning.

Word parts: You break the word up into prefixes, root words, and/or suffixes, using knowledge of the meaning of those parts to determine or clarify meaning.

Cognates: Distribute the Cognates handout and review it with the class. Ask students if they can think of other cognates or false cognates. To emphasize the need to beware of false cognates, show students the 30-second Rockies video.

Allow pairs five minutes to complete the handout. Note: The examples are relatively easy. The idea here is to familiarize the students with the strategies so that they will be able to use them moving forward.

As students work, monitor pairs, addressing any misconceptions. Share with students that you expect them to continue to practice using context clues, word parts, and cognates to help them persevere as they read when meaning breaks down. Tell them they should keep track of additional power-, authority-, and federalism-related essential academic language in their Define + Draw log.

Standards:

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).

4.2. : Purposes of and limitations on the foundations, structures and functions of government

L.11-12.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.

L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Attachments:

 **Cognates**



 **False Cognates Video**

 **Define + Draw: Using Context Clues, Word Parts, and Cognates**

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	🔗 Define + Draw Log			
40 mins	ACTIVE READING > COMPARING AND CONTRASTING: Ability to compare and contrast the central ideas or information of a secondary source, providing an accurate summary that makes clear the relationships among the key details and ideas.	VENN DIAGRAM AND SUMMARY: "FEDERALISTS & ANTI-FEDERALISTS" SWBAT compare and contrast, in writing, the federalist and anti-federalist points of view on power and authority with regard to federalism, using compare-and-contrast words and phrases (like, unlike, similar to, different from, etc.).	Meets expectations if student: <ul style="list-style-type: none"> Highlighted and annotated text with specific analysis of power and authority with regard to federalism Completed Venn Diagram with analysis-level statements about power and authority with regard to federalism Wrote summary paragraph, comparing and contrasting federalist and anti-federalist beliefs about power and authority with regard to federalism Participated in group discussions 	Assign students to heterogeneous groups. Distribute the iCivics reading, "Federalists and Anti- Federalists." Ask groups to use the following process to read the text, repeating it for each paragraph, allowing 4– 5 minutes per paragraph. Choose one student to read the paragraph out loud. Use context clues, word parts, and cognates as you read. Add terms critical to understanding federalism to your Define + Draw log as you read. At the end of each paragraph, pause to individually consider what the text says about power and authority with regard to federalism, highlighting key portions of the text and annotating by adding analysis in margins. Analysis can be in the form of comments, questions, connections, symbols/diagrams, etc. Share and discuss highlights and annotations as a group, adding additional highlighting and annotations if you hear new ideas. Give each student a copy of a blank Venn diagram. Ask them to label the left side of their Venn diagram "Anti- Federalists" and the right side "Federalists." Ask them to use their text, including highlighting and annotations, to individually fill in the Venn diagram. Model for students the type of analysis-level statements they should be using to fill in their diagrams, providing an example and a non-example, such as: <ul style="list-style-type: none"> • Example: Both federalists and anti-federalists were concerned about the protection of individual citizens' rights • Non-example: rights Allow students 3–5 minutes to complete their Venn Diagrams individually. Ask groups to turn and talk, doing a "novel ideas only" whip- around, sharing information from their Venn diagrams. (One student shares a piece of information, then the next student shares, etc., going around in a circle with students sharing only items that have not yet been shared.) As students listen to their peers, they should add any additional information or edits to their Venn diagrams, using a different color of pen or pencil. Close the lesson by asking students to write a summary paragraph, comparing and contrasting the federalist and anti-federalist beliefs about power and authority with regard to federalism.
Standards: 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. 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. 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. L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 4.2. : Purposes of and limitations on the foundations, structures and functions of government 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).				
Additional Attachments:  Venn Diagram.pdf 🔗 Define + Draw Log				
20 mins	ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a primary or secondary source.	SENSORY FIGURE: "JAMES MADISON" SWBAT explain, in writing, what James Madison might have heard, seen, felt, and thought, using reason	Meets expectations if student: <ul style="list-style-type: none"> Annotated text with H, S, T, F coding and annotations Completed James 	Tell students that today they will be learning about James Madison, one of the authors of The Federalist Papers and the author of the Bill of Rights. As students read about James Madison, they will imagine what it was like to be him at the time of the writing of the Constitution. Give each student a copy of the iCivics "James Madison" reading. Ask them to read the text silently and independently, using context clues, word parts, and cognates as

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	words and phrases (because, since, due to, as a result of, etc.).	Madison sensory figure, with plausible "heard, saw, felt, thought" statements supported with textual evidence <ul style="list-style-type: none">Participated in group discussion	they read. Remind students to add terms critical to understanding federalism to their Define + Draw log as they read. As students read, they should use the following key to annotate their text: H – Anytime students read a sentence that provides a clue to something Madison might have heard, they should mark their text with an "H" and jot a note in the margin. S – Anytime students read a sentence that provides a clue to something Madison might have seen, they should mark their text with an "S" and jot a note in the margin. T – Anytime students read a sentence that provides a clue to something Madison might have thought, they should mark their text with a "T" and jot a note in the margin. F – Anytime students read a sentence that provides a clue to something Madison might have felt, they should mark their text with an "F" and jot a note in the margin. Allow students 5–10 minutes to read and annotate their texts. Assign them to heterogeneous groups. Give groups 3–5 minutes to share and discuss their annotations, adding any new ideas as additional annotations. Give each student a copy of the James Madison Sensory Figure graphic organizer. Ask them to individually fill it out. Students should make one statement in each box, providing one piece of evidence from the text to support their thinking in each box.
<p>Standards:</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p>			
<p>Additional Attachments:</p> <p> Define + Draw Log</p> <p> James Madison Sensory Figure.docx</p>			
1 hr	ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a primary or secondary source.	PARAPHRASES AND BUMPER STICKER: "FEDERALIST NO. 45" SWBAT paraphrase and summarize, in writing, the central ideas of Federalist No. 45, using compound sentences	<p>Meets expectations if student:</p> <ul style="list-style-type: none">Participated in group discussionWrote accurate paraphrasesCreated a bumper sticker that accurately summarizes Madison's beliefs about power and authority with regard to federalism <p>Tell students they will be reading excerpts from Federalist No. 45, which James Madison wrote.</p> <p>Ask students to brainstorm individually. <i>Based on what they know about federalist beliefs and James Madison, what are two or three key ideas they might expect to see in this document? Why?</i></p> <p>Ask students to turn and talk with a partner and share their brainstorms. Call on several students to share out what either they or their partner shared. Chart responses on the board and tell students that the class will return to these predictions at the end of class.</p> <p>Distribute the Federalist No. 45 handout. Assign students to heterogeneous groups.</p> <p>Model for students the process they will follow, using the first section of the text. Read the text out loud phrase by phrase, pausing after each phrase to address challenging terms and consider what Madison is saying.</p> <p>For example:</p> <ul style="list-style-type: none">"Having shown that no one of the powers transferred to the federal government is unnecessary or improper..." <p>Say something like: <i>If I don't know what "improper" means, I can break the word apart. I know that "proper" means correct and "im" is a prefix that means not, so "improper" means not correct. So, what Madison is saying is that he's shown that none of the powers that have been given to the federal government are ones that the federal government doesn't need or shouldn't have.</i></p> <p>Continue on with more of Madison's quote:</p>

• "...the next question to be considered is whether the whole mass of them will be dangerous to the portion of authority left in the several States."

Say something like:

If I don't know what "consider" means, but I speak Spanish, and I see that there's a cognate: "considerar" means to think about. So what Madison is saying is that now that he's shown that the federal government hasn't been given powers they shouldn't have, the next question to think about is whether the powers given to the federal government will harm the authority of the states.

Continue with Madison's quote:

• "The adversaries to the plan of the convention..." Say something like:

Again, I can use a cognate, "adversario," which means an opponent or an enemy, so he means the people opposed to the plan for the convention, which also means the plan for the Constitution.

Continue with Madison's quote:

• "...instead of considering in the first place what degree of power was absolutely necessary for the purposes of the federal government,"

Say something like:

Madison is saying that the opponents, or critics, of the plan for the Constitution, were not thinking about the powers that were important for the federal government to have.

Continue with Madison's quote:

• "...have exhausted themselves in a secondary inquiry into the possible consequences of the proposed degree of power to the governments of the particular states."

Say something like:

Madison is saying that instead of thinking about what powers the federal government should have, those critical of the plan for the Constitution were worrying about how whatever power the federal government had might affect the power held by the states.

Explain to students that now that you understand this paragraph, you will write a paraphrase which should be something like:

Now that I've shown that none of the powers held by the federal government are unnecessary, the question we need to think about is whether the powers held by the federal government will decrease the authority held by the states. Those critical of the Constitution have, instead of worrying about which powers the federal government should have, have been worrying about whether the power held by the federal government will negatively affect the power held by the states.

Ask groups to follow this same process for each section of text, allowing approximately 5 minutes per section:

- o Read the text out loud, using context clues, word parts, and/or cognates to repair meaning when meaning breaks down. If students find that these strategies don't work for a particular word, they should ask the teacher or use a dictionary so that they can move on quickly.
- o Discuss the following question as you read: What is Madison saying?
- o Paraphrase Madison's words in the box below the section.

As groups work, monitor students' discussions, supporting group conversations as needed.

Bring the class back together and return to the brainstorm responses from the beginning of class. Ask:

- o Which of the brainstorms did we see in Federalist No. 45?
- o How did Madison further clarify these ideas?
- o What were Madison's main arguments?

Have students turn and talk, answering the question:

- o If you were an anti-federalist, which of Madison's arguments would you find most compelling? Why?


Close the lesson by asking students to use the exit ticket box at the bottom of the last page of the reading to create a bumper sticker that summarizes Madison's argument in Federalist No. 45. Students should write a one-sentence slogan on the bumper sticker and include a visual or symbol that represents Madison's argument.

Standards:



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	<p>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.</p> <p>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.</p> <p>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).</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>L.11-12.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p>			
	<p>Additional Attachments:</p> <p> Federalist No 45.docx</p>			
15 mins	<p>ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a primary or secondary source.</p>	<p>BUMPER STICKER: "THE TENTH AMENDMENT" SWBAT analyze, in writing, the beliefs about power and authority embedded in the Tenth Amendment to the U.S. Constitution, using content vocabulary (power and authority).</p>	<p>Meets expectation if student:</p> <ul style="list-style-type: none"> • Highlighted and annotated text with specific analysis of power and authority with regard to federalism • Participated in group discussion • Created a bumper sticker that accurately reflects what the Tenth Amendment says about power and authority with regard to federalism 	<p>Tell students they will now focus in on the Tenth Amendment, which directly addresses the issue of federalism.</p> <p>Assign students to heterogeneous groups.</p> <p>Ask them to read the Tenth Amendment and its explanation with their group, using context clues, word parts, or cognates to support understanding as they read. Remind students to add terms critical to understanding federalism to their Define + Draw log as they read.</p> <p>Have students work individually to highlight key phrases and sentences related to beliefs about power and authority, making annotations in the margins explaining what each highlighted phrase or sentence says about beliefs about power and authority.</p> <p>Students should then discuss their highlights and annotations with their group, adding any new ideas as they discuss.</p> <p>Close the lesson by asking students to create a bumper sticker for the Tenth Amendment, reflecting what the Tenth Amendment says about power and authority with regard to federalism. They should do this in the bumper sticker space on their reading handout.</p>
	<p>Standards:</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p>			
	<p>Additional Attachments:</p> <p> Define + Draw Log</p> <p> The Tenth Amendment.docx</p>			
20 mins	<p>POST-READING > INTEGRATING INFORMATION: Ability to integrate</p>	<p>FOUNDING BELIEFS STATEMENT SWBAT integrate, in writing, information</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Wrote accurate 	<p>Tell students that they have now completed the portion of the LDC module in which they examined founding beliefs about power and authority with regard to federalism. They will spend the rest of their time in this module examining current government beliefs about power and authority with regard to federalism. They will compare those</p>




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	<p>information from primary and secondary sources into a coherent understanding of an idea.</p>	<p>from primary and secondary sources into a coherent understanding of founding beliefs about power and authority with regard to federalism, using content vocabulary (federal, state, federalism, power, authority, etc.).</p>	<p>individual "center of the target" statement</p> <ul style="list-style-type: none"> Contributed to accurate partner and group "center of the target" statements Participated in partner, group, and whole class discussions 	<p>beliefs to those of the founders.</p> <p>Distribute the Power and Authority: Federalism Target Graphic Organizer.</p> <p>Explain to students that this graphic organizer will help them compare current beliefs with founding beliefs. The center of the target represents the founding beliefs, the middle circle represents beliefs that are somewhat similar to the founding beliefs, and the outer circle represents beliefs that do not reflect those of the founders.</p> <p>Tell students that before the class heads into examining current beliefs, it will be important for the center of the target to be defined.</p> <p>Give each student a sticky note. Ask them to take 5 minutes to review texts read thus far and draft a short "center of the target" statement on their sticky note that integrates information from across sources to succinctly summarize the founders' beliefs. Students should put their name on their sticky note. Texts read thus far include:</p> <ul style="list-style-type: none"> iCivics "Federalists and Anti-Federalists" iCivics "James Madison" Federalist No. 45 The Tenth Amendment <p>Ask students to stand up, hand up, and pair up with another student. Pairs share and discuss their statements and combine ideas into a new, improved statement, which they will write on a clean sticky note, along with their names.</p> <p>Have pairs join up with another pair, sharing and discussing their new, improved statements, combining ideas into a new-and-even-more-improved statement that they write on a clean sticky note, along with their names.</p> <p>Ask each group to post their sticky note on the board (or, if you have a document camera, use it to display Post-It notes) and return to their seats.</p> <p>Review the sticky notes with the class, working to come up with one class "center of the target" statement. Use the following questions to drive creation of the class statement:</p> <ul style="list-style-type: none"> What do the statements have in common? What's different across statements? Are those differences important to our understanding of power and authority with regard to federalism? Why or why not? How can we best combine these ideas into one statement? <p>Once the class statement has been created, have students copy it into the center circle of their graphic organizer.</p> <p>Note: If any student feels strongly about information not included in the class statement, they could add that as a note on their graphic organizer.</p> <p>Be sure to collect sticky notes so that you can evaluate the evolution of students' thinking.</p>
	<p>Standards:</p> <p>RH.11-12.9 : Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>Additional Attachments:</p> <p> Target Graphic Organizer</p>			
15 mins	<p>ACTIVE VIEWING > DETERMINING CENTRAL IDEAS:</p> <p>Ability to determine the central ideas or information of primary and secondary sources.</p>	<p>TUG OF WAR GRAPHIC ORGANIZER: "DOES THE FEDERAL GOVERNMENT HAVE TOO MUCH POWER?"</p> <p>SWBAT explain, in writing, different points of view around the current debate</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Completed graphic organizer with notes and a point of view statement for each of the three points of view Participated in partner discussions. 	<p>Tell students that they will now transition to looking at how federalism plays out currently in the United States.</p> <p>Note: Before proceeding with this step, look forward to the Thinking Notes mini-task and select the text you will use for that, then choose for this step accordingly.</p> <p>Share with students the last paragraph from the iCivics "The 'Federal' in Federalism" reading OR the first five sentences of the "Lesson Purpose" statement from Chapter 26 ("How Does American Federalism Work?") from We the People:</p> <p>o iCivics: "Just as when the nation was born, many people today are concerned</p>

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		about federalism, using belief verbs (think, believe, espouse, support, etc.).		<p>about a powerful federal government. They worry that their freedom will be limited if the federal government makes decisions that should be made by local governments. At the same time, others worry that some issues need one decision that applies to everyone. They believe it isn't fair when some states do more or less to address a problem than other states do. If you follow the news, you'll see the federalism debate everywhere: Does the federal government have the power to pass laws about guns? Health care? Schools? The variety of opinions on these questions is all part of the 200-year-old struggle between federal and state power."</p> <p>o We the People: "The American constitutional system is made up of two levels of government: national and state. The system is called federalism. The powers of and the boundaries between the national and state governments never have been clear. Sometimes the national and state governments seem to work in harmony. Somethings they seem locked in a struggle for power."</p> <p>Tell students that they will watch a video overview of the debate about federalism through the lens of one example. The video is titled, "Does the Federal Government Have Too Much Power?"</p> <p>Distribute the Tug of War Graphic Organizer and review it with students. They should note information from the video that supports each of the three arguments:</p> <ul style="list-style-type: none"> o States should win the tug of war between the states and the federal government o The federal government should win the tug of war between the states and the federal government o Neither the states nor the federal government should win the tug of war. <p>Ask students to take notes on their graphic organizers as the video plays. Optional: Show the video a second time to support students in adding any information they may have missed on a first viewing.</p> <p>After students have watched the video and filled out the notes row on their graphic organizers, ask them to write point of view statements for each of the three perspectives. Each point of view statement should summarize the key arguments presented in the video for each point of view.</p> <p>Model for students how they might write these statements with belief verbs or provide sentence stems:</p> <ul style="list-style-type: none"> o People who believe that states should win the tug of war think that... o People who think that states should win the tug of war support... o People who advocate for states to win the tug of war believe that... <p>Ask students to turn and talk, share and discuss their point of view statements with a partner, editing as needed.</p> <p>Call on several students to share their or their partner's responses with the whole class.</p>
<p>Standards:</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>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.</p>				
<p>Additional Attachments:</p> <p> Constitution USA: Does the Federal Government Have Too Much Power?</p> <p> Tug of War Notecatcher.docx</p>				
15 mins	<p>POST-VIEWING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.</p>	<p>TARGET GRAPHIC ORGANIZER: "DOES THE FEDERAL GOVERNMENT HAVE TOO MUCH POWER?"</p> <p>SWBAT cite and explain, in writing,</p>	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> • Participated in partner discussion • Added at least two pieces of evidence, with signal words and phrases, to 	<p>Distribute the Quoting, Paraphrasing, Summarizing handout. Review the three different methods of citing textual evidence with students, asking them to star or highlight anything that is new to them.</p> <p>Give each student a copy of the Signal Words handout and briefly review/connect to the Quoting, Paraphrasing, Summarizing handout.</p> <p>Tell students they will start today to evaluate the extent to which our current government reflects the same beliefs about power and authority with regard to</p>

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	textual evidence in response to the question: to what extent does our current government reflect the founders' beliefs about power and authority with regard to federalism, using signal words and phrases.	target graphic organizer	<p>federalism as those held by the founders.</p> <p>Ask students to take out their Power and Authority: Federalism Target Graphic Organizer. Remind them that the further out you go from the center of the target, the further away you are from the founders' beliefs.</p> <p>Model for students how to place evidence from a text on their Power and Authority: Federalism Target Graphic Organizer, using an example from the video they just watched. Project the graphic organizer or draw it on the board. Share a piece of evidence from the video. Say something like:</p> <ul style="list-style-type: none"> • Peter Sagal says that we've been having the same debate for 220 years. <p>Evaluate the evidence:</p> <ul style="list-style-type: none"> • This would indicate that current beliefs about federalism aren't all that different from the founders' beliefs. • So, I might write in the "similar beliefs" section of the graphic organizer, "According to Peter Sagal, we have been having the same debate about federalism for 220 years. Given that evaluation, our current government shares a similar balance of power as that shaped by the founders." <p>Ask students to work with a partner to discuss evidence from all three points of view shared in the video and place at least two more pieces of textual evidence on their graphic organizers, using signal words and explaining the evidence.</p>
<p>Standards:</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p>			
<p>Additional Attachments:</p> <p> Target Graphic Organizer</p> <p> Signal Words</p> <p> Quoting, Paraphrasing, Summarizing</p>			
30 mins	<p>ACTIVE READING > ANALYZING THE EVOLUTION OF THE INTERPRETATION OF THE FOUNDING DOCUMENTS:</p> <p>Ability to analyze the role of the founding documents and the evolution of their interpretation through governmental action. (CAS High School Civics GLE 2)</p>	<p>THINKING NOTES: "THE 'FEDERAL' IN FEDERALISM" AND "STATE POWER: GOT A RESERVATION?"</p> <p>SWBAT analyze, in writing, the role of the founding documents with regard to federalism, and the evolution of their interpretation through governmental action, using cause and effect words and phrases (because, since, due to, as a result of, etc.).</p>	<ul style="list-style-type: none"> ● Meets expectation if student: <ul style="list-style-type: none"> ○ Marked text with appropriate symbols ○ Underlined central ideas ○ Wrote explanations for all exclamation points ○ Wrote questions for each single or double question mark <p>Give each student a copy of the iCivics readings "The 'Federal' in Federalism" and "State Power: Got a Reservation?"</p> <p>Note: These texts, which are at a 980 Lexile level, have been selected for their alignment with the content concepts that will support students in understanding subsequent texts. An alternative, which presents some of the same content, but at a 1310 Lexile level, is Chapter 26 from We the People: The Citizen and the Constitution. Please choose just one of these options for this lesson, either the iCivics texts or Chapter 26 from We the People: The Citizen and the Constitution. Be sure to consider your students' needs and the content of the readings as well as the Lexile levels in making your decision.</p> <p>Review the annotation key with students:</p> <p>* = Main idea, central to the author's purpose (underline in text as well as star)</p> <p>! = Beliefs about power and authority (write an explanation in the margin in addition to marking the text with an exclamation point)</p> <p>? = Raises a question, possible discussion point (write your question or discussion point in the margin in addition to marking the text with a question mark)</p> <p>?? = Something is unclear or confusing to me (write your question in the margin in addition to marking the text with a double question mark)</p> <p>Allow students time to read and annotate the text. Remind them to use context clues, word parts, and cognates as they read. They should add terms critical to understanding federalism to their Define + Draw log as they read.</p> <p>Note: The "Thinking Notes Video" linked in the Teacher Resources will give you an idea of this type of annotation, although the process used in this lesson has been adapted to fit the needs of this particular text and module.</p>
<p>Standards:</p> <p>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.</p>			

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	<p>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.</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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).</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
	<p>Additional Attachments:</p> <p>🔗 Thinking Notes Video</p> <p>🔗 Lexile to Grade Correspondence</p> <p>🔗 Define + Draw Log</p>			
25 mins	<p>POST-READING > EXPRESSING YOUR OWN IDEAS AND BUILDING ON OTHERS' IDEAS:</p> <p>Ability to participate effectively in collaborative discussion, building on others' ideas and expressing their own clearly and persuasively, referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SAVE THE LAST WORD FOR ME DISCUSSION: "THE 'FEDERAL' IN FEDERALISM" AND "STATE POWER: GOT A RESERVATION?"</p> <p>SWBAT analyze, orally and in writing, the role of the founding documents with regard to federalism, and the evolution of their interpretation through governmental action, using cause and effect words and phrases (because, since, due to, as a result of, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Prioritized most compelling annotations • Participated in group discussion, including citing relevant and substantive textual evidence and building on others' ideas • Wrote paragraph, including relevant and substantive textual evidence 	<p>Ask students to take out their annotated copies of "The 'Federal' in Federalism" and "State Power: Got a Reservation?" (or Chapter 26 from We the People) and mark and rank order their three most compelling annotations.</p> <p>Distribute the "Save the Last Word for Me" discussion protocol and review with students.</p> <p>Assign students to groups of four and designate one student in each group as the timekeeper. Have groups follow the protocol to discuss the text.</p> <p>After group discussions are complete, ask students to write a paragraph in response to the question:</p> <ul style="list-style-type: none"> • How has federalism evolved through the interpretation of founding documents and through governmental action?
	<p>Standards:</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p>			
	<p>Additional Attachments:</p> <p>🔗 Save the Last Word for Me</p>			
10 mins	<p>POST-READING> CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.</p>	<p>TARGET GRAPHIC ORGANIZER: "THE 'FEDERAL' IN FEDERALISM" AND "STATE POWER: GOT A RESERVATION?"</p> <p>SWBAT cite and explain, in writing, textual evidence in response to the</p>	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> • Participated in group discussion • Added at least two pieces of evidence, with signal words and phrases, to target graphic organizer 	<p>Give students a clean copy of the target graphic organizer and ask them to label it with the name of these two texts.</p> <p>Ask students to work with their group to discuss evidence from the texts (5 minutes) and place at least two pieces of textual evidence on their target graphic organizers, using signal words and explaining the evidence (5 minutes).</p> <p>Remind students to refer to their Quoting, Paraphrasing, Summarizing and Signal Words handouts as needed.</p>


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		question: to what extent does our current government reflect the founders' beliefs about power and authority with regard to federalism, using signal words and phrases.		
<p>Standards:</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p>				
<p>Additional Attachments:</p> <p> Quoting, Paraphrasing, Summarizing</p> <p> Signal Words</p> <p> Target Graphic Organizer</p>				
15 mins	<p>POST-READING > UNDERSTANDING LIMITS ON THE FUNCTIONS OF GOVERNMENT:</p> <p>Ability to understand limits on the functions of government.</p>	<p>FEDERALISM CLASSIFICATION GRAPHIC ORGANIZER: "THE 'FEDERAL' IN FEDERALISM" AND "STATE POWER: GOT A RESERVATION?"</p> <p>SWBAT categorize, in writing, whether powers are held by the federal government, the state governments, or are shared by both, using content vocabulary (commerce, taxes, immigration, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Participates in group discussion Lists powers in the appropriate category 	<p>Give each student a copy of the Federalism Classification Graphic Organizer.</p> <p>Ask groups to go back through the texts ("The 'Federal' in Federalism" and "State Power: Got a Reservation?" or "We the People," Chapter 26), listing powers in the appropriate columns.</p> <p>Use the answer key to review with students and add additional powers not mentioned in the texts.</p> <p>Ask students to star powers they either know (from their knowledge of current events) or that they think (based on learnings thus far) are currently being debated in terms of federalism.</p> <p>Ask students to turn and talk, sharing one or more of their starred powers.</p> <p>Optional: call on several students to share what they or one of their group members shared.</p>
<p>Standards:</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p>				
<p>Additional Attachments:</p> <p> Federalism Classification Graphic Organizer</p> <p> Federalism Classification Answer Key</p>				
20 mins	<p>ACTIVE VIEWING > INTEGRATING MULTIPLE SOURCES OF INFORMATION:</p> <p>Ability to integrate multiple sources of information presented in diverse formats and media.</p>	<p>VIDEO NOTES AND QUESTIONS: "CONSTITUTIONAL BATTLEGROUND STATE" AND "POWER STRUGGLE: TUG OF WAR"</p> <p>SWBAT analyze, in writing, how power, authority, and</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Took notes on videos Participated in partner discussion Wrote responses to all four questions, including evidence from the video in their responses 	<p>Tell students they will watch two videos, each showcasing a business owner in a different state. Give them the Video Notes and Question Handout. Review the question with students:</p> <ul style="list-style-type: none"> How do power, authority, and federalism affect these two individuals and their businesses? <p>As students watch the two videos, they should take notes in the table on their graphic organizer to help them answer the question. After they have watched both videos, ask them to turn and talk, sharing and discussing their notes with a partner and adding any new information gleaned through discussion to their notes.</p> <p>Ask students to individually respond to the question, using specific evidence from</p>

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		federalism affect individuals and businesses, using cause and effect words and phrases (because, since, due to, as a result of, etc.).		both videos.
	<p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Additional Attachments:</p> <p>🔗 Video: Constitution USA: Constitutional Battleground State</p> <p>🔗 Constitution USA: Power Struggle: Tug of War</p> <p>📄 Video Notes and Question</p>			
10 mins	<p>POST-VIEWING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.</p>	<p>TARGET GRAPHIC ORGANIZER: "CONSTITUTIONAL BATTLEGROUND STATE" AND "POWER STRUGGLE: TUG OF WAR"</p> <p>SWBAT cite and explain, in writing, textual evidence in response to the question: to what extent does our current government reflect the founders' beliefs about power and authority with regard to federalism, using signal words and phrases.</p>	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> Participated in group discussion Added at least two pieces of evidence, with signal words and phrases, to target graphic organizer 	<p>Give students a clean copy of the target graphic organizer and ask them to label it with the name of these two videos.</p> <p>Ask them to work with their partner to discuss evidence from the videos (5 minutes) and place at least two pieces of textual evidence on their target graphic organizers, using signal words and explaining the evidence (5 minutes).</p> <p>Remind students to refer to their Quoting, Paraphrasing, Summarizing and Signal Words handouts as needed</p>
	<p>Standards:</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p>🔗 Quoting, Paraphrasing, Summarizing</p> <p>🔗 Signal Words</p> <p>🔗 Target Graphic Organizer</p>			
1 hr	<p>ACTIVE READING > PARTICIPATE IN COLLABORATIVE DISCUSSIONS: Ability to participate</p>	<p>COLLABORATIVE ANNOTATION: "THE TIME MAY BE RIGHT TO SALVAGE STATES RIGHTS"</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> Writes at least five annotations, in the form of meaningful 	<p>Tell students that today, they will read a text using a collaborative annotation strategy. Assign students to heterogeneous trios and provide each trio with a copy of the three-page "The Time May Be Right to Salvage States Rights" reading pasted onto poster paper and three different colors of pens (reserve a fourth color for yourself).</p>

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	effectively in collaborative discussion, building on others' ideas and expressing your own ideas clearly and persuasively.	SWBAT analyze, in writing, the extent to which our current government's beliefs about power and authority with regard to federalism reflect the founder's beliefs about power and authority with regard to federalism, using question words (who, what, why, how, etc.).	questions, on the text <ul style="list-style-type: none"> • Responds substantively to at least five annotations made by other students/the teacher on the text • Participates in gallery walk and group discussion • Lists top three learnings 	<p>Tell students to silently read the text, "discussing" it by making annotations on and around the text. Each student will use a different colored pen to annotate the text. Create a key at the bottom of your poster showing who is using which color. Students should focus their annotations on asking and responding to questions about the text,</p> <ul style="list-style-type: none"> • Using context clues, word parts, or cognates to figure out unfamiliar terms • Clarifying meaning • Connecting to previous texts, videos, and learning, and • Analyzing beliefs about power and authority with regard to federalism <p>As team members mark up the text with questions, students should pause their reading to respond to their questions and then resume reading and annotation.</p> <p>Allow students 30–40 minutes to read and mark up the text. Students can also add any key terms to their Define + Draw logs as they go.</p> <p>As they work, monitor groups, using your colored pen to add additional questions or responses to support students' thinking. Give students a 5-minute warning before time is up and then warn them again at the 1-minute mark. Once time is up, ask students to either display their posters on the wall or leave them on their tables for a gallery walk.</p> <p>Have groups rotate through at least two other groups' posters (3–5 minutes per poster), discussing the similarities and differences between their annotations and the annotations they observe on other groups' posters. They can use sticky notes to add additional thoughts to the other groups' posters.</p> <p>Have groups return to their original poster and read through and discuss any sticky notes.</p> <p>Ask groups to decide on one key learning they had around the extent to which our current government's beliefs about power and authority with regard to federalism reflect the founders' beliefs about power and authority with regard to federalism. Have each group share their learning with the class in one minute or less.</p> <p>Close by asking each student to make a list of their top three learnings.</p> <p>Note: You may choose to have students take photographs of their posters and/or provide students with their own copies of the text.</p>
	<p>Standards:</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>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.</p> <p>RH.11-12.3 : Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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).</p> <p>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.</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
	<p>Additional Attachments:</p> <p> Define + Draw Log</p>			
20 mins	POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support analysis.	TARGET GRAPHIC ORGANIZER: "THE TIME MAY BE RIGHT TO SALVAGE STATES RIGHTS" SWBAT cite and explain, in writing, textual evidence in response to the	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> • Participated in group discussion • Added at least five pieces of evidence, with signal words and phrases, 	<p>Give students a clean copy of the target graphic organizer and ask them to label it with the name of this text.</p> <p>Ask them to work with their trio to discuss evidence from the texts (5 minutes) and place at least five pieces of textual evidence on their target graphic organizers, using signal words and explaining the evidence (15 minutes).</p> <p>Remind students to refer to their Quoting, Paraphrasing, Summarizing and Signal Words handouts as needed</p>

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		question: to what extent does our current government reflect the founders' beliefs about power and authority with regard to federalism, using signal words and phrases.	to target graphic organizer	
<p>Standards:</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p> <p>🔗 Quoting, Paraphrasing, Summarizing</p> <p>🔗 Signal Words</p> <p>🔗 Target Graphic Organizer</p>				
30 mins	<p>ACTIVE READING > DETERMINING CENTRAL IDEAS: Ability to determine the central ideas of a primary or secondary source.</p>	<p>BUMPER STICKER: "STATES MATTER: AMERICA IS A FEDERAL REPUBLIC"</p> <p>SWBAT explain, in writing, the central ideas of "States Matter: America Is a Federal Republic," using content vocabulary (states, federal government, federalism, powers, etc.).</p>	<p>Meets expectation if student:</p> <ul style="list-style-type: none"> Highlighted and annotated text with specific analysis of power and authority with regard to federalism Participated in group discussion Created a bumper sticker that accurately reflects the gist of the text 	<p>Assign students to heterogeneous groups.</p> <p>Ask them to read "States Matter: America Is a Federal Republic" with their group, using context clues, word parts, or cognates to support understanding as they read. Remind students to add terms critical to understanding federalism to their Define + Draw log as they read.</p> <p>Ask students to work individually to highlight key phrases and sentences related to beliefs about power and authority, making annotations in the margins explaining what each highlighted phrase or sentence says about beliefs about power and authority. Students should then discuss their highlights and annotations with their group, adding any new ideas as they discuss.</p> <p>Finally, students should complete the Beliefs About Power and Authority handout, listing up to five central ideas from the text and closing by completing a bumper sticker that captures the gist of the text.</p>
<p>Standards:</p> <p>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.</p> <p>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.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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).</p> <p>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.</p> <p>L.11-12.6 : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Attachments:</p> <p>🔗 Define + Draw Log</p> <p>🔗 Beliefs about Power and Authority</p>				
10 mins	<p>POST-READING > CITING TEXTUAL EVIDENCE: Ability to draw evidence from informational texts to support</p>	<p>TARGET GRAPHIC ORGANIZER: "STATES MATTER: AMERICA IS A FEDERAL REPUBLIC"</p>	<p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> Participated in group discussion Added at least two pieces of evidence, 	<p>Give students a clean copy of the target graphic organizer and ask them to label it with the name of the text.</p> <p>Have then work with their group to discuss evidence from the texts (5 minutes) and place at least two pieces of textual evidence on their target graphic organizers, using signal words and explaining the evidence (5 minutes).</p>

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	analysis.	SWBAT cite and explain, in writing, textual evidence in response to the question: to what extent does our current government reflect the founders' beliefs about power and authority with regard to federalism, using signal words and phrases.	with signal words and phrases, to target graphic organizer	Remind students to refer to their Quoting, Paraphrasing, Summarizing and Signal Words handouts as needed.
<p>Standards:</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p>				
<p>Additional Attachments:</p> <p>🔗 Quoting, Paraphrasing, Summarizing</p> <p>🔗 Signal Words</p> <p>🔗 Target Graphic Organizer</p>				
Transition to Writing				
1 hr	<p>BRIDGING CONVERSATION > EVALUATING ARGUMENTS:</p> <p>Ability to argue a claim, supported by evidence.</p>	<p>PHILOSOPHICAL CHAIRS</p> <p>SWBAT argue a pro or con position, orally, in response to the statement: "Current beliefs about power and authority with regard to federalism mirror closely the founders' beliefs about power and authority with regard to federalism," using agree/disagree statements (I agree...because... or I disagree...because...).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Explained and defended position with evidence, using agree/disagree statements • Built on the ideas of others • Wrote final claim statement, supported by three pieces of evidence 	<p>Set up chairs/desks facing each other with about half facing in each direction.</p> <p>Post the claim on the board:</p> <ul style="list-style-type: none"> • Current beliefs about power and authority with regard to federalism mirror closely the founders' beliefs about power and authority with regard to federalism. <p>Ask students who agree with the central statement to sit on one side and those who disagree to sit on the other side. You can place some chairs in the center for students who are undecided or who have a middle-of-the-road view.</p> <p>Allow students 5 minutes to go through their texts, notes, and handouts, preparing evidence to support their position.</p> <p>A mediator, who will remain neutral and call on sides to speak, is positioned between the two sides. (This role is usually filled by the teacher, but a student can do it.) In addition to facilitating the discussion, the mediator may at times paraphrase the arguments made by each side for clarification. It is important that the mediator always remains neutral.</p> <p>Give each student a clean copy of the Power and Authority: Federalism Target Graphic Organizer so they can take notes during the discussion.</p> <p>The mediator recognizes someone from the side of the classroom who agrees with the claim to begin the discussion with an argument in favor of the position stated. Next, the mediator will recognize someone from the other side to respond to the argument. This continues throughout the activity, and part of the job of the mediator is to ensure participation by as many students as possible and to keep just a few students from dominating the discussion. The mediator may also put a time limit on how long each side addresses the issue on each turn.</p> <p>In addition to speaking in the discussion, students may express their opinions by moving from one side to the other. Anyone may change seats at any time. Changing seats does not necessarily mean that a person's mind is changed, but rather that the argument made is compelling enough to sway opinions. Students may move back and forth throughout the discussion.</p> <p>The discussion and movement continue for up to 45 minutes. The mediator can bring the discussion to a close at any time and can allow each side to make a final statement on the issue. (Students can "huddle" to prepare for this and designate a spokesperson for each side.)</p> <p>End by asking each participant to write down his/her final opinion, or claim, listing three arguments/pieces of evidence he/she found most convincing.</p>

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Standards:

WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.

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.

4.2. : Purposes of and limitations on the foundations, structures and functions of government

Additional Attachments:

 **Target Graphic Organizer**

Writing Process

1 hr	<p>PLANNING THE WRITING > ESTABLISHING THE CONTROLLING IDEA AND OUTLINING THE WRITING: Ability to develop and strengthen writing as needed by planning, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>EDITORIAL OUTLINE SWBAT develop, in writing, an outline for an editorial in response to the teaching task prompt, using content vocabulary (federalism, power, authority, states, federal government, etc.).</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Completed the Writing an Editorial Planning handout • Supported partner by writing additional information to consider on partner's Writing an Editorial Planning handout. 	<p>Remind students that they will be concluding this module by writing an editorial in response to the teaching task prompt. Refer students back to the prompt and to their flow charts from the beginning of the module.</p> <p>Distribute the Editorial Format handout and review it with students. Ask them to underline or star anything new to them that they want to remember. Optional: Support students in understanding what an editorial looks like by sharing the Editorial Sample with them.</p> <p>Review with students the difference between facts and opinions. Remind them that both are needed for an editorial and that the facts (or evidence) support their opinion or position.</p> <p>Distribute the Writing an Editorial Handout to students. Complete the first question as a whole class to reinforce the connection back to the prompt, asking:</p> <ul style="list-style-type: none"> • What is the issue? <p>Give students time in class to complete the planning sheet (25–30 minutes), using all texts, handouts, and notes used in the module.</p> <p>Have students partner up with a student who has a position different from their opinion by having students line up from "current beliefs reflect the founders' beliefs" to "current beliefs do not reflect the founders' beliefs" and then fold the line. (See Line-Ups Handout.)</p> <p>Have partners exchange papers and focus on the questions geared towards the opposing position (i.e., 4, 5, and 6).</p> <p>Partners will look over the opposing position information and list additional facts for Question 5 that are not written on the author's sheet. They will also look over Question 6 and write a rebuttal to the challenge.</p> <p>Provide students with some reflective time at the end to look over the feedback. Students then have information directly from the opposing viewpoint that they can use to further clarify and strengthen their own views while ensuring that they are bringing in conflicting evidence.</p>
1 hr	<p>DEVELOPMENT OF WRITING > CREATING THE</p>	<p>INITIAL DRAFT SWBAT develop, in writing, an argument</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> • Completed draft with 	<p>Ask students to use their outline to write a rough draft. Remind them to refer back to their texts, notes, and the Quoting, Paraphrasing, Summarizing and Signal Words Handouts as needed. Encourage students to re-read the prompt partway through</p>

Standards:

4.2. : Purposes of and limitations on the foundations, structures and functions of government

WHST.11-12.1 : Write arguments focused on discipline-specific content.

WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.

Additional Attachments:

 **Writing an Editorial - Developing and Strengthening Your Opinion.docx**


 **Editorial Format.docx**

 **Editorial Sample.docx**

 **Line-Ups.pdf**

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	<p>INITIAL DRAFT: Ability to write arguments focused on discipline-specific content, introducing precise, knowledgeable claim(s), establishing the significance of the claim(s), distinguishing the claim(s) from alternate or opposing claim(s), and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>	<p>in response to the teaching task prompt, using transition words and phrases (additionally, similarly, however, while, despite, although, etc.).</p>	<p>all sections</p> <ul style="list-style-type: none"> • Supported the opening in the later sections with textual evidence in the form of quotes, paraphrases, and/or summaries. 	<p>writing, to check that they are on track.</p>
	<p>Standards:</p> <p>WHST.11-12.1 : Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>Additional Attachments:</p> <p>% Quoting, Paraphrasing, Summarizing</p> <p>% Signal Words</p>			
45 mins	<p>REVISION, EDITING, AND COMPLETION > SELF-EVALUATION AND PEER REVISION: Ability to strengthen writing by revising draft with a focus on what is most significant for a specific purpose.</p>	<p>SELF-EVALUATION AND PEER REVISIONS SWBAT evaluate their own, and their peers' editorials, in writing, using reason words (because, since, due to, as a result of, etc.).</p>	<p>Meets expectations if student</p> <ul style="list-style-type: none"> • Completed Writer's Evaluation column with ratings and reasons • Completed Reader's Evaluation column(s) with agree/disagree statements and reasons • Participated in peer conversation. 	<p>Tell students that today they will self-evaluate their editorials and then get feedback from a peer (or peers).</p> <p>Distribute the Writing an Editorial - Peer Revision Sheet handout. Assign students to pairs, trios, or quads (if you assign pairs, the process will take 30 minutes, trios will take 45 minutes, and quads will take an hour).</p> <p>Ask students to silently read through their own editorial and rate themselves in the middle column from 0–4 on each element, providing a reason for their rating. Student partners/groups then exchange editorials and check list sheets.</p> <p>Instruct students to complete a first read silently without marking the checklist sheet. This will ground them in their partner's/group member's work without worrying about feedback. It also ensures that the entire editorial is read.</p> <p>Students then complete the checklist for their partner/group member by writing an agree/disagree statement in the box for each element, including comments as needed to communicate to the author next steps and questions. Optional: repeat this process with up to two more partners.</p> <p>Student authors receive their editorial and checklist back and read through the comments. Allow time for students to ask clarifying questions of their partner/group.</p> <p>Close by asking students to star the three elements they need to focus on most as they revise toward their final draft.</p>
	<p>Standards:</p> <p>WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>4.2. : Purposes of and limitations on the foundations, structures and functions of government</p> <p>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.</p> <p>Additional Attachments:</p>			

 Writing an Editorial - Peer Revision Sheet.docx				
30 mins	REVISION, EDITING, AND COMPETITION > FINAL REVISED DRAFT: Ability to strengthen writing by revising draft with a focus on what is most significant for a specific purpose.	FINAL DRAFT SWBAT argue, in writing, their response to the teaching task prompt, using transition words and phrases (additionally, similarly, however, while, despite, although, etc.)	Meets expectations if student: <ul style="list-style-type: none"> • Writes final draft, incorporating feedback from self-evaluation and peer revision 	Ask students to write their final draft of the editorial. Remind them to use feedback received during the self-evaluation and peer revision workshop to guide their revisions. They should refer back to the teaching task prompt and the argumentative writing rubric as they revise. Use the LDC argumentative writing rubric to score student work.
Standards: WHST.11-12.1 : Write arguments focused on discipline-specific content. WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research. 4.2 : Purposes of and limitations on the foundations, structures and functions of government				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Approaches Expectations

 **Paper #1.pdf**

 **Paper #3.pdf**

Advanced

 **Paper #2.pdf**

Not Yet

 **Paper #4.pdf**

 **Paper #6.pdf**

Meets Expectations

 **Paper #5.pdf**

Teacher Reflection

Not provided

All Attachments

-  iCivics: Federalists & Anti-Federalists.pdf : <https://s ldc.org/u/18c86l3bvn9qq7tp5wojees39>
-  iCivics: James Madison.pdf : <https://s ldc.org/u/a4c jn222k37mrsvr x3mc42tsa>
-  Federalist No 45.docx : <https://s ldc.org/u/73nwqyk5fl2h83485zsk75iqu>
-  The Tenth Amendment.docx : <https://s ldc.org/u/bdd5frx4fn6spd87dce5djtp4>
-  Video: Constitution USA with Peter Sagal: Does the Federal Government Have Too Much Power? : <https://s ldc.org/u/b8fyhmhda6fq96o7o21aupda>
-  iCivics: The "Federal" in Federalism.pdf : <https://s ldc.org/u/47y5f69ofrx4eyjjobapg0ir4>
-  iCivics: State Power: Got a Reservation?.pdf : <https://s ldc.org/u/xnv7q50t6ifppmh6jiieluyq>
-  Video: Constitution USA with Peter Sagal, Episode I: A More Perfect Union (Federalism) "Constitutional Battleground State" (Video Clip) : <https://s ldc.org/u/53qixxofrbjvbqh0674d6gpo7>
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-  The Time May Be Right To Salvage States Rights : <https://s ldc.org/u/ngwbzxxwge6wz82asaz01esa>
-  States Matter: America is a Federal Republic : <https://s ldc.org/u/46rrkp7pdnfs410vd8iu88kva>
-  Paper #1.pdf : <https://s ldc.org/u/e2yu0cu89s0h4a35l2uv3hswl>
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