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***We the People: The Citizen and the Constitution, Level 2 eBook* © 2013**

correlated to the

Common Core Standards for Reading and Writing (June 2010), Grades 6-8

Standards		Page References
	Reading Standards for Literacy in History/Social Studies, Grades 6-8	
	Key Ideas and Details	
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	Lesson 1: What were the British Colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?) Lesson 2: Why do we need government? (What were Locke’s ideas about natural rights?—question beneath image of <i>Two Treaties</i>) Lesson 2: Why do we need government? (Activities) Lesson 3: What is republican government? (Ideas for Discussion: Why should citizens promote the common good?) Lesson 3: What is republican government? (Activities) Lesson 5: How can we organize government to prevent the abuse of power? (Ideas for Discussion: Why did the Founders fear the abuse of power?) Lesson 6: How did constitutional government develop in Great Britain? (Ideas for Discussion: How do these rights limit the power of government?) Lesson 8: What basic ideas about government are in the Declaration of Independence? (Ideas For Discussion: What ideas about government are in the Declaration of Independence?) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?) Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?)
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Lesson 1: What were the British Colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?) Lesson 2: Why do we need government? (What were Locke’s ideas about natural rights?—question beneath image of <i>Two Treaties</i>) Lesson 2: Why do we need government? (Ideas for Discussion: What might life be

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	<p>like in a state of nature?) Lesson 3: What is republican government? (Ideas for Discussion: Why should citizens promote the common good?) Lesson 3: What is republican government? (Activities) Lesson 5: How can we organize government to prevent the abuse of power? (Ideas for Discussion: Why did the Founders fear the abuse of power?) Lesson 6: How did constitutional government develop in Great Britain? (Ideas for Discussion: How do these rights limit the power of government?) Lesson 8: What basic ideas about government are in the Declaration of Independence? (Ideas For Discussion: What ideas about government are in the Declaration of Independence?) Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?) Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?)</p>
3.	<p>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>Lesson 5: How can we organize government to prevent the abuse of power? (Activities) Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Activities) Lesson 16: How much power should be given to the executive and judicial branches? (Lesson Review) Lesson 16: How much power should be given to the executive and judicial branches? (Activities) Lesson 17: How did the Constitution create a federal system of government? (Activities) Lesson 18: How did the people approve the new Constitution? (Lesson Review)</p>
Craft and Structure	
4.	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Lesson 1: What were the British Colonies in America like in the 1770s? (Who were the Founders?— question beneath Adams’ painting) Lesson 3: What is republican government? (Lesson Review) Lesson 6: How did constitutional government develop in Great Britain? (Ideas for Discussion: How do these rights limit the power of government?) Lesson 8: What basic ideas about government are in the Declaration of</p>

Standards		Page References
		<p>Independence? (Lesson Review)</p> <p>Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (Ideas for Discussion: What difficulties are there in deciding the meaning of the words in the Constitution?)</p> <p>Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (Ideas for Discussion: How would you interpret what the words in the Second Amendment mean?)</p> <p>Lesson 27: How does the Constitution protect the right to due process of law? (What is Due Process of Law?)</p> <p>Lesson 27: How does the Constitution protect the right to due process of law? (Lesson Review)</p> <p>Lesson 29: What are the rights and responsibilities of citizenship? (Lesson Review)</p> <p>Lesson 30: How might citizens participate in civic affairs? (Ideas for Discussion: Should citizens participate in their government?)</p>
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>Lesson 1: What were the British colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Lesson Review)</p> <p>Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (How should the Constitution be written to give power to Congress?)</p>
6.	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<p>Lesson 4: What is Constitutional government? (Activities)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Ideas For Discussion: What ideas about government are in the Declaration of Independence?)</p> <p>Lesson 12: Who attended the Philadelphia convention? How was it organized? (What ideas about government did the Framers agree to include in the new constitution?—question beneath Constitution)</p> <p>Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (How did the Framers resolve the conflicts about tariffs and slavery?—question beneath picture of enslaved person)</p>
Integration of Knowledge and Ideas		
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print or digital texts.	<p>Lesson 4: What is Constitutional government? (What is a constitution?)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Why did some colonists want to remain British subjects?)</p>

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		<p>Lesson 11: How did the Articles of Confederation organize the first national government? (What problems did the Founders face in writing the Articles of Confederation?)</p> <p>Lesson 13: How did the Framers resolve the conflict about representation in Congress? (Solve the Problem: Which method of representation might better serve the states?)</p> <p>Lesson 18: How did the people approve the new Constitution? (What issues related to the new Constitution did the people debate?)</p> <p>Lesson 24: How does the Constitution protect freedom of religion? (Can government limit your right to practice your religious beliefs?)</p> <p>Lesson 25: How has the right to vote expanded since the Constitution was adopted? (How did African American men gain the right to vote?)</p>
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	<p>Lesson 5: How can we organize government to prevent the abuse of power? (Ideas for Discussion: Why did the Founders fear the abuse of power?)</p> <p>Lesson 7: What experiences led to the American Revolution? (Ideas for Discussion: Why are these rights important?)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Activities)</p> <p>Lesson 18: How did the people approve the new Constitution? (What issues related to the new Constitution did the people debate?--Chart)</p> <p>Lesson 20: How did political parties develop? (Why was the disagreement about the nation's economy important?—question beneath photo of the site of the First Bank of the United States in Philadelphia)</p> <p>Lesson 21: How does the U.S. Supreme Court use the power of judicial review? (Ideas for Discussion: Should the U.S. Supreme Court have the power of judicial review over acts of Congress?)</p> <p>Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (Activities)</p> <p>Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?)</p> <p>Lesson 26: How does the Constitution safeguard the right to equal protection of the law? (How did the U.S. Supreme Court interpret the equal protection clause in two separate cases?)</p> <p>Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?)</p>
9.	Analyze the relationship between a primary and secondary source on the same topic.	<p>Lesson 2: Why do we need government? (Activities)</p> <p>Lesson 4: What is Constitutional government? (Activities)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of</p>

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		Independence? (What principles of government does the Declaration include?—question beneath Jefferson painting) Lesson 26: How does the Constitution safeguard the right to equal protection of the law? (Activities)
Range of Reading and Level of Text Complexity		
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	This standard is covered throughout the text. For examples, see: Lesson 1: What were the British Colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?) Lesson 4: What is Constitutional government? (Participating in a Class Activity: How would you solve this issue of power?) Lesson 8: What basic ideas about government are in the Declaration of Independence? (What principles of government does the Declaration include?) Lesson 16: How much power should be given to the executive and judicial branches? (What powers does the Constitution give to the judicial branch?) Lesson 20: How did political parties develop? (Why was the disagreement about foreign affairs important?) Lesson 21: How does the U.S. Supreme Court use the power of judicial review? (How did the U.S. Supreme Court decide the case of Marbury v. Madison?) Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (How does the U.S. Supreme Court decide what the words in the Constitution mean?) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?)
Writing Standards for Literacy in History/Social Studies, Grades 6-8		
Text Types and Purposes		
1.	Write arguments focused on <i>discipline-specific content</i>	
1.a.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Activities) Lesson 24: How does the Constitution protect freedom of religion? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)

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1.b.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Activities) Lesson 24: How does the Constitution protect freedom of religion? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Activities) Lesson 24: How does the Constitution protect freedom of religion? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
1.d.	Establish and maintain a formal style.	Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Activities) Lesson 24: How does the Constitution protect freedom of religion? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
1.e.	Provide a concluding statement or section that follows from and supports the argument presented.	Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Activities) Lesson 24: How does the Constitution protect freedom of religion? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
2.	Write Informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts,	Lesson 1: What were the British Colonies in America like in the 1770s? (Activities)

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<p>and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) wirte Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)</p>
<p>2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Activities) Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) wirte Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)</p>
<p>2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Activities) Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) wirte Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)</p>
<p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Activities) Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) wirte Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)</p>
<p>2.e. Establish and maintain a formal style and objective tone.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Activities)</p>

Standards		Page References
		Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) write Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Lesson 1: What were the British Colonies in America like in the 1770s? (Activities) Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) write Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
3.	(See note; not applicable as a separate requirement)	
Production and Distribution of Writing		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Lesson 2: Why do we need government? (Activities) Lesson 11: How did the Articles of Confederation organize the first national government? (Activities) Lesson 8: What basic ideas about government are in the Declaration of Independence? (Activities) Lesson 13: How did the Framers resolve the conflict about representation in Congress? (Activities) Lesson 17: How did the Constitution create a federal system of government? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) Lesson 20: How did political parties develop? (Activities)
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
6.	Use technology, including the Internet, to produce and publish writing and	

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	present the relationships between information and ideas clearly and efficiently.	
Research to Build and Present Knowledge		
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Lesson 4: What is Constitutional government? (Activities) Lesson 9: What happened during the American Revolution? How did the government function?(Activities) Lesson 12: Who attended the Philadelphia convention? How was it organized? (Activities) Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 26: How does the Constitution safeguard the right to equal protection of the law? (Activities) Lesson 28: What is the relationship of the United States to other nations in the world? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Lesson 12: Who attended the Philadelphia convention? How was it organized? (Activities)
9.	Draw evidence from informational text to support analysis, reflection, and research.	Lesson 4: What is Constitutional government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 13: How did the Framers resolve the conflict about representation in Congress? (Solve the Problem: How would you solve the problem of representation in Congress?) Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?) Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?)
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-	

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specific tasks, purposes, and audiences.	
<p>College and Career Readiness Anchor Standards for Reading The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.</p>	
Key Ideas and Details	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?) Lesson 2: Why do we need government? (Lesson Review) Lesson 3: What is republican government? (Ideas for Discussion: Why should citizens promote the common good?) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Solve the Problem: Would these bills be allowed to become law under the Constitution?) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?) Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?) Lesson 29: What are the rights and responsibilities of citizenship? (Solve the Problem: What decision would you make?)</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?) Lesson 2: Why do we need government? (What were Locke’s ideas about natural rights?—question beneath image of <i>Two Treaties</i>) Lesson 2: Why do we need government? (Ideas for Discussion: What might life be like in a state of nature?) Lesson 3: What is republican government? (Ideas for Discussion: Why should citizens promote the common good?) Lesson 3: What is republican government? (Activities) Lesson 5: How can we organize government to prevent the abuse of power? (Ideas for Discussion: Why did the Founders fear the abuse of power?) Lesson 6: How did constitutional government develop in Great Britain? (Ideas for Discussion: How do these rights limit the power of government?)</p>

Standards		Page References
		<p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Ideas For Discussion: What ideas about government are in the Declaration of Independence?)</p> <p>Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Activities)</p> <p>Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?)</p> <p>Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?)</p>
3.	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Lesson 2: Why do we need government? (Activities)</p> <p>Lesson 3: What is republican government? (Ideas for Discussion: Why should citizens promote the common good?)</p> <p>Lesson 6: How did constitutional government develop in Great Britain? (Lesson Review)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Activities)</p> <p>Lesson 12: Who attended the Philadelphia convention? How was it organized? (Lesson Review)</p> <p>Lesson 21: How does the U.S. Supreme Court use the power of judicial review? (Activities)</p>
Craft and Structure		
4.	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Lesson 1: What were the British Colonies in America like in the 1770s? (Who were the Founders?— question beneath Adams’ painting)</p> <p>Lesson 3: What is republican government? (Lesson Review)</p> <p>Lesson 6: How did constitutional government develop in Great Britain? (Ideas for Discussion: How do these rights limit the power of government?)</p> <p>Lesson 8: What basic ideas about government are in the Declaration of Independence? (Lesson Review)</p> <p>Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (Ideas for Discussion: What difficulties are there in deciding the meaning of the words in the Constitution?)</p> <p>Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (Ideas for Discussion: How would you interpret what the words in the Second Amendment mean?)</p> <p>Lesson 27: How does the Constitution protect the right to due process of law? (What is Due Process of Law?)</p> <p>Lesson 27: How does the Constitution protect the right to due process of law?</p>

Standards		Page References
		(Lesson Review) Lesson 29: What are the rights and responsibilities of citizenship? (Lesson Review) Lesson 30: How might citizens participate in civic affairs? (Ideas for Discussion: Should citizens participate in their government?)
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Lesson 8: What basic ideas about government are in the Declaration of Independence? (Lesson Review) Lesson 12: Who attended the Philadelphia convention? How was it organized? (What ideas about government did the Framers agree to include in the new constitution?---question beneath the Constitution) Lesson 27: How does the Constitution protect the right to due process of law? (Activities)
6.	Assess how point of view or purpose shapes the content and style of a text.	Lesson 4: What is Constitutional government? (Activities) Lesson 8: What basic ideas about government are in the Declaration of Independence? (Ideas For Discussion: What ideas about government are in the Declaration of Independence?) Lesson 12: Who attended the Philadelphia convention? How was it organized? (What ideas about government did the Framers agree to include in the new constitution?--question beneath Constitution) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (How did the Framers resolve the conflicts about tariffs and slavery?—question beneath picture of enslaved person)
Integration of Knowledge and Ideas		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words*.	Lesson 4: What is Constitutional government? (What is a constitution?) Lesson 8: What basic ideas about government are in the Declaration of Independence? (Solve the Problem: Would you favor or oppose independence?) Lesson 11: How did the Articles of Confederation organize the first national government? (What problems did the Founders face in writing the Articles of Confederation?) Lesson 13: How did the Framers resolve the conflict about representation in Congress? (Solve the Problem: Which method of representation might better serve the states?) Lesson 18: How did the people approve the new Constitution? (What issues related to the new Constitution did the people debate?) Lesson 24: How does the Constitution protect freedom of religion? (Can government limit your right to practice your religious beliefs?)

Standards		Page References
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Lesson 4: What is Constitutional government? (Participating in a Class Activity: How would you solve this issue of power?) Lesson 5: How can we organize government to prevent the abuse of power? (Ideas for Discussion: Why did the Founders fear the abuse of power?) Lesson 8: What basic ideas about government are in the Declaration of Independence? (Lesson Review) Lesson 11: How did the Articles of Confederation organize the first national government? (Solve the Problem: Is a new constitution needed?) Lesson 18: How did the people approve the new Constitution? (Participating in a Class Activity: Would your class ratify the new constitution?) Lesson 23: How does the Constitution protect freedom of expression? (Ideas for Discussion: Should schools be allowed to place limits on freedom of expression?)
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Lesson 2: Why do we need government? (Activities) Lesson 5: How can we organize government to prevent the abuse of power? (Ideas for Discussion: Why did the Founders fear the abuse of power?) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?)
Range of Reading and Level of Text Complexity		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	This standard is covered throughout the text. For examples, see: Lesson 1: What were the British Colonies in America like in the 1770s? (Ideas for Discussion: How did this colonial farmer compare life in America with life in Great Britain?) Lesson 4: What is Constitutional government? (Participating in a Class Activity: How would you solve this issue of power?) Lesson 8: What basic ideas about government are in the Declaration of Independence? (What principles of government does the Declaration include?) Lesson 16: How much power should be given to the executive and judicial branches? (What powers does the Constitution give to the judicial branch?) Lesson 20: How did political parties develop? (Why was the disagreement about foreign affairs important?) Lesson 21: How does the U.S. Supreme Court use the power of judicial review? (How did the U.S. Supreme Court decide the case of Marbury v. Madison?) Lesson 22: How does the U.S. Supreme Court determine the meaning of the words in the Constitution? (How does the U.S. Supreme Court decide what the words in the Constitution mean?)

Standards	Page References
	Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?)
<p>College and Career Readiness Anchor Standards for Writing The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.</p>	
<p>Text Types and Purposes*</p>	
1.	<p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Activities) Lesson 24: How does the Constitution protect freedom of religion? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)</p>
2.	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Lesson 1: What were the British Colonies in America like in the 1770s? (Activities) Lesson 2: Why do we need government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 10: How did the states govern themselves after the Revolution? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) write Lesson 19: How did Congress organize the new government? (Activities) Lesson 27: How does the Constitution protect the right to due process of law? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)</p>
3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Lesson 2: Why do we need government? (Activities) Lesson 6: How did constitutional government develop in Great Britain? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) Lesson 25: How has the right to vote expanded since the Constitution was adopted? (Activities)</p>
<p>Production and Distribution of Writing</p>	
4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Lesson 2: Why do we need government? (Activities) Lesson 11: How did the Articles of Confederation organize the first national government? (Activities) Lesson 8: What basic ideas about government are in the Declaration of</p>

Standards		Page References
		Independence? (Activities) Lesson 13: How did the Framers resolve the conflict about representation in Congress? (Activities) Lesson 17: How did the Constitution create a federal system of government? (Activities) Lesson 18: How did the people approve the new Constitution? (Activities) Lesson 20: How did political parties develop? (Activities)
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Research to Build and Present Knowledge		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Lesson 4: What is Constitutional government? (Activities) Lesson 9: What happened during the American Revolution? How did the government function?(Activities) Lesson 12: Who attended the Philadelphia convention? How was it organized? (Activities) Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 26: How does the Constitution safeguard the right to equal protection of the law? (Activities) Lesson 28: What is the relationship of the United States to other nations in the world? (Activities) Lesson 29: What are the rights and responsibilities of citizenship? (Activities)
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Lesson 12: Who attended the Philadelphia convention? How was it organized? (Activities)
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Lesson 4: What is Constitutional government? (Activities) Lesson 7: What experiences led to the American Revolution? (Activities) Lesson 13: How did the Framers resolve the conflict about representation in Congress? (Solve the Problem: How would you solve the problem of representation in Congress?) Lesson 15: How did the Framers resolve the conflict about the powers of the

Standards		Page References
		legislative branch? (Activities) Lesson 20: How did political parties develop? (Activities) Lesson 23: How does the Constitution protect freedom of expression? (Solve the Problem: How would you balance the rights and interests in this case?) Lesson 27: How does the Constitution protect the right to due process of law? (Solve the Problem: What are fair procedures?)
Range of Writing		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	