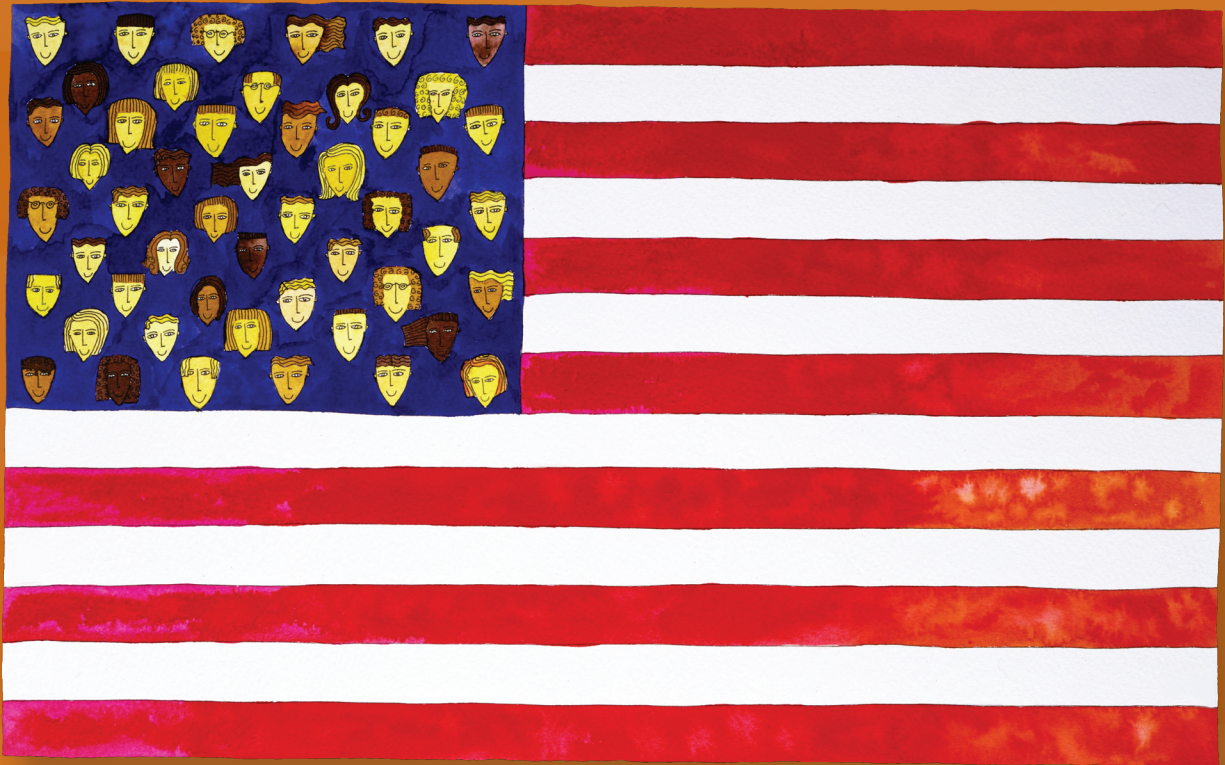


LITERATURE & THOUGHT

WE THE PEOPLE

FOUNDATIONS OF AMERICAN GOVERNMENT



TEACHER GUIDE

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Literature & Thought

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

English Language Arts Standards » Reading: Informational Text » Grade 11 (RI)	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Student Book (SB): pp. 72 Q2, 96 Q1 & Q2, 120 Q2 & Q3, 144 Q1 Teacher Guide (TG): p. 17
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	SB: pp. 72 Q1, 96 Q1 & Q4, 120 Q1 & Q3 TG: p. 18
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	SB: pp. 72 Q5, 96 Q1 TG: p. 25
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	SB: p. 72 Q3 & Q4 TG: p. 46
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	TG: p. 24
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	SB: pp. 72 Q6, 96 Q2 & Q3, 120 Q3 & Q4, 144 Q4 TG: p. 47
Integration of Knowledge and Ideas	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	TG: p. 22
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	SB: pp. 120 Q1 & Q2 & Q3 & Q4 TG: p. 59
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	SB: pp. 72 Q3 & Q5 & Q6, 96 Q1 & Q3, TG: p. 45
Range of Reading and Level of Text Complexity	
By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: Anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 82 include selections that are challenging, average, and easy.

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

English Language Arts Standards » Reading: Informational Text » Grade 11 (RI)

Cluster One: What Ideas Shaped the Founders?

	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Magna Carta and Its American Legacy	Teacher Guide (TG): p. 17	SB: p. 72 Q1								
The Mayflower Compact	Student Book (SB): p. 72 Q2	TG: p.18							SB: p. 72 Q2	
The Pilgrims Had It Good, Victor Landa	SB: p. 72 Q2								SB: p. 72 Q2	
Life in a City on a Hill, Sarah Vowell				SB: p. 72 Q3					SB: p. 72 Q3	
Reagan's Farewell Address, Ronald Reagan				SB: p. 72 Q3					SB: p. 72 Q3	
Religious Tolerance in America, Richard Rodriguez				SB: p. 72 Q4						
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>				SB: p. 72 Q4						
What Makes a Government Legitimate? John Locke			SB: p. 72 Q5		TG: p. 24					
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>			SB: p. 72, Q5 TG: p. 25							
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						SB: p. 72 Q6				
Writing Activity: Analyze a Source										

Cluster Two: How Does the Constitution Safeguard Against Tyranny?

The Separation of Powers, Baron de Montesquieu	SB: p. 96 Q1	SB: p. 96 Q1	SB: p. 96 Q1						SB: p. 96 Q1	
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors	(SB): p. 96 Q2					SB: p. 96 Q2			SB: p. 96 Q2	

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English Language Arts Standards » Reading: Informational Text » Grade 11 (RI)

	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
The Federalist Papers, James Madison	SB: 96 Q1	SB: p. 96 Q1	SB: p. 96 Q1			SB: p. 96 Q3			SB: p. 96 Q1 & Q3	
Objections to the Constitution, George Mason						SB: p. 96 Q3			SB: p. 96 Q3	
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>		SB: p. 96 Q4								
Writing Activity: Compare Op-Ed Articles										
Cluster Three: What Compromises in the Constitution Matter Today?										
What Would the Founders Do? Richard Brookhiser		SB: p. 120 Q1						SB: p. 120 Q1 to Q4		
The Great Compromise, Catherine Drinker Bowen	SB: p. 120 Q2							SB: p. 120 Q1 to Q4	TG: p. 45	
Who Rules? A Case Study in Power, Alec MacGillis	SB: p. 120 Q2 & Q3	SB: p. 120 Q3				SB: p. 120 Q3		SB: p. 120 Q1 to Q4		
Latinos Remake the Electoral Map, Henry Flores						SB: p. 120 Q4 TG: p. 47		SB: p. 120 Q1 to Q4	SB: p. 120 Q4	
No More Racial Gerrymandering, Linda Chavez						SB: p. 120 Q4		SB: p. 120 Q1 to Q4	SB: p. 120 Q4	
Writing Activity: Evaluate the Argument for Compromise										
Cluster Four: Thinking on Your Own										
Needy Students Need Aid, Esther Cepeda	SB: p. 144 Q1									
Fat Cat Universities Don't Need Aid, Jason Mattera										
Americans View Basic Freedoms, First Amendment Center	SB: p. 144 Q1								SB: p. 144 Q2	
Reverence for the Constitution, Jill Lepore									SB: p. 144 Q2	
The Spoiled-Brat American Electorate, Eugene Robinson										

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English Language Arts Standards » Reading: Informational Text » Grade 11 (RI)

	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
The Misguided Elites, Thomas Sowell								TG: p. 59		
Why I Hate Politics. That Government Kind., Marcy Massura						SB: p. 144 Q4				
Why I'm Political, Margaret Cho						SB: p. 144 Q4				
Writing Activity: Evaluate the Constitution Today										

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

English Language Arts Standards » Speaking and Listening » Grade 11 (SL)	
Comprehension and Collaboration	
<p>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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Teacher Guide (TG): pp. 18, 54, 60</p>
<p>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>TG: pp. 34, 48</p>
<p>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>TG: pp. 20, 21, 35</p>
Presentation of Knowledge and Ideas	
<p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>TG: pp. 19, 22, 55</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>TG: pp. 36, 56</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>TG: pp. 37, 45</p>

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

English Language Arts Standards » Speaking and Listening » Grade 11 (SL)						
Cluster One: What Ideas Shaped the Founders?						
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6
Magna Carta and Its American Legacy						
The Mayflower Compact	Teacher Guide (TG): p. 18					
The Pilgrims Had It Good, Victor Landa				TG: p. 19		
Life in a City on a Hill, Sarah Vowell			TG: p. 20			
Reagan's Farewell Address, Ronald Reagan			TG: p. 21			
Religious Tolerance in America, Richard Rodriguez				TG: p. 22		
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>						
What Makes a Government Legitimate? John Locke						
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>						
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						
Writing Activity: Analyze a Source						
Cluster Two: How Does the Constitution Safeguard Against Tyranny?						
The Separation of Powers, Baron de Montesquieu						
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors		TG: p. 34				
The Federalist Papers, James Madison			TG: p. 35			
Objections to the Constitution, George Mason					TG: p. 36	
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>						TG: p. 37
Writing Activity: Compare Op-Ed Articles						

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English Language Arts Standards » Speaking and Listening » Grade 11 (SL)						
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6
Cluster Three: What Compromises in the Constitution Matter Today?						
What Would the Founders Do? Richard Brookhiser						
The Great Compromise, Catherine Drinker Bowen						TG: p. 45
Who Rules? A Case Study in Power, Alec MacGillis						
Latinos Remake the Electoral Map, Henry Flores						
No More Racial Gerrymandering, Linda Chavez		TG: p. 48				
Writing Activity: Evaluate the Argument for Compromise						
Cluster Four: Thinking on Your Own						
Needy Students Need Aid, Esther Cepeda	TG: p. 54					
Fat Cat Universities Don't Need Aid, Jason Mattera				TG: p. 55		
Americans View Basic Freedoms, First Amendment Center					TG: p. 56	
Reverence for the Constitution, Jill Lepore						
The Spoiled-Brat American Electorate, Eugene Robinson						
The Misguided Elites, Thomas Sowell						
Why I Hate Politics. That Government Kind., Marcy Massura	TG: p. 60					
Why I'm Political, Margaret Cho						
Writing Activity: Evaluate the Constitution Today						

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

History/Social Studies Standards » Reading » Grade 11 (RH)	
Key Ideas and Details	
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.	Student Book (SB): pp. 72 Q2, 96 Q1, 120 Q2, 144 Q1 Teacher Guide (TG): p. 17
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.	SB: pp. 72 Q1, 96 Q1 & Q4, 120 Q1 & Q3 TG: p. 18
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	TG: p. 25
Craft and Structure	
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).	SB: p. 72 Q3 TG: p. 46
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	TG: p. 24
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	SB: pp. 72 Q4, 96 Q2 & Q3, 144 Q4 TG: p. 47
Integration of Knowledge and Ideas	
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	TG: p. 22
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	SB: pp. 96 Q3, 144 Q2 TG: p. 59
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	TG: p. 45
Range of Reading and Level of Text Complexity	
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	SB: Anthology includes texts of varying levels of complexity. Suggestions for additional readings on page 72 include selections that are challenging, average, and easy.

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

History/Social Studies Standards » Reading » Grade 11 (RH)										
Cluster One: What Ideas Shaped the Founders?										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Magna Carta and Its American Legacy	Teacher Guide (TG): p. 17	SB: p. 72 Q1								
The Mayflower Compact	Student Book (SB): p. 72 Q2	TG: p.18								
The Pilgrims Had It Good, Victor Landa	SB: p. 72 Q2									
Life in a City on a Hill, Sarah Vowell				SB: p. 72 Q3						
Reagan's Farewell Address, Ronald Reagan				SB: p. 72 Q3						
Religious Tolerance in America, Richard Rodriguez						SB: p. 72 Q4	TG: p. 22			
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>						SB: p. 72 Q4				
What Makes a Government Legitimate? John Locke					TG: p. 24					
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>			TG: p. 25							
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>										
Writing Activity: Analyze a Source										
Cluster Two: How Does the Constitution Safeguard Against Tyranny?										
The Separation of Powers, Baron de Montesquieu	SB: p. 96 Q1	SB: p. 96 Q1								
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors						SB: p. 96 Q2				
The Federalist Papers, James Madison	SB: p. 96 Q1	SB: p. 96 Q1				SB: p. 96 Q3		SB: p. 96 Q3		

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History/Social Studies Standards » Reading » Grade 11 (RH)										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Objections to the Constitution, George Mason						SB: p. 96 Q3		SB: p. 96 Q3		
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>		SB: p. 96 Q4								
Writing Activity: Compare Op-Ed Articles										
Cluster Three: What Compromises in the Constitution Matter Today?										
What Would the Founders Do? Richard Brookhiser		SB: p. 120 Q1								
The Great Compromise, Catherine Drinker Bowen	SB: p. 120 Q2								TG: p. 45	
Who Rules? A Case Study in Power, Alec MacGillis	SB: p. 120 Q2	SB: p. 120 Q3								
Latinos Remake the Electoral Map, Henry Flores						TG: p. 47				
No More Racial Gerrymandering, Linda Chavez										
Writing Activity: Evaluate the Argument for Compromise										
Cluster Four: Thinking on Your Own										
Needy Students Need Aid, Esther Cepeda	SB: p. 144 Q1									
Fat Cat Universities Don't Need Aid, Jason Mattera	SB: p. 144 Q1									
Americans View Basic Freedoms, First Amendment Center								SB: p. 144 Q2		
Reverence for the Constitution, Jill Lepore								SB: p. 144 Q2		
The Spoiled-Brat American Electorate, Eugene Robinson										
The Misguided Elites, Thomas Sowell								TG: p. 59		
Why I Hate Politics. That Government Kind., Marcy Massura						SB: p. 144 Q4				
Why I'm Political, Margaret Cho						SB: p. 144 Q4				
Writing Activity: Evaluate the Constitution Today										

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

History/Social Studies Standards » Writing » 11 (WHST)	
Text Types and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<p>Student Book (SB): pp. 120, 144 Teacher Guide (TG): pp. 21, 56</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). 	<p>SB: 96 TG: pp. 33, 37, 57</p>
<p>3. (Not applicable as a separate requirement.)</p>	
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TG: p. 19</p>

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History/Social Studies Standards » Writing » 11 (WHST)	
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.	TG: p. 23
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	TG: pp. 25, 26, 56
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TG: pp. 36, 44, 55, 66, 67, 68
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	TG: pp. 56, 61, 66, 67, 68
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: p. 72 TG: pp. 24, 58, 66, 67, 68
Range of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: Anthology includes writing assignments of varying time frames.

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History/Social Studies Standards » Writing » Grade 11 (WHST)										
Cluster One: What Ideas Shaped the Founders?										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Magna Carta and Its American Legacy										
The Mayflower Compact										
The Pilgrims Had It Good, Victor Landa				TG: p. 29						
Life in a City on a Hill, Sarah Vowell										
Reagan's Farewell Address, Ronald Reagan	Teacher Guide (TG): p. 21									
Religious Tolerance in America, Richard Rodriguez										
Give Me Liberty or Give Me Death!, Patrick Henry <i>CCSS Text Exemplar</i>					TG: p. 23					
What Makes a Government Legitimate? John Locke									TG: 24	
Declaration of Independence, Thomas Jefferson <i>CCSS Text Exemplar</i>						TG: p. 25				
The Fourth of July and Slavery, Frederick Douglass <i>CCSS Text Exemplar</i>						TG: p. 26				
Writing Activity: Analyze a Source									SB: p. 72	
Cluster Two: How Does the Constitution Safeguard Against Tyranny?										
The Separation of Powers, Baron de Montesquieu		TG: p. 33								
When is Bombing Constitutional?, Ta-Nehisi Coates and Blog Contributors										
The Federalist Papers, James Madison										

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History/Social Studies Standards » Writing » Grade 11 (WHST)										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Objections to the Constitution, George Mason							TG: p. 36			
Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i>		TG: p. 37								
Writing Activity: Compare Op-Ed Articles		SB: p. 96								
Cluster Three: What Compromises in the Constitution Matter Today?										
What Would the Founders Do? Richard Brookhiser							TG: p. 44			
The Great Compromise, Catherine Drinker Bowen										
Who Rules? A Case Study in Power, Alec MacGillis			TG: p. 46							
Latinos Remake the Electoral Map, Henry Flores										
No More Racial Gerrymandering, Linda Chavez										
Writing Activity: Evaluate the Argument for Compromise	Student Book (SB): p. 120									
Cluster Four: Thinking on Your Own										
Needy Students Need Aid, Esther Cepeda										
Fat Cat Universities Don't Need Aid, Jason Mattera							TG: p. 55			
Americans View Basic Freedoms, First Amendment Center	TG: p. 56					TG: p. 56		TG: p. 56		
Reverence for the Constitution, Jill Lepore		TG: p. 57								
The Spoiled-Brat American Electorate, Eugene Robinson									TG: p. 58	
The Misguided Elites, Thomas Sowell										
Why I Hate Politics. That Government Kind., Marcy Massura										

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History/Social Studies Standards » Writing » Grade 11 (WHST)										
	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10
Why I'm Political, Margaret Cho								TG: p. 61		
Writing Activity: Evaluate the Constitution Today	SB: p. 144									
Research, Writing, and Discussion Topics							TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	
Assessment and Project Ideas							TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	TG: pp. 66, 67, 68	