

Inspect

CCR Performance Task

**ELA Grades 11-12: Writing About Informational
Text**

Political Parties

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CCR Performance Tasks

ELA Grades 11-12: Writing About Informational Text Political Parties

Student Test Booklet

Name: _____

PART 1

Directions: Read this excerpt from “The Federalist No. 10” by James Madison.

Excerpt from “The Federalist No. 10” by James Madison

- ¹ 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....
- ² 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.
- ³ There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.
- ⁴ There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.
- ⁵ It could never be more truly said than of the first remedy, that it was worse than the disease. 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.
- ⁶ The second expedient is as impracticable as the first would be unwise. 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; and the former will be objects to which the latter will attach themselves. 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.
- ⁷ 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.... 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....
- ⁸ The inference to which we are brought is, that the *causes* of faction cannot be removed, and that relief is only to be sought in the means of controlling its *effects*.

- ⁹ If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote. It may clog the administration, it may convulse the society; but it will be unable to execute and mask its violence under the forms of the Constitution....
- ¹⁰ The two great points of difference between a democracy and a republic are: first, the delegation of the government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended.
- ¹¹ The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations....
- ¹² In the next place, as each representative will be chosen by a greater number of citizens in the large than in the small republic, it will be more difficult for unworthy candidates to practice with success the vicious arts by which elections are too often carried; and the suffrages of the people being more free, will be more likely to centre in men who possess the most attractive merit and the most diffusive and established characters....
- ¹³ The influence of factious leaders may kindle a flame within their particular States, but will be unable to spread a general conflagration through the other States. A religious sect may degenerate into a political faction in a part of the Confederacy; but the variety of sects dispersed over the entire face of it must secure the national councils against any danger from that source. A rage for paper money, for an abolition of debts, for an equal division of property, or for any other improper or wicked project, will be less apt to pervade the whole body of the Union than a particular member of it; in the same proportion as such a malady is more likely to taint a particular county or district, than an entire State.

Option A

Directions: Reread the excerpt and prepare for a discussion of the main points Madison is making about political parties. Use the space below to keep notes during the discussion.

Notes

Option B

Directions: Answer these questions about the excerpt.

1. What is Madison's attitude towards political factions?

Text support:

2. Why does Madison think that factions develop in societies?

Text support:

3. What does Madison see as the solution to the problems created by factions?

Text support:

PART 2

Directions: Read this excerpt from President George Washington’s Farewell Address, which Washington distributed after he retired from office in 1796.

Excerpt from President George Washington’s Farewell Address

- ¹ The unity of government which constitutes you one people is also now dear to you. It is justly so, for it is a main pillar in the edifice of your real independence, the support of your tranquility at home, your peace abroad; of your safety; of your prosperity; of that very liberty which you so highly prize....
- ² For this you have every inducement of sympathy and interest. Citizens, by birth or choice, of a common country, that country has a right to concentrate your affections. The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels, and joint efforts of common dangers, sufferings, and successes....
- ³ The basis of our political systems is the right of the people to make and to alter their constitutions of government. But the Constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all. The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government....
- ⁴ I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. 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.
- ⁵ 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.
- ⁶ 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 elevation, on the ruins of public liberty.
- ⁷ 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.
- ⁸ 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

Grade 11-12: Writing About Informational Text

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.

- ⁹ 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.

Option A

Directions: Reread the excerpt and prepare for a discussion of the main points Washington is making about political parties. Use the space below to keep notes during the discussion.

Notes

Option B

Directions: Answer these questions about the excerpt.

1. What does Washington's argument have in common with Madison's?

Text support:

2. Does Washington think that the formation of political parties can be prevented? Does he think they serve any good ends?

Text support:

3. For Washington, what are the dangers of political parties?

Text support:

4. Explain the last line of the excerpt.

Option C

Directions: Fill out the chart below to show the claim that Washington is making and the support he is using in his argument. You may use some of the boxes or all of the boxes, or you may add some.

Support:	Washington's Claim
Support:	
Support:	

What kind of evidence does Washington offer to support his argument?

<hr/> <hr/>

PART 3

Directions: Read this excerpt from President Thomas Jefferson’s First Inaugural Address, in 1800.

Excerpt from President Thomas Jefferson’s First Inaugural Address

- ¹ This [election] 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.... 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 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 cannot 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.
- ² Let us, then, with courage and confidence pursue our own Federal and Republican principles, our attachment to union and representative government.

Option A

Directions: Reread the excerpt and prepare for a discussion of the main points Jefferson is making. Use the space below to keep notes during the discussion.

Notes

Option B

Directions: Answer these questions about the excerpt.

1. What is Jefferson's purpose in this excerpt?

Text support:

2. What does Jefferson say about the rights of the majority versus the rights of the minority?

Text support:

3. What does Jefferson think is the main difference between the two political parties?

Text support:

PART 4

Directions: Reread the excerpts from parts 1, 2, and 3.

Option A

Directions: Reread the excerpts from parts 1, 2, and 3, and complete the chart below.

	Madison	Washington	Jefferson
Main Purpose			
Arguments in Support			

EXTENDED WRITING PROMPT

Directions: Reread the excerpts from parts 1, 2, and 3, and review your notes and responses to the earlier parts of this task. For the extended response, write an essay on this topic in the space below.

All three excerpts deal with the effects of political parties in the United States. Compare the authors' attitudes towards political parties. Do all three authors agree?

Your response will be scored using this rubric:

4 Point Response

Student will:

- Make a precise, thorough, and insightful comparison of the three texts;
- Introduce the topic and organize ideas, concepts, and information to create a unified whole;
- Develop the topic thoroughly by selecting the most significant and relevant facts, details, and quotations;
- Use appropriate and varied transitions and syntax to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Establish and maintain a formal style and objective tone;
- Provide a concluding section which supports the comparison.

3 Point Response

Student will:

- Make a clear and accurate comparison of the three texts;
- Introduce the topic and organize ideas, concepts, and information;
- Develop the topic by selecting relevant facts, details, and quotations;
- Use appropriate transitions and syntax to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Maintain a formal style and objective tone;
- Provide a concluding section.

2 Point Response

Student will:

- Make a comparison of the texts that is partial or lacks clarity or complete accuracy;
- Fail to provide a clear introduction or organization;
- Use few relevant facts, details, and quotations to develop the topic;
- Use language lacking in precision;
- Fail to maintain a consistent formal tone and objective style;
- Fail to provide a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about one or more of the texts with some support.

0 Point Response:

Student provides no response, or the response is off topic.

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A large rectangular box containing 20 horizontal lines for writing.

CCR Performance Tasks

ELA Grades 11-12: Writing About Informational Text Political Parties

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Excerpt from "The Federalist No. 10" by James Madison	Informational Text	890	1280L	2	2	4	4
Excerpt from President George Washington's Farewell Address	Informational Text	705	1250L	3	3	4	4
Excerpt from President Thomas Jefferson's First Inaugural Address	Informational Text	440	1260L	2	2	4	4

Passage Placement Rationale

Title	Placement Rationale
Excerpt from "The Federalist No. 10" by James Madison	<ul style="list-style-type: none"> Although the vocabulary and conceptual demands are challenging, the student will receive instructional support in analyzing this text.
Excerpt from President George Washington's Farewell Address	<ul style="list-style-type: none"> Although the vocabulary and conceptual demands are challenging, the student will receive instructional support in analyzing this text.
Excerpt from President Thomas Jefferson's First Inaugural Address	<ul style="list-style-type: none"> Although the vocabulary and conceptual demands are challenging, the student will receive instructional support in analyzing this text.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the “Grade 11-12 Writing About Informational Text: Political Parties” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE24 Grades 11-12 Writing about Informational Text

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1 and 2

PARCC claims

Primary claim

Major Claim II: Writing —Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
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Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to analyze and write about the claims made in three texts.

CORE TASKS: Read excerpts from James Madison’s “Federalist No. 10,” George Washington’s Farewell Address, and Thomas Jefferson’s First Inaugural Address.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
LA.11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
LA.11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 11-12 Writing About Informational Text: Political Parties

In the early years of the Republic, the role of parties in the political process was a subject of concern and debate. Each of the documents included in this task presents arguments about the growth and influence of parties.

The task consists of three parts; all parts involve student production of work. Options within each part may be completed independently of one another or consecutively, depending on the instructional and assessment goals. The options include activities that may involve group work or may be completed independently. The parts lead to the major objective of the performance task: to ask students to write explanatory text that draws evidence from informational passages to support analysis of the arguments within the documents.

TEACHER GUIDE

Part 1

CORE TASK

Read the excerpt from “The Federalist No. 10.”

In addition to the CORE TASK, select one or more of these options:

Option A

- Discuss the text.

Option B

- Answer questions about the text, including identifying text support for the answers.

Option C

- Write a constructed response analyzing Madison’s argument.

Part 2**CORE TASK**

Read the excerpt from George Washington's Farewell Address. In

addition to the CORE TASK, select one or more of these options:

Option A

- Discuss the text.

Option B

- Answer questions about the text, including identifying text support for the answers.

Option C

- Analyze the support for Washington's argument.

Option D

- Write a constructed response about Washington's purpose in the excerpt.

Part 3**CORE TASK**

Read the excerpt from Thomas Jefferson's First Inaugural Address. In addition to the CORE TASK, select one or more of these options.

Option A

- Discuss the text.

Option B

- Answer questions about the text, including identifying text support for the answers.

Option C

- Analyze the central argument of the text.

Part 4**CORE TASK**

Reread the excerpts.

In addition to the CORE TASK, select the writing prompt and Option A, if desired:

Option A

- Compare texts in preparation for the writing prompt.

Extended Writing Prompt

- Write an extended response in response to a question about all three texts.

PART 1 Overview

Part 1 focuses on an excerpt from James Madison’s “Federalist No. 10,” which explains how the new Constitution can prevent the destructive effects of political factions. It addresses the following general objective.

OBJECTIVE: Analyze the purpose and reasoning of a primary historical document.

Part 1 begins with reading the text. There are three options for student work based on the text. Each option may be completed independently from the others or in combination.

CORE TASK

Read Madison’s “Federalist No. 10.”

In addition to the CORE TASK, select one or more of these options:

Option A

- Discuss the text.

Option B

- Answer questions about the text, including identifying text support for the answers.

Option C

- Write a constructed response analyzing Madison’s argument.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	OPTION A, OPTION B, OPTION C

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	OPTION B, OPTION C
LA.11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	OPTION A

LA.11-12.W.9.b	Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	OPTION C
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PROCEDURE for Part 1**CORE TASK**

Tell students to read the excerpt from “The Federalist No. 10.”

Before choosing one or more options, provide students with this background:

- The excerpt is part of “The Federalist No. 10.” *The Federalist* was a series of articles advocating the adoption of the new U.S. Constitution.
- It was written by James Madison in 1788.

PROCEDURE for Part 1: Option A

After students complete the CORE TASK, organize a classroom discussion about the passage.

Instruct the students to reread the excerpt. They should prepare notes both as they read and during the classroom discussion. Their notes will be used later in the performance task. Tell them that they should be prepared to cite specific text in support of their answers.

Questions to encourage discussion:

1. **What is Madison’s attitude towards political factions?** *Madison sees factions as an inevitable part of human nature but harmful to society.*

Text support: “A number of citizens... adversed to the rights of other citizens or... of the community.” “The latent causes of faction are thus sown in the nature of man.”

2. **Why does Madison think that factions develop in societies?** *Madison argues that the ultimate reason for factions is the unequal distribution of property.*

Text support: “But the most common and durable source of factions has been the various and unequal distribution of property.”

3. **What does Madison see as the solution to the problems created by factions?** *Madison sees the government that has evolved in the United States, with a republican form of government with authority over a large territory, as a solution to the problem of factions.*

Text support: “The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations.” “Any other improper or wicked project, will be less apt to pervade the whole body of the Union than a particular member of it.”

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Organize notes by question or topic;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Organize notes by question or topic;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Minimally organize notes by question or topic;
- Participate in the discussion by asking questions, which may not be relevant, and/or by contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to organize notes by question or topic;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Tell the students to reread the passage, review their notes (if there has been a class discussion), and answer the questions in their booklets.

PROCEDURE for Part 1: Option C

Tell students to reread the passage and then answer the question in their booklets.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' responses.

4 Point Response

The student demonstrates a thorough and insightful understanding of the text by:

- Giving substantial evidence of the ability to analyze the assumptions Madison makes;
- Fully supporting the analysis with sufficient and relevant details from the text.

The analysis may include but is not limited to:

- Madison argues that factions are inevitable but their effects can be controlled;
- One cause of the inevitability of factions is that they are based on inequality;
- The republican form of government exemplified by the Constitution serves to diffuse the effects of factions.

3 Point Response

The student demonstrates an adequate understanding of the text by:

- Giving general evidence of the ability to analyze the assumptions Madison makes;
- Adequately supporting the analysis with some relevant details from the text.

2 Point Response

The student demonstrates a partial understanding of the text by:

- Giving some evidence of the ability to analyze the assumptions Madison makes;
- Partially supporting the analysis with few relevant details from the text.

1 Point Response

The student demonstrates a minimal understanding of the text by:

- Giving limited evidence of the ability to analyze the assumptions Madison makes;
- Supporting the analysis in a minimal fashion.

0 Point Response

The student includes no relevant information from the text or there is no response.

PART 2 Overview

Part 2 focuses on an excerpt from George Washington’s Farewell Address, which describes his fear that the spirit of party will have a destructive impact on the new republic. Part 2 addresses the following general objective.

OBJECTIVE: Analyze the purpose and reasoning of a primary historical document.

Part 2 begins with reading the text. There are four options for student work based on the text. Each option may be completed independently from the others or in combination.

CORE TASK

Read Washington’s Farewell Address.

In addition to the CORE TASK, select one or more of these options:

Option A

- Discuss the text.

Option B

- Answer questions about the text, including identifying text support for the answers.

Option C

- Analyze the support for Washington’s argument.

Option D

- Write a constructed response about Washington’s purpose in the excerpt.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	OPTION A, OPTION B, OPTION C, OPTION D

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	OPTION B, OPTION D
LA.11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	OPTION A, OPTION B
LA.11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	OPTION A
LA.11-12.W.9.b	Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	OPTION D

PROCEDURE for Part 2**CORE TASK**

Tell students to read the excerpt from Washington’s Farewell Address.

Before choosing one or more options, provide students with this background:

- The document was written at a time when the first political parties had formed in the United States. One issue that divided the parties was the ongoing war between France and Great Britain; each party favored an alliance with one side.
- In the complete text, Washington warns against entangling alliances with foreign powers. He continues to advocate for a policy of neutrality in the European conflict.
- Washington discusses the way the different sections of the country benefit one another and warns about the danger of partisanship based on regional differences. He then turns to party issues in the excerpt we are reading.

The entire text of the address is available at http://gwpapers.virginia.edu/documents_gw/farewell/transcript.html .

PROCEDURE for Part 2: Option A

After students complete the CORE TASK, organize a classroom discussion about the passage.

Instruct the students to reread the excerpt. They should prepare notes both as they read and during the classroom discussion. Their notes will be used later in the performance task. Tell them that they should be prepared to cite specific text in support of their answers.

Questions to encourage discussion:

1. **What does Washington’s argument have in common with Madison’s?** *Both men see partisan politics as inevitable and both see that they have bad effects.*

Text support: “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.”

2. **Does Washington think that the formation of political parties can be prevented? Does he think they serve any good ends?** *Washington suggests that the formation of parties is a necessary evil and part of human nature. He sees little good or positive effect for the U.S. system with the rise of parties.*

Text support: “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.”

3. **For Washington, what are the dangers of political parties?** *According to Washington, political parties lead to one side dominating the other and eventually the rise to power of one individual. Parties disrupt both society and the government. They give foreign powers a chance to exert influence.*

Text support: “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.”

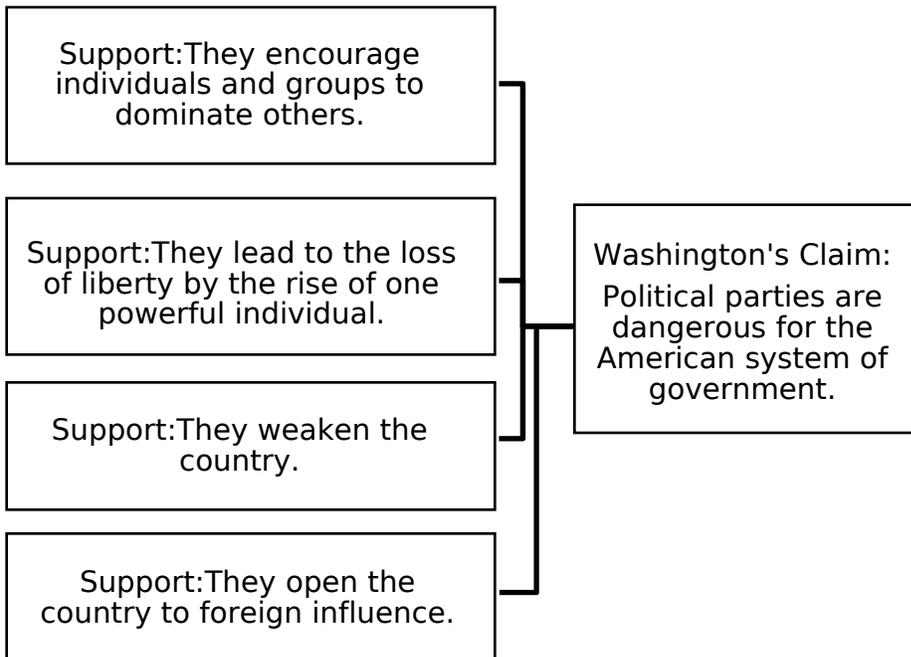
4. **Explain the last line of the excerpt.** *The spirit of party is inevitable and, even if it seems helpful in some situations, in a republic it must be watched and controlled.*

PROCEDURE for Part 2: Option B

Tell the students to reread the passage, review their notes (if there has been a class discussion), and answer the questions in their booklets.

PROCEDURE for Part 2: Option C

Tell students to fill out the charts in their booklets.



What kind of evidence does Washington offer to support his argument? *Washington speaks in general terms of what is true of human nature and most governments.*

PROCEDURE for Part 2: Option D

Tell students to reread the passage and then answer the question in their booklets.

SCORING RUBRIC for Part 2: Option D

Use the following rubric to evaluate students' responses.

4 Point Response

The student demonstrates a thorough and insightful understanding of the text by:

- Giving substantial evidence of the ability to analyze Washington's purpose;
- Fully supporting the analysis with sufficient and relevant details from the text.

The analysis may include but is not limited to:

- Washington is warning the reader about the dangers of political parties;
- He argues that, if left unchecked, the spirit of party weakens the country in a variety of ways, including encouraging the rise of powerful individuals and enabling foreign influence.

3 Point Response

The student demonstrates an adequate understanding of the text by:

- Giving general evidence of the ability to analyze Washington's purpose;
- Adequately supporting the analysis with some relevant details from the text.

2 Point Response

The student demonstrates a partial understanding of the text by:

- Giving some evidence of the ability to analyze Washington's purpose;
- Partially supporting the analysis with few relevant details from the text.

1 Point Response

The student demonstrates a minimal understanding of the text by:

- Giving limited evidence of the ability to analyze Washington's purpose;
- Supporting the analysis in a minimal fashion.

0 Point Response

The student includes no relevant information from the text or there is no response.

OPTIONAL EXTENSION ACTIVITIES for Part 2

Research to Build and Present Knowledge

W.11-12.7. 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.

Ask students to research any of the following topics and report their findings back to the class:

- The content of the rest of the Farewell Address
- The rise of political parties in the early Republic
- The differences between the Federalists and the Democratic Republicans
- Events in Europe that influenced events in the United States in the 1790s

Part 3 Overview

Part 3 focuses first on an excerpt from Thomas Jefferson’s First Inaugural Address; Jefferson calls upon his listeners to reunite after a bitter political campaign. Part 3 addresses the following general objective.

OBJECTIVE: Analyze the purpose and reasoning of a primary historical document.

Part 3 begins with reading the text. There are three options for student work based on the text. Each option may be completed independently from the others or in combination. The options are followed by the writing prompt.

CORE TASK

Read Jefferson's *First Inaugural Address*.

In addition to the CORE TASK, select one or more of these options:

Option A

- Discuss the text.

Option B

Answer questions about the text, including identifying text support for the answers.

Option C

- Analyze the central argument of the text.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	OPTION A, OPTION B, OPTION C

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	OPTION B, OPTION C
LA.11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	OPTION A
LA.11-12.W.9.b	Apply grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").	OPTION C

PROCEDURE for Part 3**CORE TASK**

Ask students to read the excerpt from Jefferson’s First Inaugural Address.

Before choosing one or more options, provide students with the essential background:

- Jefferson was elected after a particularly bitter presidential campaign. Because of the way the Electoral College operated, the election was decided by a vote in the House of Representatives.
- The two political parties were the Federalists, who favored Great Britain, and Jefferson’s own Republican party, which favored the French. This party has no relationship to the present Republican party.
- Ask students to reread the following sentence: “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.” Explain how this describes the split in American attitudes towards the French Revolution.

PROCEDURE for Part 3: Option A

After students complete the CORE TASK, organize a classroom discussion about the passage.

Instruct the students to reread the excerpt. They should prepare notes both as they read and during the classroom discussion. Their notes will be used later in the performance task. Tell them that they should be prepared to cite specific text in support of their answers.

Questions to encourage discussion:

1. **What is Jefferson’s purpose in this excerpt?** *Jefferson is encouraging political parties to put aside their disagreements and work together.*

Text support: “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.”

2. **What does Jefferson say about the rights of the majority versus the rights of the minority?** *Jefferson stresses that the opinions and rights of the losing side must be respected and preserved.*

Text support: “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.”

3. **What does Jefferson think is the main difference between the two political parties?** *Jefferson stresses that the two sides differ in opinion but not in underlying principles. He is trying to make the point that the two sides can easily be reconciled.*

Text support: “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.”

PROCEDURE for Part 3: Option B

Tell the students to reread the passage, review their notes (if there has been a class discussion), and answer the questions in their booklets.

PROCEDURE for Part 3: Option C

Tell students to follow the instructions in their student booklets.

SCORING RUBRIC for Part 3: Option C

Use the following rubric to evaluate students' responses.

4 Point Response

The student demonstrates a thorough and insightful understanding of the text by:

- Giving substantial evidence of the ability to describe the support for the statement;
- Fully supporting the description with sufficient and relevant details from the text.

The description may include but is not limited to:

- Jefferson expects all citizens to unite for the common good;
- He reminds listeners that the rights of the minority must be respected;
- He argues that the different sides share the same general principles.

3 Point Response

The student demonstrates an adequate understanding of the text by:

- Giving general evidence of the ability to describe the support for the statement;
- Adequately supporting the description with some relevant details from the text.

2 Point Response

The student demonstrates a partial understanding of the text by:

- Giving some evidence of the ability to describe the support for the statement;
- Partially supporting the description with few relevant details from the text.

1 Point Response

The student demonstrates a minimal understanding of the text by:

- Giving limited evidence of the ability to describe the support for the statement;
- Supporting the description in a minimal fashion.

0 Point Response

The student includes no relevant information from the text or there is no response.

Part 4 Overview

Part 4 asks students to compare the three texts they have read, and addresses the following general objective.

OBJECTIVE: Write expository text that draws evidence from and analyzes informational text.

Part 4 begins with rereading the texts. There is one option for student work based on the texts. The option is followed by the writing prompt.

CORE TASK

Reread the three texts.

In addition to the CORE TASK, select the writing prompt and Option A, if desired:

Option A

- Compare texts in preparation for the writing prompt.

Extended Writing Prompt

- Write an extended response in response to a question about all three texts.

STANDARDS ALIGNMENT

The tasks in part 4 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	OPTION A, WRITING PROMPT
LA.11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WRITING PROMPT

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	WRITING PROMPT
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	OPTION A, WRITING PROMPT

LA.11-12.W.9.b	Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	WRITING PROMPT
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PROCEDURE for Part 4

CORE TASK

Ask students to reread the three excerpts.

PROCEDURE for Part 4: Option A

Tell students to fill out the charts in their student books.

	Madison	Washington	Jefferson
Main purpose	Explain how the republican system solves the problem of factions	Warn about the danger of factions	Counteract the effect of factions
Arguments in support	<ul style="list-style-type: none"> • Factions inevitable • Most common cause inequality in property • Representatives are less likely to be affected by factions 	<ul style="list-style-type: none"> • Factions inevitable • Danger of factions in domination of minority, foreign influence • Unity of country under Constitution counterbalance to factionalism • Vigilance necessary 	<ul style="list-style-type: none"> • Danger of factions in domination of minority • Unity of country under Constitution counterbalance to factionalism • Parties must unite

PROCEDURE for Part 4: Extended Writing Prompt

Tell students to follow the instructions in their student books.

SCORING RUBRIC for Part 4: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Make a precise, thorough, and insightful comparison of the three texts;
- Introduce the topic and organize ideas, concepts, and information to create a unified whole;
- Develop the topic thoroughly by selecting the most significant and relevant facts, details, and quotations;
- Use appropriate and varied transitions and syntax to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Establish and maintain a formal style and objective tone;
- Provide a concluding section which supports the comparison.

3 Point Response

Student will:

- Make a clear and accurate comparison of the three texts;
- Introduce the topic and organize ideas, concepts, and information;
- Develop the topic by selecting relevant facts, details, and quotations;
- Use appropriate transitions and syntax to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Maintain a formal style and objective tone;
- Provide a concluding section.

2 Point Response

Student will:

- Make a comparison of the texts that is partial or lacks clarity or complete accuracy;
- Fail to provide a clear introduction or organization;
- Use few relevant facts, details, and quotations to develop the topic;
- Use language lacking in precision;
- Fail to maintain a consistent formal tone and objective style;
- Fail to provide a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about one or more of the texts with some support.

0 Point Response

Student provides no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 4

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Ask students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Ask the students to write arguments that either support or disagree with the three authors' views of political parties.