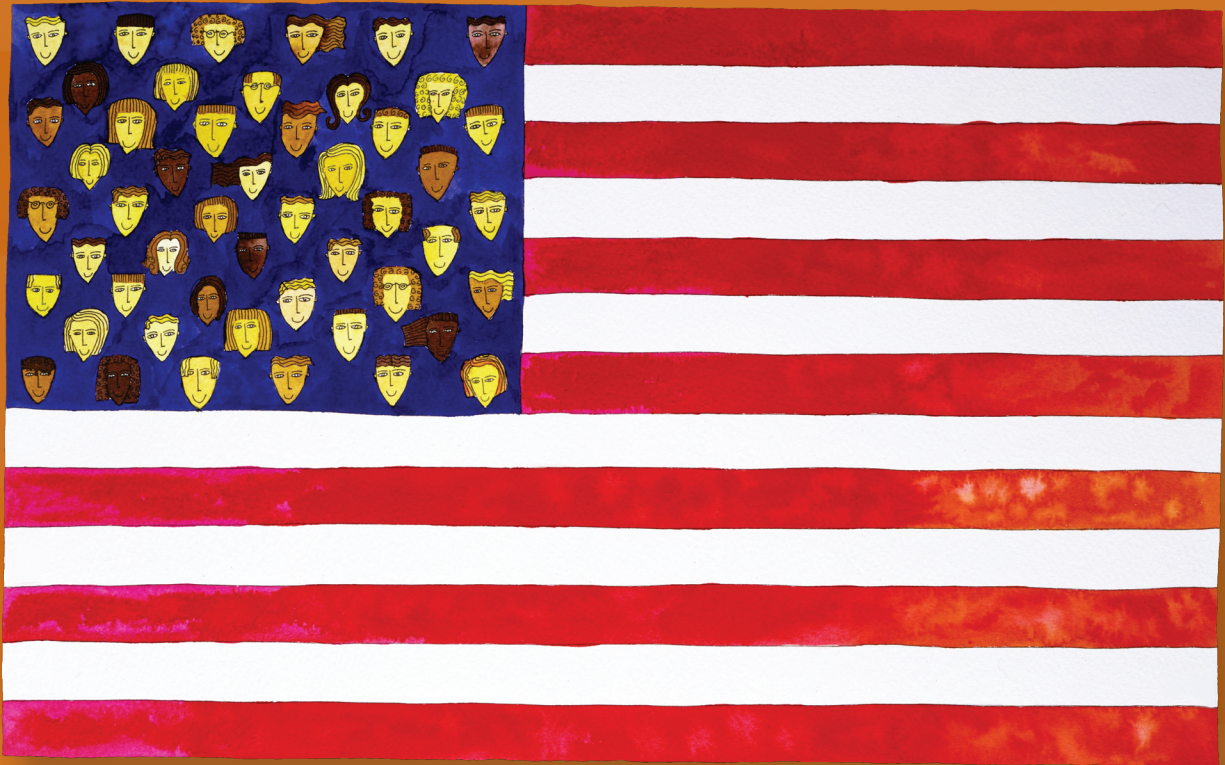


LITERATURE & THOUGHT

WE THE PEOPLE

FOUNDATIONS OF AMERICAN GOVERNMENT



TEACHER GUIDE

Perfection Learning®
Perfect for *your* Classroom

w: perfectionlearning.com | ph: (800) 831-4190 | April 10, 2013

Literature & Thought

We the People: Foundations of American Government

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 9 (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. | Student Book (SB): pp. 72 Q2, 96 Q1 & Q2, 120 Q2 & Q3, 144 Q1 Teacher Guide (TG): p. 17 |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | SB: pp. 72 Q1, 96 Q1 & Q4, 120 Q1 & Q3 TG: p. 18 |
| 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | 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 the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | SB: p. 72 Q3 & Q4 TG: p. 46 |
| 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | TG: p. 24 |
| 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | SB: pp. 72 Q6, 96 Q2 & Q3, 120 Q3 & Q4, 144 Q4 TG: p. 47 |
| Integration of Knowledge and Ideas | |
| 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | TG: p. 22 |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | SB: pp. 120 Q1 & Q2 & Q3 & Q4 TG: pp. 46, 59 |
| 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. | SB: pp. 72 Q3 & Q5 & Q6, 96 Q1 & Q3, TG: p. 45 |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 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. |

Literature & Thought

We the People: Foundations of American Government

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 9 (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 | |

Literature & Thought

We the People: Foundations of American Government

| English Language Arts Standards » Reading: Informational Text » Grade 9 (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 | | TG: p. 46 | | 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 | | | | | | | | | | |

Literature & Thought

We the People: Foundations of American Government

English Language Arts Standards » Reading: Informational Text » Grade 9 (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 | | | | | | | | | | |

Literature & Thought

We the People: Foundations of American Government

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 9 (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 9–10 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p>Teacher Guide (TG): pp. 18, 54, 60</p> |
| <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <p>TG: pp. 34, 48</p> |
| <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <p>TG: pp. 20, 21, 35</p> |
| Presentation of Knowledge and Ideas | |
| <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</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 command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> | <p>TG: pp. 37, 45</p> |

Literature & Thought

We the People: Foundations of American Government

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 9 (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 |

Literature & Thought

We the People: Foundations of American Government

| English Language Arts Standards » Speaking and Listening » Grade 9 (SL) | | | | | | |
|--|-----------|-----------|------|-----------|-----------|-----------|
| | ST 1 | ST 2 | ST 3 | ST 4 | ST 5 | ST 6 |
| Writing Activity: Compare Op-Ed Articles | | | | | | |
| 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 College, 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 | | | | | | |

Literature & Thought

We the People: Foundations of American Government

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

| History/Social Studies Standards » Reading » Grade 9 (RH) | |
|---|---|
| Key Ideas and Details | |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | 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 of how key events or ideas develop over the course of the text. | SB: pp. 72 Q1, 96 Q1 & Q4, 120 Q1 & Q3 TG: p. 18 |
| 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | TG: p. 25 |
| Craft and Structure | |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | SB: p. 72 Q3 TG: p. 46 |
| 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | TG: p. 24 |
| 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | SB: pp. 72 Q4, 96 Q2 & Q3, 144 Q4 TG: p. 47 |
| Integration of Knowledge and Ideas | |
| 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | TG: p. 22 |
| 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. | SB: pp. 72 Q3, 96 Q2 & Q3, 120 Q3 & Q4 TG: pp. 46, 59 |
| 9. Compare and contrast treatments of the same topic in several primary and secondary sources. | TG: p. 45 |
| Range of Reading and Level of Text Complexity | |
| 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 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. |

Literature & Thought

We the People: Foundations of American Government

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

| History/Social Studies Standards » Reading » Grade 9 (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 | | | | SB: p. 72 Q3 | | |
| Reagan's Farewell Address, Ronald Reagan | | | | SB: p. 72 Q3 | | | | SB: p. 72 Q3 | | |
| Religious Toleration 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 | | 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 | | |
| Objections to the Constitution, George Mason | | | | | | SB: p. 96 Q3 | | SB: p. 96 Q3 | | |

Literature & Thought

We the People: Foundations of American Government

| History/Social Studies Standards » Reading » Grade 9 (RH) | | | | | | | | | | |
|---|---------------------|---------------------|------|--------------|------|---------------------|------|---------------------|--------------|-------|
| | ST 1 | ST 2 | ST 3 | ST 4 | ST 5 | ST 6 | ST 7 | ST 8 | ST 9 | ST 10 |
| 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 | | TG: p. 46 | | | | SB: p. 120 Q3 | | |
| Latinos Remake the Electoral Map, Henry Flores | | | | | | TG: p. 47 | | SB: p. 120 Q4 | | |
| No More Racial Gerrymandering, Linda Chavez | | | | | | | | 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 | SB: p. 144 Q1 | | | | | | | | | |
| Americans View Basic Freedoms, First Amendment Center | | | | | | | | | | |
| Reverence for the Constitution, Jill Lepore | | | | | | | | | | |
| 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 | | | | | | | | | | |

Literature & Thought

We the People: Foundations of American Government

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

| History/Social Studies Standards » Writing » 9 (WHST) | |
|--|--|
| Text Types and Purposes | |
| <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses 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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> | <p>Student Book (SB): pp. 120 WA, 144 WA</p> <p>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> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>SB: p. 96 WA</p> <p>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 the task, purpose, and audience.</p> | <p>TG: p. 19</p> |
| <p>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>TG: p. 23</p> |

Literature & Thought

We the People: Foundations of American Government

| History/Social Studies Standards » Writing » 9 (WHST) | |
|--|---|
| 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 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 usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 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. |

Literature & Thought

We the People: Foundations of American Government

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

| History/Social Studies Standards » Writing » Grade 9 (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. 19 | | | | | | |
| Life in a City on a Hill, Sarah Vowell | | | | | | | | | | |
| Reagan's Farewell Address, Ronald Reagan | Teacher Guide (TG): p. 21 | | | | | | | | | |
| Religious Toleration 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: 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> | | | | | | 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 | | | | | | | | | | |
| Objections to the Constitution, George Mason | | | | | | | TG: p. 36 | | | |
| Minnesota Too Polite to Ask for Federal Funding, <i>The Onion</i> | | TG: p. 37 | | | | | | | | |

Literature & Thought

We the People: Foundations of American Government

| History/Social Studies Standards » Writing » Grade 9 (WHST) | | | | | | | | | | |
|--|---------------------------|-----------|-----------|------|------|-----------|--------------------|--------------------|--------------------|-------|
| | ST 1 | ST 2 | ST 3 | ST 4 | ST 5 | ST 6 | ST 7 | ST 8 | ST 9 | ST 10 |
| 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 College, 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 | | | | | | | | | | |
| 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 | |