

## Delaware Recommended Curriculum

### Teaching Civics with Primary Sources Grant Project

This lesson has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model lesson has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Lesson Title:**           **Faction and Democracy**

**Designed by:**           **Michael Feldman**

**Content Area:**         **Social Studies**

**Grade Level:**         **Ninth Grade**

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#### **Summary of Lesson:**

The focus of this lesson is on understanding the inevitability of factions in a democracy and the extent to which they affect the competition for power in a democratic system of government. Students will explore three primary source documents available on the Library of Congress website to gain an understanding of the challenges factions presented for our founders during the infant stages of American constitutional democracy. A fundamental understanding of these issues leads to a deeper understanding of America's two-party system and the extra-Constitutional role that parties have played in our nation's political history.

**Estimated Time to Complete:** Two 90-Minute Block Classes

## Stage 1 – Desired Results

What students will know, do, and understand.

### Delaware Content Standards

#### **Civics Standard Two 9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.**

##### **Essential Questions:**

- To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more?
- Under what conditions might political parties evolve or collapse?

This benchmark requires an understanding of the functions of political parties in a democracy. Political parties wield tremendous influence on the political life of the United States, despite the fact that they are sometimes viewed as forces of divisiveness and no formal provision has been made for them in the U.S. Constitution. It is notable that the Framers of the Constitution viewed “factions” as dangers that needed to be controlled.

Students should understand that the competition for power in a democracy needs to be organized or it would be utterly chaotic and unworkable. Constantly emerging and evolving conflicts between infinite numbers of competing interests might atomize or splinter society without the unifying functions that political parties provide by encouraging compromise, blunting tensions, and marginalizing extremism. This helps to explain why political parties developed in every democracy, despite a lack of a constitutional basis for their involvement and an often-active distrust of their inherent partisanship. Political parties are essentially interest groups with the difference that they field candidates for public office.

##### **Big Ideas**

- Democracy
- Liberty
- Faction
- Self-Government

##### **Lesson Enduring Understandings**

- Factions are inalienable to democratic governments rooted in the principles of self-government and the protection of civil liberties.

##### **Lesson Essential Questions**

- To what extent are factions inevitable to democracy?
- How do factions affect the competition for power in a democracy?

##### **Knowledge and Skills**

Students will know...

- The attitudes and beliefs represented in *Federalist No. 10*, *Washington’s Farewell Address*, and *Jefferson’s First Inaugural Address* regarding:
  - What is a faction?
  - What does the author want you to understand about faction and democracy?
  - To what extent are factions inevitable to democracy?
  - How do factions affect the competition for power in a democracy?

Students will be able to...

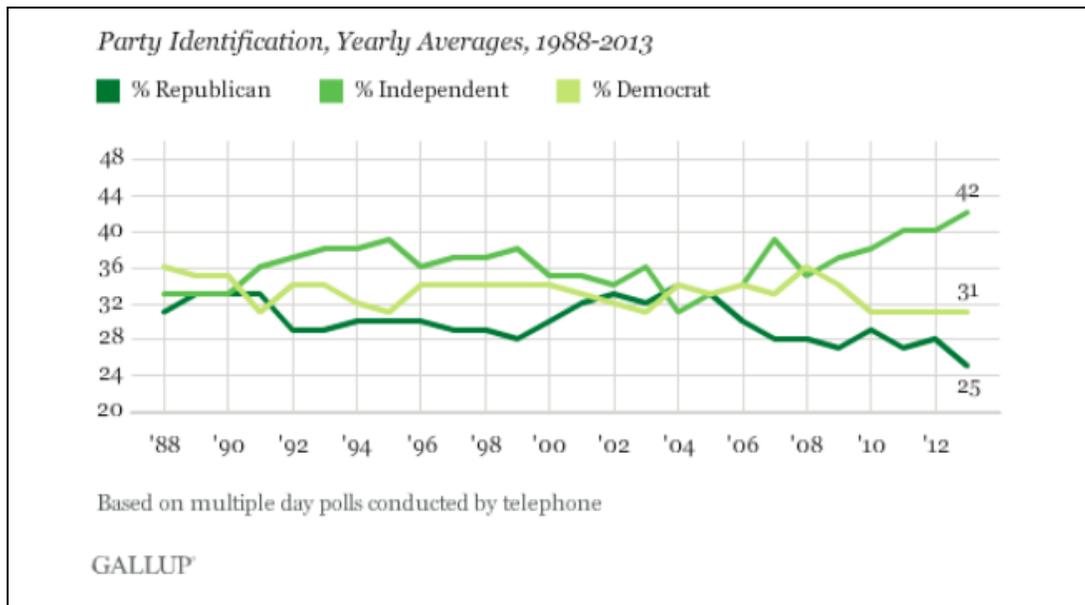
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Compare the points of view of two or more authors for how they treat the same or similar topics, including what details they include and emphasize in their respective accounts.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast treatments of the same topic in several primary and secondary sources.

## Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved.

### Transfer Task

In recent years, there has been renewed debate about the increasing polarization of American politics. Factions of all shapes and sizes have seized upon the communication opportunities available through social media to incite and organize the passions of the electorate around opinions and interests outside of the accepted views of our nation's two major political parties. This trend has accelerated the steady decline in party membership over the past decade and has caused great concern in both the Democratic and Republican Parties. (See graph below.) Threatened by the rise of factions, these parties have decided to act.



In their efforts to organize public debate and save our democracy from the evils of faction, a bipartisan bill has been introduced in the United States Senate to eliminate factions outside of the two major parties. Outraged by this possibility, factions from around the country are organizing a group that will represent their concerns at the upcoming hearing of the Senate Select Committee on Faction and Democracy.

You have been asked to write a multi-paragraph argumentative letter that will be presented at the Senate Select Committee hearing that argues in opposition to the proposed bill. You have been asked to base your letter on the ideas put forth by James Madison in *Federalist No. 10*, George Washington in his *Farewell Address*, and Thomas Jefferson in his *First Inaugural Address* regarding the following questions:

- To what extent are factions inevitable to democracy?
- How do factions affect the competition for power in a democracy?

Make sure to address potential counterclaims in your letter and support your view with information from these sources.

### Argumentative Scoring

Your letter will be scored using the following:

1. Statement of claim and organization: How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. Elaboration/evidence: How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

### **Rubric**

Argumentation/Opinion Text-Based Writing Rubric for Grades 9–10 (*as of February 5, 2013*) available at <http://www.doe.k12.de.us/Page/508>.

## Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations.

### Lesson One:

#### Essential Question

- To what extent are factions inevitable to democracy?
- How do factions affect the competition for power in a democracy?

#### Instructional Strategies

#### Lesson Launch:

Provide students with a copy of *Press Release: Record-High 42% of Americans Identify as Independents* ([Resource 1](#)).

- a. Each student should take a few moments, by themselves, to think about the information in the press release.
- b. Have students pair up to respond to the following prompts:
  1. Why would leaders in the Democratic and Republican Parties be alarmed by this press release? Support your answer with details from the press release.
  2. How might they respond to this trend? Explain.
- c. Invite 2–3 pairs to share their responses.
- d. Use this warm-up activity as an opportunity to engage students in a discussion of the lesson essential questions as well as the Transfer Task ([Resource 14](#)).

#### Phase I: Gathering Information

##### Think–Ink–Pair–Share

Think–Ink–Pair–Share is a variation of the cooperative learning strategy Think–Pair–Share, and it helps keep students actively engaged through writing. This allows them to confirm their understanding of a concept or process. Students use wait time to think about an idea or question, write down their responses, and then pair with a partner for discussion. Individuals return to what they wrote and modify their first ideas to reflect new thinking.

Project the sample Wordle ([Resource 2](#)). Tell students that Wordle is a tool for generating “word clouds” from a selected text. The clouds give greater prominence to words that appear more frequently in the source text. In other words, the larger the word in the Wordle, the more times you should expect to see that term in the original text. In this activity, the class will examine Wordles derived from *Federalist No. 10*, George Washington’s *Farewell Address*, and Thomas Jefferson’s in his *First Inaugural Address* to preview the texts, access background knowledge, and make predictions.

Have students pair up and assign each pair one of the three Wordles ([Resources 4, 5, and 6](#)).

1. *Think*: Each student should take a few moments to think about the words in their Wordle
2. *Ink*: Each student should then, without the assistance of their partner, write their responses to the Think–Ink–Pair–Share Prediction Guide ([Resource 3](#)).

3. *Pair*: Students discuss their writing in pairs. Based on the conversation with their partner, students return to what they wrote and modify or enhance their responses.
4. *Share*: For this activity sharing will take place in two phases:
  - a. Document Groups: Pairs should regroup with the other students in the classroom who shared their document, discuss their thoughts, and modify or enhance their responses to the prompts.
  - b. Whole Class: Once the individual document discussions have concluded, the teacher should have each document group share their thoughts about each document, noting and displaying their responses on the board.
5. Prediction: Finally, have students respond to the prediction prompt at the bottom of the Think–Ink–Pair–Share Prediction Guide.

### Check for Understanding

Students have a copy of this question at the bottom of the Think–Ink–Pair–Share Prediction Guide.

Based on the thoughts shared about each document you will be reading in this lesson, make two predictions about the documents you will be reading in this lesson? Justify your answer with specific words used in each document.

Rubric

**2** – This response gives logical predictions with text-based justifications.

**1** – This response gives a logical prediction with a text-based justification.

Note to Teachers:

The Think–Ink–Pair–Share activity is designed to cue students into key vocabulary, access background knowledge, and preview the upcoming, complex texts. This is an opportunity for teachers to assess the knowledge and skill their students are bringing to this lesson. Teachers should use the information they gather here to inform any ideas for differentiating this lesson to ensure students get the most out of reading these texts, while still developing an understanding of the lesson essential questions.

In discussions, teachers should maintain an inquiry approach to analysis of words on the Wordle, probing students to explain or predict what the words mean and why and how they would be used in the upcoming texts while resisting the urge to answer all their questions. Additionally, pay particular attention to the words that inspire emotion or conflict (fire, ambition, danger, horrid, etc.) as these terms cue the readers into the author’s tone and their belief in the gravity of the issue of factions.

## Phase II: Extending and Refining

### Faction Inquiry Chart ([Resource #7](#))

Provide students with the Faction Inquiry Chart. Students will use the graphic organizer throughout the lesson and as a pre-writing tool for the Performance Task.

#### Note to Teachers:

It goes without saying that **Federalist No. 10** and the subsequent documents in this lesson are a challenge for any reader. The documents were chosen for their relevance to Civics Standard Two (9-12a) as well as their prominence among the founding documents in American history. Each document was abridged to allow students to focus on the most significant portions of the document for this lesson. The close reading techniques outlined for each document are designed to develop student understanding of the texts. Teachers should consider their own unique classroom situations when attempting this lesson and feel free to differentiate the methods proposed to best suit the needs of their students, while maintaining strict adherence to the learning goals for this lesson.

### Federalist No. 10

1. First, provide students with the following context:

The Federalist Papers were a series of 85 essays urging the citizens of New York to ratify the new United States Constitution. Written by Alexander Hamilton, James Madison, and John Jay, the essays originally appeared anonymously in New York newspapers in 1787 and 1788 under the pen name "Publius." **Federalist No. 10**, published on November 22, 1787, originally under the pseudonym Publius, was later determined to be authored by James Madison. It is the tenth essay in the *Federalist Papers* series and among the most highly regarded of all American political writings.

2. Provide students with the abridged text of the **Federalist No. 10** ([Resource 8](#)). Then, follow these steps:
  - First, the teacher will read the text aloud.
  - Then, the teacher will read the text aloud again and stop to discuss some of the key vocabulary.
  - On the second reading, students should make notes on the vocabulary in the margin, and write any thoughts that they feel may be important. Emphasize that students are not expected to know all the words or understand everything in the text right away. The text will be read closely several times to uncover what it means.
3. Following the first two readings, divide the class into seven groups and give each group one of the text passages. ([Resource 9](#))
  - Working in groups, students complete the graphic organizer for their passage.
4. Upon completion of the passage analyses, ask each group share its work and record significant responses on the board.
5. Faction Inquiry Chart: At the conclusion of class discussion, ask students to respond to the prompts on the Faction Inquiry Chart for Federalist No. 10.

*Points of Emphasis:*

This text is dense, with each passage carefully crafted to persuade the readers in New York to the dangers that factions presented to our country prior to the adoption of the new Constitution. Teachers should emphasize Madison's definition of faction and the strong language he used to convey the gravity of their impact. While not commonly viewed as dangerous, modern examples of factions include political parties, special interest groups, and PACs.

Following his definition of faction, Madison uses the analogy "Liberty is to faction what air is to fire..." to illustrate to the reader how factions and liberty (democracy) are inextricably tied. Liberty feeds factions. In order for a fire to grow there must be air. The choice of the word "fire" is worthy of analysis.

Teachers should spend some time helping students decipher what Madison suggests are the causes for faction and probe students to suggest how these causes affect the competition for power in a democracy. The essential existence of liberty in democratic governments naturally leads to the formation of factions that will compete for power within that system. Neither liberty nor factions can effectively be removed from democratic governments without undermining their very existence. Thus, any decision made in a democratic government will involve disagreement to some extent.

### **George Washington's Farewell Address**

1. First, provide students with the following context:

Toward the end of his second term as president, Washington prepared a parting message addressed to "Friends and Fellow-Citizens," announcing his retirement and offering "sentiments which are the result of much reflection." Originally published in newspapers in September 1796, the overriding concern of Washington's Farewell Address (as this message came to be known) was "the continuance of the Union as a primary object of patriotic desire." Much of the Farewell Address is in the form of "warnings of a parting friend." The portion you read in this lesson is devoted to a lengthy analysis of the threat posed to the Union by faction and by the "spirit of party."

2. Repeat the procedures used for with the previous document (Federalist No. 10) using Washington's Farewell Address ([Resource 10](#)) and the graphic organizers ([Resource 11](#)).
  - Working in groups, students complete the graphic organizer for their passage.
3. Faction Inquiry Chart: At the conclusion of class discussion, ask students to respond to the prompts on the Faction Inquiry Chart for the Farewell Address.

*Points of Emphasis:*

The "baneful effects of the spirit of party" plagued George Washington's presidency. The nation's first two political parties emerged from disputes within his cabinet: the Federalists, led by his Treasury Secretary Alexander Hamilton and the Democratic Republicans, led by his Secretary of State Thomas Jefferson. Washington grew to despise political parties and used his Farewell Address to warn against them. While not a member of a political party himself (or attempting to disassociate himself from the nascent parties), the terse, emotional language employed by Washington provides students with a window into the factious tensions that dominated his administration.

Students should uncover that their answers to [Questions 1, 2, and 3](#) on the Faction

Inquiry Chart for the Farewell Address will be very similar to what they wrote for Federalist No. 10. Teachers should call their attention to the way Washington uses "faction" and "party" interchangeably, perhaps representing an evolution in the definition of "faction."

Teachers should devote the remainder of their time emphasizing how Washington's words could be used to answer Question 4 on the Faction Inquiry Chart.

### **Thomas Jefferson's First Inaugural Address**

1. First, provide students with the following context:

Thomas Jefferson was inaugurated as the third president of the United States on March 4, 1801, after being elected in one of the nation's closest presidential contests. In this, his first inaugural address, Jefferson sought to reach out to his political opponents and heal the breach between Federalists and Republicans.

2. Repeat the procedures used for with the previous documents using Jefferson's First Inaugural Address ([Resource 12](#)) and the graphic organizers ([Resource 13](#)).
3. Faction Inquiry Chart: At the conclusion of class discussion, ask students to respond to the prompts on the Faction Inquiry Chart for the First Inaugural.

#### *Points of emphasis:*

The election of 1800 was one of the most hard-fought, consequential elections in American history. Thomas Jefferson called his election "the Revolution of 1800" because it marked the first time that power in the United States passed peacefully from one party to another. Given the passion displayed in the previous two documents in this lesson, it should be no wonder that many looked upon this peaceful transfer of power with relief while remaining skeptical as to how the new party in power would conduct itself. Jefferson's First Inaugural Address sought to allay those fears.

Teachers should note that, perhaps because he was the victor, Jefferson's views on faction and party are much milder than those expressed in the previous two documents. Jefferson comes across as a unifier, not a divider in his First Inaugural: "every difference of opinion is not a difference of principle," "[w]e are all Republicans, we are all Federalists." (The unofficial Federalist and Anti-Federalist parties that emerged in Washington's administration operated under the official banners of Federalists and Republicans during the election of 1800.)

Teachers should help students discover that where Madison and Washington saw faction as competing cabals that could bring down the government, Jefferson saw them as a source of strength. "We have called by different names brethren of the same principle."

## Phase III: Application

### Performance Task

At the completion of Phase II, the Faction Inquiry Chart, and the integrated class discussions, students are prepared to apply what they have learned in completing the Performance Task ([Resource 14](#)).

#### Common Core State Standards

##### Reading:

- CCSS.ELA-Literacy.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.RH.9-10.2: 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.
- CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-Literacy.RH.9-10.6: 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.
- CCSS.ELA-Literacy.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CCSS.ELA-Literacy.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

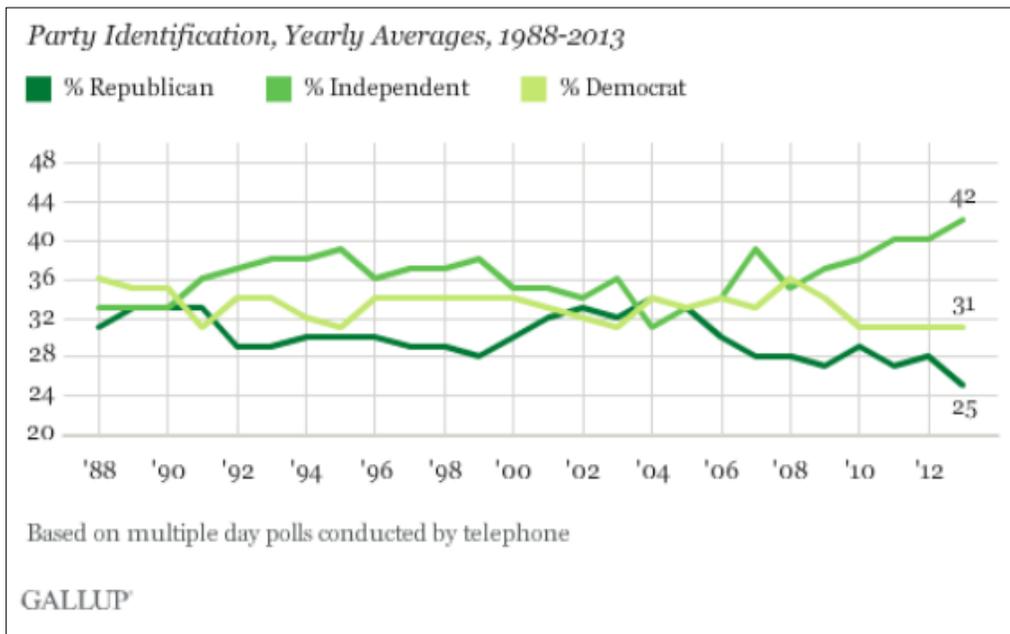
##### Writing:

- CCSS.ELA-Literacy.WHST.9-10.1: Write arguments focused on *discipline-specific content*.
- CCSS.ELA-Literacy.WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-Literacy.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

## Resource #1

### Press Release: Record-High 42% of Americans Identify as Independents

Gallup Poll: January 8, 2014



### Key Points

- The Gallup® survey was based on more than 18,000 phone interviews conducted throughout the year.
- Forty-two percent identified as independent, the highest figure since the polling firm began conducting interviews by telephone 25 years ago.
- Although Gallup notes that it's common for the percentage of independents to increase in a non-election year, the uptick in independent identification reflects a trend in recent years toward more Americans eschewing party labels.
- The shift toward increased independent status has been more damaging to the GOP than the Democratic Party. Since peaking at 34 percent in 2004, Republican identification has now fallen to 25 percent—the lowest level in 25 years.
- Democratic identification has also declined in recent years but at a lesser rate, falling to 31 percent from a high of 36 percent in 2008, when Barack Obama was elected president.
- The key problem for American political parties is that they are no longer the main source of political information, attention, and affection. The party of today has rivals that appeal to voters and politicians alike, the biggest of which is the media. With the advent of television and the growth of information available on the Internet, voters no longer need the party to find out about the candidates and their positions.
- Interest groups and political action committees also rival political parties. The power of these groups has grown tremendously in recent years.

### Questions

1. Why would leaders in the Democratic and Republican Parties be alarmed by this press release? Support your answer with details from the press release.
2. How might they respond to this trend? Explain.

Source: <http://www.gallup.com/poll/166763/record-high-americans-identify-independents.aspx>.



## Think-Ink-Pair-Share Prediction Guide

Before attempting a difficult reading, it's a good idea to take some time to preview the text and think about what you are about to experience. One way to do that is to use Wordles. Wordle is a tool for generating "word clouds" from a selected text. The larger the word in the Wordle, the more times you should expect to see that term in the original text. The size of the words and the vocabulary used by the author can give you a great preview of the text you will be reading.

**Directions:** Once you have your partner and received your document Wordle, complete the following steps:

**Step 1: Think** – Without the assistance of your partner, take a few moments to think about the words in your Wordle. Are they familiar? Unfamiliar? Do any of them stand out to you? Notice any trends or patterns in the kind of words used?

**Step 2: Ink** – When the teacher gives you the signal to move on from Step 1, answer the following questions.

1. Which words appear larger than the others in the Wordle?
2. Identify other words that you think could be significant or clue you into the author's tone in the document?
3. List words that you find unfamiliar or have never seen before.
4. Based on your answers to the previous questions, what can you infer about the subject and tone of the document? Explain.

**Step 3: Pair/Share** –

- A. Pairs: Once you and your partner have finished responding to the questions in Step 1, discuss your answers. Feel free to change or modify your answers to questions 1–3. Also, take time to discuss and, if necessary, look up and define words that each of you identified in Question 4.
- B. Group: At your teacher's signal, find the other students in the class who analyzed the same Wordle. Form a new, larger group and share your thoughts and modify or enhance your responses to the prompt to represent the ideas of the group as a whole.
- C. Whole Class Discussion: Each group will now share their documents with the entire class. As your teacher notes the comments about each document, pay attention to any similarities and differences that may exist among the documents.

**Step 4: Prediction** – Based on the thoughts shared, make two predictions about the documents you will be reading in this lesson. Justify your answer with specific words used in each document.



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**Washington's Farewell Address**

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**Resource #7**

**Faction Inquiry Chart**

<b>Faction</b>	<b>Question 1:</b> What is a faction?	<b>Question 2:</b> What does the author what you to understand about faction and democracy?	<b>Question 3:</b> How does this text help answer the question: To what extent are factions inevitable to democracy?	<b>Question 4:</b> How does this text help answer the question: How do factions affect the competition for power in a democracy?	<b>Questions that came to mind as you read.</b>
<b>Source:</b> <i>Federalist No. 10,</i> James Madison					
<b>Source:</b> <i>Farewell Address,</i> George Washington					

<p><b>Source:</b>  <i>First Inaugural Address,</i>  Thomas Jefferson</p>					
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**Resource #8**

**Federalist 10 (abridged)**

James Madison, November 1787

To the People of the State of New York:

AMONG the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. The friend of popular governments never finds himself so much alarmed for their character and fate, as when he contemplates their propensity to this dangerous vice.... The instability, injustice, and confusion introduced into the public councils, have, in truth, been the mortal diseases under which popular governments have everywhere perished.... The valuable improvements made by the American constitutions on the popular models, both ancient and modern, cannot certainly be too much admired; but it would be an unwarrantable partiality, to contend that they have as effectually obviated the danger on this side, as was wished and expected.

Complaints are everywhere heard from our most considerate and virtuous citizens... that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority...

It will be found... that some of the distresses under which we labor have been erroneously charged on the operation of our governments; but it will be found... These must be chiefly, if not wholly, effects of the unsteadiness and injustice with which a factious spirit has tainted our public administrations.

Popular Government: The name that is given to the government that is controlled by the people by election of executives and legislators; democratic.

Virtuous: Having or showing high moral standards.

Erroneously: In a mistaken or inappropriate way.

Aggregate: The combination of many separate units or items; total.

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.

...Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

...As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other... The diversity in the faculties of men, from which the rights of property originate, is not less an insuperable obstacle to a uniformity of interests. The protection of these faculties is the first object of government. From the protection of different and unequal faculties of acquiring property, the possession of different degrees and kinds of property immediately results; and from the influence of these on the sentiments and views of the respective proprietors, ensues a division of the society into different interests and parties.

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good.

So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity

Reason: The power of the mind to think and understand in a logical way.

Faculty: Capability, power, or function of the mind or body.

Insuperable: Incapable of being surmounted, overcome, passed over, or solved.

Latent: Used to describe something (such as a disease) that exists but is not active or cannot be seen.

Vex: To bring trouble, distress, or agitation.

Propensity: An often intense natural inclination or preference.

Animosity: Ill will or resentment tending toward hostility.

in civilized nations, and divide them into different classes, actuated by different sentiments and views. The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government.

[http://thomas.loc.gov/home/histdox/fed\\_10.html](http://thomas.loc.gov/home/histdox/fed_10.html)

<p><b>Original Text Passage 1</b></p> <p>AMONG the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. The friend of popular governments never finds himself so much alarmed for their character and fate, as when he contemplates their propensity to this dangerous vice.... The instability, injustice, and confusion introduced into the public councils, have, in truth, been the mortal diseases under which popular governments have everywhere perished.... The valuable improvements made by the American constitutions on the popular models, both ancient and modern, cannot certainly be too much admired; but it would be an unwarrantable partiality, to contend that they have as effectually obviated the danger on this side, as was wished and expected.</p>	<p><b>What does Madison want you to understand?</b></p>
<p><b>What language (words, phrases) does Madison use to persuade the document's audience?</b></p>	<p><b>What evidence or key details does Madison use to support his argument?</b></p>
<p><b>How does what Madison tells you connect with what you know about faction or political parties?</b></p>	<p><b>How does the document's language indicate Madison's perspective?</b></p>

**Federalist 10**, James Madison, November 1787

<p><b>Original Text Passage 2</b></p> <p>Complaints are everywhere heard from our most considerate and virtuous citizens... that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority...</p> <p>It will be found... that some of the distresses under which we labor have been erroneously charged on the operation of our governments; but it will be found... These must be chiefly, if not wholly, effects of the unsteadiness and injustice with which a factious spirit has tainted our public administrations.</p>	<p><b>What does Madison want you to understand?</b></p>
<p><b>What language (words, phrases) does Madison use to persuade the document's audience?</b></p>	<p><b>What evidence or key details does Madison use to support his argument?</b></p>
<p><b>How does what Madison tells you connect with what you know about faction or political parties?</b></p>	<p><b>How does the document's language indicate Madison's perspective?</b></p>

**Federalist 10**, James Madison, November 1787

**Original Text Passage 3**

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.

...Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

**What does Madison want you to understand?**

**What evidence or key details does Madison use to support his argument?**

**What language (words, phrases) does Madison use to persuade the document's audience?**

**How does the document's language indicate Madison's perspective?**

**How does what Madison tells you connect with what you know about faction or political parties?**

**Federalist 10**, James Madison, November 1787

**Original Text Passage 4**

...As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other... The diversity in the faculties of men, from which the rights of property originate, is not less an insuperable obstacle to a uniformity of interests. The protection of these faculties is the first object of government. From the protection of different and unequal faculties of acquiring property, the possession of different degrees and kinds of property immediately results; and from the influence of these on the sentiments and views of the respective proprietors, ensues a division of the society into different interests and parties.

**What does Madison want you to understand?**

**What evidence or key details does Madison use to support his argument?**

**What language (words, phrases) does Madison use to persuade the document's audience?**

**How does the document's language indicate Madison's perspective?**

**How does what Madison tells you connect with what you know about faction or political parties?**

**Resource #9**

**Federalist 10**, James Madison, November 1787

**Original Text Passage 5**

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good.

**What language (words, phrases) does Madison use to persuade the document's audience?**

**What does Madison want you to understand?**

**What evidence or key details does Madison use to support his argument?**

**How does the document's language indicate Madison's perspective?**

<p><b>How does what Madison tells you connect with what you know about faction or political parties?</b></p>	

Resource #9

**Federalist 10**, James Madison, November 1787

<p><b>Original Text Passage 6</b></p> <p>So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views. The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government.</p>	<p><b>What does Madison want you to understand?</b></p>
	<p><b>What evidence or key details does Madison use to support his argument?</b></p>
<p><b>What language (words, phrases) does Madison use to persuade the document's audience?</b></p>	<p><b>How does the document's language indicate Madison's perspective?</b></p>

<p><b>How does what Madison tells you connect with what you know about faction or political parties?</b></p>	

Resource #9

<p><b>Federalist 10</b>, James Madison, November 1787</p>	
<p><b>Original Text Passage 7</b></p> <p>It is in vain to say that enlightened statesmen will be able to adjust these clashing interests, and render them all subservient to the public good. Enlightened statesmen will not always be at the helm. Nor, in many cases, can such an adjustment be made at all without taking into view indirect and remote considerations, which will rarely prevail over the immediate interest which one party may find in disregarding the rights of another or the good of the whole.</p> <p>To secure the public good and private rights against the danger of such a faction, and at the same time to preserve the spirit and the form of popular government, is then the great object to which our inquiries are directed. Let me add that it is the great desideratum by which this form of government can be rescued from the opprobrium under which it has so long labored, and be recommended to the esteem and adoption of mankind.</p>	<p><b>What does Madison want you to understand?</b></p>
	<p><b>What evidence or key details does Madison use to support his argument?</b></p>
<p><b>What language (words, phrases) does Madison use to persuade the document's audience?</b></p>	<p><b>How does the document's language indicate Madison's perspective?</b></p>

<p><b>How does what Madison tells you connect with what you know about faction or political parties?</b></p>	

**Washington’s Farewell Address 1796 (abridged)**

Friends and Citizens:

...Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own

**Resource #10**

Baneful: Causing destruction or serious damage; bad or evil.

Rankness: Property of being rank, of having a repulsive odor, of being stinky, foul, or malodorous.

Despotism: Absolute rule, unchecked power.

elevation, on the ruins of public liberty.

Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.

It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true; and in governments of a monarchical cast, patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.

Repose: A state of rest, sleep, or tranquility.

Disposition: A person's inherent qualities of mind and character.

Enfeeble: To make weak.

Foments: Instigate or stir up (an undesirable or violent sentiment or course of action).

Assuage: To make (an unpleasant feeling) less intense.

Vigilance: The action or state of keeping careful watch for possible danger or difficulties.

<http://www.loc.gov/rr/program/bib/ourdocs/farewell.html>  
<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=006/llac006.db&recNum=677>  
<http://www.loc.gov/jukebox/recordings/detail/id/3315/>

### George Washington's Farewell Address 1796

Resource #11

#### Original Text Passage 1

...Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different

What does Washington want you to understand in this passage?

<p>shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.</p>	<p><b>What evidence or key details does Washington use to support his argument?</b></p>
<p><b>What language (words, phrases) does Washington use to persuade the document's audience?</b></p>	<p><b>How does the document's language indicate Washington's perspective?</b></p>
<p><b>How does what Washington tells you connect with what Madison argued in Federalist 10?</b></p>	

**George Washington's Farewell Address 1796**

**Resource #11**

<p><b>Original Text Passage 2</b></p> <p>The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent</p>	<p><b>What does Washington want you to understand in this passage?</b></p>
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<p>despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty.</p>	<p>What evidence or key details does Washington use to support his argument?</p>
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<p>How does what Washington tells you connect with what Madison argued in Federalist 10?</p>	

<p><b>Original Text Passage 3</b></p> <p>Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.</p> <p>It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.</p>	<p><b>What does Washington want you to understand in this passage?</b></p> <hr/> <p><b>What evidence or key details does Washington use to support his argument?</b></p>
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<p><b>How does what Washington tells you connect with what Madison argued in Federalist 10?</b></p>	

**George Washington’s Farewell Address 1796**

**Original Text Passage 4**

There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true; and in governments of a monarchical cast, patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.

**What does Washington want you to understand in this passage?**

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**How does the document’s language indicate Washington’s perspective?**

**How does what Washington tells you connect with what Madison argued in Federalist 10?**

**Thomas Jefferson First Inaugural Address (abridged)**

March 4, 1801

...During the contest of opinion through which we have passed the animation of discussions and of exertions has sometimes worn an aspect which might impose on strangers unused to think freely and to speak and to write what they think; but this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law, and unite in common efforts for the common good.

All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things.

And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. During the throes and convulsions of the ancient world, during the agonizing spasms of infuriated man, seeking through blood and slaughter his long-lost liberty, it was not wonderful that the agitation of the billows should reach even this distant and peaceful shore; that this should be more felt and feared by some and less by others, and should divide opinions as to measures of safety.

But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this

Countenance: Admit as acceptable or possible.

Despotic: Wield power oppressively, tyrannical.

Persecution: Hostility and ill-treatment, especially because of race or political or religious

Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.

I know, indeed, that some honest men fear that a republican government can not be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not. I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man can not be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question.

<http://www.loc.gov/exhibits/jefferson/jefffed.html>

beliefs.

Brethren: Archaic plural of brother.

<p><b>Original Text Passage 1</b></p> <p>...During the contest of opinion through which we have passed the animation of discussions and of exertions has sometimes worn an aspect which might impose on strangers unused to think freely and to speak and to write what they think; but this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law, and unite in common efforts for the common good.</p> <p>All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things.</p>	<p><b>What does Jefferson want you to understand?</b></p>
<p><b>What language (words, phrases) does Jefferson use to persuade the document's audience?</b></p>	<p><b>What evidence or key details does Jefferson use to support his argument?</b></p>
<p><b>How does what Jefferson tells you connect with what Madison and Washington argued?</b></p>	<p><b>How does the document's language indicate Jefferson's perspective?</b></p>

**Thomas Jefferson First Inaugural Address**, March 4, 1801

<p><b>Original Text Passage 2</b></p> <p>And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. During the throes and convulsions of the ancient world, during the agonizing spasms of infuriated man, seeking through blood and slaughter his long-lost liberty, it was not wonderful that the agitation of the billows should reach even this distant and peaceful shore; that this should be more felt and feared by some and less by others, and should divide opinions as to measures of safety.</p> <p>But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.</p>	<p><b>What does Jefferson want you to understand?</b></p> <hr/> <p><b>What evidence or key details does Jefferson use to support his argument?</b></p>
<p><b>What language (words, phrases) does Jefferson use to persuade the document's audience?</b></p>	<p><b>How does the document's language indicate Jefferson's perspective?</b></p>

<p><b>How does what Jefferson tells you connect with what Madison and Washington argued?</b></p>	

Resource #13

**Thomas Jefferson First Inaugural Address**, March 4, 1801

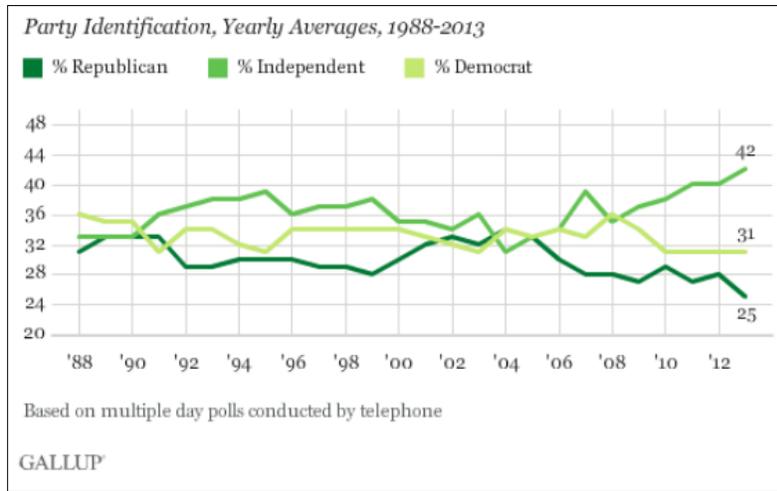
<p><b>Original Text Passage 3</b></p> <p>I know, indeed, that some honest men fear that a republican government can not be strong, that this Government is not strong enough; but would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm on the theoretic and visionary fear that this Government, the world's best hope, may by possibility want energy to preserve itself? I trust not. I believe this, on the contrary, the strongest Government on earth. I believe it the only one where every man, at the call of the law, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man can not be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question.</p>	<p><b>What does Jefferson want you to understand?</b></p>
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<p><b>What language (words, phrases) does Jefferson use to persuade the document's audience?</b></p>	<p><b>How does the document's language indicate Jefferson's perspective?</b></p>

<b>How does what Jefferson tells you connect with what Madison and Washington argued?</b>	

## Resource #14

### Performance Task

In recent years, there has been heated debate about the increasing polarization of American politics. Factions of all shapes and sizes have seized upon the communication opportunities available through social media to incite and organize the passions of the electorate around opinions and interests outside of the accepted views of our nation's two major political parties. This trend has accelerated the steady decline in party membership over the past decade and has caused great concern in both the Democratic and Republican Parties. Threatened by the rise of factions, these parties have decided to act.



In an effort to organize public debate and save our democracy from the evils of faction, a bipartisan bill has been introduced in the United States Senate to eliminate factions outside of the two major parties. Outraged by this possibility, factions from around the country are organizing a group that will represent their concerns at the upcoming hearing of the Senate Select Committee on Faction and Democracy.

You have been asked to write a multi-paragraph argumentative letter that will be presented at the Senate Select Committee hearing that argues in opposition to the proposed bill. You have been asked to base your letter on the ideas put forth by James Madison in *Federalist No. 10*, George Washington in his *Farewell Address*, and Thomas Jefferson in his *First Inaugural Address* regarding the following questions:

- To what extent are factions inevitable to democracy?
- How do factions affect the competition for power in a democracy?

Make sure to address potential counterarguments in your letter and support your view with information from these sources.

#### Argumentative Scoring

Your letter will be scored using the following:

1. Statement of claim and organization: How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. Elaboration/evidence: How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

**Argumentation Text-Based Writing Rubric  
History/Social Studies, Science, & Technical Subjects  
Grades 9–10**

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
<b>Reading/Research</b> 2 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes effective use of available resources</li> <li>• skillfully/effectively supports credible claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>• uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes adequate use of available resources</li> <li>• supports credible claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>• uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes limited use of available resources</li> <li>• inconsistently supports claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>• inconsistently uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• makes inadequate use of available resources</li> <li>• fails to support claim(s) with relevant and sufficient facts and details from resources with accuracy</li> <li>• attempts to use credible sources*</li> </ul>
<b>Development</b> 3 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>• addresses all aspects of the writing task with a tightly focused response</li> <li>• skillfully integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>• skillfully develops credible claim(s) and counterclaims fairly, supplying sufficient and relevant, data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns; i.e. preconceptions and/or misconceptions</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• addresses the writing task with a focused response</li> <li>• integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>• develops credible claim(s) and counterclaims fairly, supplying sufficient and relevant, data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns; i.e. preconceptions and/or misconceptions</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• addresses the writing task with an inconsistent focus</li> <li>• inconsistently integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>• inconsistently develops credible claim(s) and counterclaims fairly, supplying sufficient and relevant, data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns; i.e. preconceptions and/or misconceptions</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to address the writing task but lacks focus</li> <li>• attempts to integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism</li> <li>• attempts to establish a claim</li> <li>• supports claim(s) using evidence that is insufficient and/or irrelevant</li> </ul>
<b>Organization</b> 2 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>• effectively introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims</li> <li>• effectively creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>• skillfully uses words, phrases, and/or 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</li> <li>• provides an effective concluding statement or section that follows from and skillfully supports the argument presented</li> <li>• skillfully uses technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims</li> <li>• creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence</li> <li>• uses words, phrases, and/or 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</li> <li>• provides a concluding statement or section that follows from and supports the argument presented</li> <li>• uses technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s)</li> <li>• has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive)</li> <li>• inconsistently uses words, phrases, and/or 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</li> <li>• provides a sense of closure</li> <li>• inconsistently uses technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• identifies the claim(s)</li> <li>• has little or no evidence of purposeful organization</li> <li>• attempts to use technology, including the internet, to produce, publish, and update individual or shared writing products*</li> </ul>
<b>Language/Convention</b> 1 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates an exemplary command of standard English conventions</li> <li>• skillfully employs language and tone appropriate to audience and purpose</li> <li>• has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>• follows standard format for citation with few</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>• employs language and tone appropriate to audience and purpose</li> <li>• has sentences that are generally complete with sufficient variety in length and structure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>• inconsistently employs language and tone appropriate to audience and purpose</li> <li>• has some sentence formation errors and/or a lack of sentence variety</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>• employs language and tone that are inappropriate to audience and purpose</li> <li>• has frequent and severe sentence formation errors and/or a lack of sentence variety</li> </ul>