



# Social Studies

in Washington State

## Constitutional Issues

# Grades 11 - 12

*OSPI-Developed*

# Assessment

A Component of the  
Washington State Assessment System

Office of Superintendent of Public Instruction  
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# Introduction

To Washington State Educators of Social Studies:

Welcome to one of our OSPI-Developed Assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Social Studies Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure and evaluate student growth; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments provide:

- Immediate information to teachers regarding how well students have acquired the expected knowledge and skills in their subject areas.
- Information that can lead to continued strengthening of teaching practices.
- Resources that enable students—as part of the learning experience—to participate in measuring their achievements.

This document includes the following parts:

- directions for administration
- the student’s copy of the assessment
- scoring rubrics

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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# CONSTITUTIONAL ISSUES

An OSPI-Developed Assessment

Social Studies  
Grades 11 - 12

## Overview

This document contains information that is essential to the administration of *Constitutional Issues*, an OSPI-Developed Assessment for civics. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards.

This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI-Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

### Synopsis of *Constitutional Issues*

**Citizens in a democracy have the right and responsibility to make informed decisions.**

**You will make an informed decision about a public issue after researching and analyzing multiple perspectives on this issue.**

## Test Administration: Expectations

- The skills assessed by this item should be authentically incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
- All industry and district safety policies and standards should be followed in the preparation and administration of any OSPI-Developed Assessment.

- Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
- Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

## Description of the Performance Assessment

*Constitutional Issues* requires students to demonstrate their abilities as effective citizens by writing essays or creating presentations in which they research and analyze a public issue.

- The task requires the student to choose and analyze an issue from multiple points of view.
- The task requires the student to state a claim and support it with evidence from multiple informational texts.
- The task requires the student to consider the costs and benefits of various stakeholders’ uses of the environment.
- Prior to taking/receiving/administration of this assessment, students need to have experience with:
  - Analyzing sources (close reading).
  - Citing sources.
  - Using text-based evidence.
  - Avoiding plagiarism.

If the students have experience with the above skills, the assessment should take 5–10 days. If the assessment is used as a teaching tool, it will take 3–6 weeks.



# Learning Standards

## College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating and Taking Informed Action
developing questions and planning inquiries	civics economics geography history	gathering and evaluating sources developing claims using evidence	communicating and critiquing conclusions taking informed action

## Washington State Standards—Social Studies Essential Academic Learning Requirements (EALRs): Grade Level Expectations (GLEs)\*.

<b>Component 1.1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.
<b>GLE 1.1.1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Analyzes and evaluates the ways in which state and U.S. Constitutions and other fundamental documents promote key ideals and principles.
<b>GLE 1.1.2</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Evaluates how well federal, state, and local court decisions and government policies have upheld key ideals and principles in the United States.
<b>Component 1.2</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Understands the purposes, organization, and function of governments, laws, and political systems.
<b>GLE 1.2.2</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights, and the system of checks and balances during a particular administration, court, Congress, or legislature.
<b>GLE 1.2.3</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.
<b>Component 1.4</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Understands civic involvement.
<b>GLE 1.4.1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Analyzes and evaluates ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.

## CCSS Literacy—Reading History/Social Studies (RH/SS)

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<b>CCSS RH/SS 1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Cite specific textual evidence** to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<b>CCSS RH/SS 2</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
<b>CCSS RH/SS 6</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>CCSS RH/SS 9</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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## *In a cohesive paper\*\*\*:* CCSS ELA Standards—Writing History/Social Studies (WHST)

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<b>CCSS WHST 1</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>CCSS WHST 7</b> 11 <sup>th</sup> –12 <sup>th</sup> Grades	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.

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## ***In a presentation: CCSS ELA Standards—Speaking and Listening History/Social Studies (SL)***

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### **CCSS SL 4** 11<sup>th</sup>–12<sup>th</sup> Grades

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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\*OSPI recommends that this classroom-based assessment be used at a particular grade level. If the assessment is used at another grade level within the grade band (3–5, 6–8, 9–12), the GLEs may need to be adjusted to match the content.

\*\*Definition: *Evidence* in the CCSS refers to facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline.

\*\*\*Students may do either a paper or a presentation in response to the assessment, provided that for either format, the response is documented in such a way that someone outside of the classroom can easily understand and review it using the rubric (e.g., a video recording of the presentation or an electronic written document).

# Assessment Task

## Teacher's Instructions to Students

1. Say: "Today you will take the Washington OSPI-developed social studies assessment for civics (Grades 11–12). This assessment is called *Constitutional Issues*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubric with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.

## Accommodations

Refer to the student's IEP or 504 plan.

## Student's Copy of the Task

The following section contains these materials for students:

- the student's task: *Constitutional Issues* (Grades 11–12)
- assessment rubric
- worksheets and handouts (optional)

# Constitutional Issues

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision about a public issue after researching and discussing different perspectives on this issue.

## Your Task

In a cohesive paper or presentation, you will:

- Present an argument that:
  - Includes a precise, knowledgeable claim that states a position.
  - Provides reasoning supported by relevant and credible evidence.
  - Includes a call to action
- Consider the interaction between individual rights and the common good, including:
  - An analysis of how the Constitution promotes one specific ideal or principle that is logically connected to your position on the issue.
  - An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.
  - A fair interpretation of a position on the issue that contrasts with your own.
- Cite textual evidence that logically supports your claim:
  - Cite your sources when you draw information from them: for instance, when you summarize, paraphrase, or quote, and when you refer to facts, figures, and ideas.
  - Provide complete publication information for each source in your bibliography or list of works cited.

## Constitutional Issues Rubric

Score	4	3	2	1
Claim	I stated a claim regarding the issue; my claim is clear, specific, and arguable.	I stated a claim regarding the issue; my claim is clear and arguable, but not specific.	I stated a claim regarding the issue; my claim is clear and arguable, but too general/vague.	I stated a claim regarding the issue; my claim is confusing, vague, and/or not arguable.
Civics Concepts	I included an analysis that advocates for balancing individual rights and the common good. I provided a thorough evaluation of how well a court case <i>or</i> a governmental policy upholds a constitutional principle related to the issue. I provided a fair/balanced interpretation and refutation of a counterclaim regarding the issue that contrasts with my own.	I included an analysis that considers the interaction between individual rights and the common good. I provided an evaluation of how well a court case <i>or</i> a governmental policy upholds a constitutional principle related to the issue. I provided an interpretation and refutation of a counterclaim regarding the issue that contrasts with my own.	I addressed individual rights <i>or</i> the common good. I provided a description of a court case or a governmental policy, but I didn't evaluate how it upholds a constitutional principle related to the issue. I mentioned a counterclaim regarding the issue that contrasts with my own.	I didn't address individual rights <i>or</i> the common good. I provided a description of a court case or a governmental policy, but it was partial or unclear. I didn't mention a counterclaim regarding the issue that contrasts with my own.
Reasoning	I provided coherent reasoning that connects the evidence to the claim; <i>and</i> I included a thorough and convincing analysis of how the Constitution promotes specific ideals or principles.	I provided coherent reasoning that connects the evidence to the claim; <i>and</i> I included an adequate analysis of how the Constitution promotes specific ideals or principles.	I provided reasoning for the claim, including how the Constitution promotes specific ideals or principles; <i>but</i> I did not connect the evidence to the claim.	I provided reasoning for the claim, but I didn't explain how the Constitution promotes specific ideals or principles; <i>and</i> I did not connect the evidence to the claim.
Evidence	I provided thorough and convincing evidence for the claim. I provided clear, coherent reasoning that connects the evidence to the claim. I made explicit connections between corroborating evidence.	I provided adequate evidence for the claim. I provided mostly clear and coherent reasoning that connects the evidence to the claim. I presented corroborating evidence, but without making explicit connections.	I provided uneven, cursory evidence for the claim. Some of the reasoning that connects the evidence to the claim has flaws in logic. I presented no corroborating evidence.	I provided minimal and/or irrelevant evidence for the claim, including few or no use of facts and details from sources. Most of the reasoning that connects the evidence to the claim has flaws in logic. I presented no corroborating evidence.
Advocacy	I included a call to action* that explains the need for change <i>and</i> a specific implementation strategy.	I included either a call to action* that explains the need for change, <i>or</i> a specific implementation strategy.	I included a call to action,* but without specifics.	I did not include a call to action.

Score	4	3	2	1
Citations	I referred explicitly in the paper or presentation to the Constitution and three or more credible sources that provide relevant information.	I referred explicitly in the paper or presentation to the Constitution and two credible sources that provide relevant information.	I referred explicitly in the paper or presentation to the Constitution and one credible source that provides relevant information.	I referred explicitly in the paper or presentation either to the Constitution, or to one credible source that provides relevant information.
Sources	My sources are varied (primary and secondary), represent more than one point of view, and provide in-depth and reliable information.	My sources are varied (primary and secondary) and represent more than one point of view.	My sources are not varied, and they represent one point of view far more than another.	My sources are not varied, and I rely too much on one source for my evidence.

**No Score (NS)** is given if the work is unintelligible, in a language other than English, off topic, off purpose, or copied.

\*A “call to action” could include what would have happened in the past, or, if the topic is a current issue, what should be done.

**In this section, you'll find:**

- Handout #1: Constitutional Principles
- Handout #2: Democratic Ideals
- Graphic Organizer
- Outline for an Argumentative Essay
- Practice Citing Evidence
- Student's Checklist
- Works Cited (MLA)

**Handout #1: Constitutional Principles**

Below is a list of briefly defined constitutional principles and related terms.

**Bill of Rights (individual rights):** The original Constitution focused on the requirements for a federal government, and critics at the time complained that the document did not include sufficient protections of the rights and liberties of individuals. As a compromise, ten amendments were added to the Constitution to specify and guarantee the rights of individuals. These first ten amendments are known as the Bill of Rights. Additional amendments have been added so that there are now twenty-seven in all. The protections in the Bill of Rights apply to every person living in the United States, both citizens and non-citizens.

**checks and balances:** The Constitution divides the government into three separate branches: executive, legislative, and judicial. Each of the branches can check, or limit, the power of the other two so that no one branch can assume all power. This has not always worked as designed, especially when Congress and the president represent the same political party.

**citizenship:** This is defined by the Constitution as follows: "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." Those who are born in the United States are U.S. citizens, and those who are born to a parent who is a citizen are also citizens themselves. Those born outside the United States can become naturalized citizens by meeting a series of requirements, including living in the United States for a certain number of years, passing a written test, and meeting other requirements.

**civil rights:** Civil rights are rights guaranteed to people by law, by virtue of their being citizens and living in this country. The struggle for civil rights continues, despite amendments to the Constitution and other laws guaranteeing the legal status of all citizens. Victories in the civil rights movement have often been in the legal arena, where "human rights" have become formally recognized as civil rights through the passage of laws and amendments, guaranteeing freedom from slavery, institutionalizing voting rights, and ending segregation of many different forms.



**constitution:** A constitution is a formal plan of government. The Constitution of the United States defines the plan, structure, and federal laws for our nation.

**democracy:** The ideal and central notion of democracy is that it is a government of the people, by the people, and for the people. The people govern themselves, either directly or through elected representatives. The power to govern comes from them, and the government works for and is responsible to them. There are many ways in which a democracy can be organized, and as we have seen through our history a slight majority can entirely shut out the voices of a bare minority.

**dissent:** One of the fundamental rights guaranteed by our Constitution is the right of dissent. The law guarantees that individuals and groups have the right to publicly disagree with their government and their leaders. They have the right to express their opinions, to protest, and to challenge the policies and practices of their government, and they have the right to work legally to change the policies and laws of the nation. Dissent has often led to changes in the laws, policies, and practices of the United States.

Dissent is crucial in a democracy in that it protects the minority from being silenced by the majority, and guarantees that there be open debate and questioning of policies and practices.

**due process:** Due process is a constitutionally guaranteed safeguard that protects the rights of individuals. Due process guarantees the administration of justice according to established rules and principles, based on the principle that a person cannot be deprived of life or liberty or property without appropriate legal procedures and safeguards. At a trial or hearing, due process guarantees that a person has the opportunity to be present, to be heard, to present evidence, and to challenge the testimony of his or her accusers.

**equal rights:** All persons, both citizens and non-citizens, living in the United States are guaranteed equal treatment under the law. The Constitution prohibits discrimination by the government and grants all people "equal protection of the laws." The clause means that the government must apply the law equally and cannot give preference to one person or class of persons over another.

**federalism:** This is the concept of sharing power between the federal, or national, government and the states within the nation. The federal government has the power to tax, control trade, regulate and organize money, and raise an army and to deal with other nations (including declaring war). The states have power to pass their own laws and to establish schools, local governments, and other institutions. There is often an uneasy lack of clarity at points of intersection between federal and state jurisdictions, a tug-of-war over who has the authority to make laws or rules related to issues of both federal and local concern.

**habeas corpus:** This Latin term literally means "you have the body." Habeas corpus is the basic protection against arbitrary arrest and imprisonment. A writ of habeas corpus requires that anyone who is detaining someone must bring that person to court and justify why that person should be detained. If they cannot justify

continuing to detain the person he or she must be released. This basic protection is in place to keep the government from simply rounding people up and keeping them in prison indefinitely, without charging them or prosecuting them for any crime. This has been a very controversial topic, especially during times of war.

**human rights:** Human rights are those rights inherent to all people on the planet. The Declaration of Human Rights was adopted by the United Nations General Assembly in 1948, “guaranteeing the rights of all people and encompassing a broad spectrum of economic, social, cultural, political and civil rights.” These rights are not ensured by law in individual nations, and they are not universally practiced or enforced around the world. The Declaration of Human Rights lays out general guidelines for how people should be treated and supported as members of the human community.

**innocent until proven guilty:** A basic tenet of the U.S. legal system is that a person is presumed innocent until he or she is proven guilty. When a person is brought to trial it is assumed that he or she is innocent. It is up to the prosecution to prove guilt. If they cannot prove guilt the defendant is judged not guilty and set free. This is true no matter how serious the crime, and no matter the publicity about the situation; defendants are still assumed innocent, and guilt still must be proven in court.

**popular sovereignty:** This term refers to the authority or rule of the people. The power or authority of the government and of governance rests with the people. The government serves the will of the people, and they are the final authority for what the government does in their name

**representative government:** a representative government is one in which the population chooses representatives to carry out the governmental duties of the nation. Rather than personally making decisions on every item confronting the nation, the citizens choose representatives to take on that task on their behalf. The ultimate power and responsibility for governance still rests with the people, who can remove their representatives if they feel they are not being well served by them.

**republicanism:** Based on the belief that the people exercise their political power by voting for their political representation (see also representative government).

**rule of law (limited government):** Our society is said to be governed by a rule of law. This means that there are laws that define what behavior is allowed and not allowed, for all individuals, groups, and governments. The laws, beginning with the Constitution and including state and local laws, determine what is allowed, and no one is considered above or outside of them. There are many concerns and questions about whether the laws are applied equitably to all individuals, rich or poor, in power or out of power, and whether the laws are truly designed to equally benefit all citizens.

**separation of powers:** The Constitution organizes the federal government into three separate but equal branches: the executive, the legislative, and the judicial. Each of the branches is responsible for certain areas of governmental authority. This design came about partly in response to the British monarchy that had kept the entire

empire under its thumb, and was created as a guarantee that no one person or branch of government becomes too powerful. Each branch has certain legal responsibilities and the legal means to limit the power and authority of the other two branches. The legislature is responsible for passing laws, the federal budget, and declaring war. The executive branch, headed by the president, is responsible for carrying out the law and for commanding the armed forces during a war declared by Congress. The judicial branch is responsible for ruling on laws, determining whether they are constitutional, and whether laws have been followed or broken. This design has proven more or less resilient over the more than two hundred years that the United States has been a nation, though at times one branch or another has sought to overstep its constitutional limits. The separation of powers has been most vulnerable to abuse when one party or the other controls both the presidency and the houses of Congress.

SOURCE: "Constitutional Issues: Civil Liberties, Individuals, and the Common Good." Densho Civil Liberties Curriculum v. 1.0. CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007.

## Handout #2: Democratic Ideals

Below is a list of briefly defined democratic ideals.

**common good:** The democratic ideal recognizes that there must be a balance between the welfare of each individual and the good of the overall population—the population as a whole. There are many questions about who decides what is good for the population as a whole; there is seldom universal agreement about what is best for all, and it usually means some individuals must give up what would be personally good for them so that the population as a whole can benefit. There are questions about who should decide what is best for the common good, and upon what basis they should make those decisions. There are also questions about whether those who get to decide what is best for the common good are always fair and equitable in their decisions, and many have felt that their rights have been consistently sacrificed for the benefit of others.

**diversity:** This concept recognizes that we as a human population are not identical, that there are differences in our races, ethnicities, genders, sexual orientation, nationality, and experiences. The democratic ideal recognizes these differences and makes no judgment about them; they are different—not less than or more than—and in the true ideal we benefit from those differences. This is clearly a democratic ideal that we have not yet attained, as there is still discrimination and unequal treatment of members of various facets of our diverse human community.

**equality:** When people are demanding equality they are demanding the same treatment, the same opportunity, the same status, and the same rights under the law as anyone else. This becomes complicated, because there has been unequal opportunity, treatment, and rights for members of certain groups of people throughout our history, which means that some groups have had more resources and a more privileged position for centuries. They are in a better position in terms of wealth, power, position, and connections to decision makers. If we then treat them in an equal manner with those who have not enjoyed the same advantages, the situation remains unequal.

**justice:** Based on fairness, people are treated in an honorable and fair manner according to the mores of a society. There is not necessarily a clear, absolute definition of what this means, or of what measure or code should be used to determine what justice looks like. Different societies and communities may have different value systems, which might lead each to a unique approach to defining and administering justice. What happens when different systems intersect, and whose definition of justice rules? How are those who are “in the minority” guaranteed justice, as promised by the pledge of allegiance, which ends, “with liberty and justice for all”?

**liberty:** The Declaration of Independence includes the right of liberty within those unalienable rights (rights that cannot be taken away) granted by the Creator to all. Liberty means freedom to live your life as an independent person, having the ability

to make choices without interference or restrictions from others. The most obvious restrictions that the colonists were responding to at the time of the writing of the Declaration were those imposed by the king of England. It must be noted that while the Declaration states that all men were entitled to the right of liberty, it does not address the practice of slavery; enslaved Africans, taken by force from their homes and sold to buyers in the United States and other countries, continued to be kept in bondage long after the British were forced out of North America, and others within the new nation experienced severe restrictions on the lives they could lead. There were also severe limitations placed on the choices that women could make, and on those other people of color living in the colonies/new nation.

**life:** The Declaration of Independence mentions life as an unalienable right guaranteed to all men (now understood to include men, women, and children), that all have the right to live their lives without fear or threat. This does become complicated in some instances, such as when one kills in self-defense, and in situations involving the death penalty.

**patriotism:** Patriots are people committed to working on their nation's behalf, for the good of the community. The original term referred to the colonists who fought for independence from the British. It is a very difficult term to define, and it has become politicized in recent times. There are some who would say anyone opposing a president's plan or agenda is not a patriot; others insist it is their patriotic duty to speak the truth, to question and challenge policies they oppose so that a thoughtful and thorough debate can be held.

**pursuit of happiness:** This phrase appears in the Declaration of Independence. It is not defined within that document, but is generally understood to mean that citizens in the United States should be free to engage in that which brings them pleasure, joy, or satisfaction, without interference or intrusion. The Declaration was written in response to the limits and intrusions that the British government placed on the lives and business interests of the American colonists. This gets complicated, because the same things don't necessarily make each of us happy, and what makes one person happy may in turn interfere with someone else's happiness. It also must be noted that the Declaration of Independence is not law and was written at a time when women had few rights and enslaved Africans none at all.

**truth:** an honest, open, complete, and unvarnished account of how things are. Someone telling the truth does so without any intention of deceiving or dissembling, and with the intention of conveying information in an accurate and complete way.

SOURCE: "Constitutional Issues: Civil Liberties, Individuals, and the Common Good." Densho Civil Liberties Curriculum v. 1.0. CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007.

## Graphic Organizer

<p><b>Introduction:</b> Begin with a broad, general statement that sets the time and place.</p>	
<p><b>Your claim (the answer to the question):</b> Did this court case or policy violate individual rights, or did it protect the common good? If you get stuck, use a transitional phrase (<i>therefore, as a result, due to, in order that, consequently, so that, if...then, thus, because</i>).</p>	
<p><b>Organizational statement (three reasons):</b> List the two specific ideals and/or Constitutional principles involved and the name of the government policy or court case that you are going to discuss.</p>	1.
	2.
	3.

**Outline of the rest of your paper:**

Use evidence to prove what you are saying.

NAME IT	EXPLAIN IT	EVIDENCE THAT SUPPORTS IT
<i>Name the first specific ideal and or Constitutional principle involved:</i>	<i>Explain it:</i>	
<i>Name the second specific ideal and or Constitutional principle involved:</i>	<i>Explain it:</i>	
<i>State a government policy or a court case:</i>	<i>Explain how well that policy/case upheld the Constitution during this time period/incident (give a value judgment):</i>	
<i>. . . include the opposing viewpoint:</i>	<i>Explain it and explain why you don't agree with it:</i>	
<i>Give a specific call to action:</i>	<i>Explain the need for the change:</i>  <i>Explain the specific implementation strategy (exactly how will this be done?):</i>	
<i>Conclusion . . . .</i>	<i>Explain:</i>	

**Reference list:**

End by creating your list of references.

## Outline for an Argumentative Essay

TOPIC:

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THESIS (includes your claim and supporting evidence, without explaining it yet):

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BACKGROUND:

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REASON / evidence #1:

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REASON / evidence #2:

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REASON / evidence #3:

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COUNTERCLAIM / addressing individual rights vs. common good:

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CONCLUSION:

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## Practice Citing Evidence

### Choose Evidence that Is Useful, Relevant, and Specific

Pick evidence from your sources that answers the question and relates to what you are writing. In the following example, the question is *What makes Denali happy?*

This student had read that Denali “loves treats” and used that as evidence. The fact that Denali *loves* treats, especially bacon ones, is useful (it answers the question), relevant (it relates to the question and what the student is writing), and specific (bacon).

Denali is a dog who lives in Everett, and several things make him happy. One of these things is food. As stated in the text, “Denali loves treats, especially bacon-flavored ones” (Bluejeans, 25). It makes sense that a dog would love bacon treats, because dogs eat meat.

### Signal Words

In the example above, you may have noticed that the student used the phrase “As stated in the text” to signal to the reader. This phrase signals that what follows is evidence. Here are some signal words/phrases that you can use:



SIGNAL PHRASE:	HOW THAT LOOKS:
As stated in <i>(name of text)</i> , ....	As stated in <i>Dogs Love</i> , “canines eat meat” (43).
For example, in <i>(name of text)</i> ....	For example, in <i>Canine Quivers</i> , the author lists several examples of meat treats that dogs love and specifically mentions that Denali loves bacon treats (9).
<i>(Author’s name)</i> states, ....	Bluejeans states, “Denali loves bacon” (43).
As <i>(author’s name)</i> mentions on page....	As Bluejeans mentions on page 43, “Denali loves bacon.”
One example of this in the text is....	One example of this in the text is an explanation of how dogs love meat, especially bacon (Bluejeans, 43).
According to <i>(name of text or author)</i> , ....	According to <i>Dogs Love</i> , Denali is especially fond of bacon treats (43).
..., because the text states....	Denali was very happy to have a bacon treat, because the text states that he was jumping up and down when he saw it (Bluejeans, 45).
For instance, in the text....	Several things make Denali happy. For instance, in the text, Bluejeans describes Denali’s love of bacon treats (43).

## When Authors Are Not Listed

Sometimes, you might use a credible source from the internet that does not have an author listed. In this case, write the title of the webpage or article instead of the author. This looks like this: “Denali is a bacon-loving dog who lives in Everett (DogsOnline).”

## Putting It All Together

It is all about the proof. Answer the question, use text to prove, explain, and extend. It looks like this:

<b>Signal Words</b> <i>The text states....</i>		<b>Explain</b> <i>This is because....</i>		<b>Extend</b> <i>Tell MORE!</i>
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Question: *What makes Denali happy?*

<b>Answer the question.</b> Decide on the point you want to make: <i>I want to prove that food makes Denali happy.</i>	Denali is a dog who lives in Everett. Several things make Denali happy, and one of these is food.
<b>Cite evidence.</b> Find a quotation that both relates to and proves your point. Introduce the quotation: <i>I’m going to use the signal phrase “As stated in....”</i>	As stated in the text, “Denali loves treats, especially bacon-flavored ones” (Bluejeans, 43).
<b>Explain.</b> Discuss your quotation.	It makes sense that a dog would love bacon treats, because dogs eat meat.
<b>Extend.</b> Tell us more!	In addition, Denali is described as “jumping up and down for joy” (45) when he sees the bacon treats. Dogs routinely choose meat over other foods (Sunhill, 3), and scientists have discovered that dogs will actually come running when they know that a bacon treat is in their bowl. In this sense, Denali seems to be a normal dog, who loves bacon treats.

## Your Turn!

Note: You should always have two or more sources of evidence. We will practice with one text, remembering that you will want to use more evidence when you write your essay.

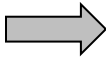
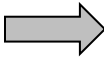
Read the text. Keep the question in mind.

What is something that is important to know?

Choose evidence that is useful, relevant, and specific, and write either a direct quotation or paraphrase:

Pick a signal phrase and write the sentence:

End with the citation in the parentheses:

<b>Signal Words</b> <i>The text states....</i> 	<b>Explain</b> <i>This is because....</i> 	<b>Extend</b> <i>Tell MORE!</i>
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Question:

<b>Answer the question.</b> Decide on the point you want to make:	
<b>Cite evidence.</b> Find a quotation that both relates to and proves your point. Introduce the quotation. Choose a signal phrase.	
<b>Explain.</b> Discuss your quotation.	
<b>Extend.</b> Tell us more!	

## Student's Checklist

- I stated a claim regarding the issue; my claim accurately considers *both* individual rights and the common good.
- I provided background on the issue by explaining what the issue is.
- I provided background on who is involved in the issue.
- I provided reason(s) for my claim, supported by evidence.
- My evidence includes an accurate explanation of how a constitutional principle or democratic ideal logically supports my claim.
- My evidence includes a complete evaluation of how well a court case or a government policy upholds the constitutional principle or democratic ideal.
- My commentary includes an analysis of how the Constitution promotes specific principles or democratic ideals.
- I referred explicitly in the paper or presentation to four credible sources that provide relevant information. I referred to both primary and secondary sources, and my sources represent more than one point of view.
- I cited sources within the paper or presentation and provided the publication details of each source in a bibliography or list of works cited.
- I did not plagiarize.

# Works Cited (MLA)

## Source #1

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

## Source #2

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

## Source #3

\_\_\_\_\_, \_\_\_\_\_ " \_\_\_\_\_ "

Author (Last name, First name) Title of Article (web sources, magazines, reference books)

\_\_\_\_\_ . \_\_\_\_\_

*Title of Source (Italicized – Underline only if written by hand)* Date

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_

Page Number(s) Type of Source Date Accessed (website only)

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

### Tools & Materials

Teachers will need the following materials and resources to administer this assessment:

- copies of the task (one for each student)
- copies of the rubric, handouts, worksheets, and glossary (one set for each student)

### Guidelines

You can approach this assessment in any number of ways; however, the assessment is well suited to be a culminating activity of classroom instruction in civics.

While the essay format is often used for this assessment, it is not required. Students may make projects or PowerPoint presentations. Please note, however, that the final product must demonstrate that the student is able to complete the project individually; therefore, a group project is not an appropriate use of this assessment.

You should expose the students to primary source documents prior to administering this assessment.

You should also introduce students to a number of analytical methods before engaging them in the assessment; these include, but are not limited to:

- How to evaluate reliable and unreliable sources.
- How to formulate a claim.
- How to cite sources properly within a paper or presentation and in a bibliography, including instruction in APA, MLA, or Chicago citation methods.

## Recommendations for Time Management

Time requirements for this assessment will vary widely based on your students' prior knowledge, chosen topics, and access to technology. If your students are completing the assessment as a culminating activity, expect to spend several days on research, collection of evidence, and outlining prior to the writing process. Writing and completion of projects can take from one day to a week depending on the prescribed format and pacing of your students.

## Glossary

**amendments:** changes or additions to a document, such as the U.S. Constitution.

**argue:** to present reasons and evidence about a stance or opinion.

**balance:** harmonious arrangement or relation of parts within a whole.

**bureaucracy:** the administration of a government through departments managed by officials.

**checks and balances:** a process that allows each branch of government to limit the power of the other branches.

**cite:** note, quote, refer to, point out.

**civic responsibility:** the actions a citizen is required to do for the good of society.

**claim:** state to be true or existing.

**common good:** for the advantage or benefit of all people in society or in a group.

**compromise:** a settlement of differences in which all sides give up part of what they want in order to reach an agreement.

**consent of the governed:** a theory of government that states that a government's legitimacy comes from the agreement of its citizens.

**constituent:** a person who is represented by an elected official.

**constitutional issue:** something that relates to the rights and government powers outlined in the U.S. Constitution. It often involves public disagreement.

**controversial:** something that produces public disagreement between individuals or groups holding opposing viewpoints.

**core values:** the basic principles or beliefs of a person or group.

**credible:** capable of being believed.

**currency:** money or other items used to purchase goods or services.

**democracy:** a form of government in which people choose leaders by voting.

**demographic:** identifying characteristics of human populations, such as age, gender, and nationality.

**dictator:** a person who rules with absolute power and authority.

**doctrine:** principles or beliefs of a group.

**domestic:** relating to matters within a country.

**empower:** to provide someone with authority to take action.

**evidence:** knowledge on which to base a belief; facts or information helpful in forming a conclusion or judgment; details that support an assumption.

**explain:** tell about something so people understand it.

**explicit:** fully and clearly expressed.

**federal:** a form of government in which power is divided between a central government and other, more localized governments.

**foreign policy:** the way a government interacts with other nations.

**forms of government:** the different methods of ruling a country or group.

**framers/founding fathers:** delegates to the Constitutional Convention of 1787 and others who helped to establish the government of the United States.

**impact:** an influence or strong effect.

**incentives:** promises of rewards or punishments that encourage people to act.

**initiative:** the practice of allowing voters to propose and pass laws directly.

**inquiry:** a question; an investigation that allows a close examination of an issue.

**interest groups:** individuals who try to influence laws in favor of a cause they strongly support.

**international:** involving two or more nations.

**lobbyist:** a person who tries to influence legislation on behalf of a special interest group.

**local:** relating to a city or county level.

**multicultural:** relating to or made up of people having different ways of life.

**national interest:** the collective needs of people when developing economic, social, or political policies.

**negotiate:** to discuss a matter in order to reach an agreement.

**opposing:** be against.

**per capita:** by or for each person.



**perspective:** a way of regarding situations or topics.

**political parties:** organized groups who seek to influence the structure and administration of government policies.

**popular culture:** parts of a culture, such as arts, entertainment, music, sports, fashions, and fads.

**precedent:** an act or decision that provides an example for later actions or decisions.

**pros and cons:** arguments in favor of and against a position or course of action.

**public goods:** goods intended for the benefit of all members of a society (e.g., roads and bridges).

**public services:** services intended for the benefit of all members of a society (e.g., fire protection).

**recall:** a policy that allows voters to remove an elected official from office.

**referendum:** a proposed law, which people enact by voting.

**reform:** improvement made to existing structures or processes.

**relevant:** appropriate and makes sense at that particular time.

**reliable:** worthy of trust.

**responsibilities:** duties.

**rights:** something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

**sources:** information taken from documents.

**stakeholders:** people who hold an interest in a business or project.

**support:** agreeing with or approving of a cause, person.

**SOURCES:** "Constitutional Issues: Civil Liberties, Individuals, and the Common Good." *Densho Civil Liberties Curriculum* v. 1.0 CD-ROM. Densho, the Japanese American Legacy Project, Seattle, WA. 2007; and CCSS Tier 2 Vocabulary Terms.

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- Washington State Social Studies Learning Standards: the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).
- OSPI-developed classroom-based assessments.
- Intentional connections with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies.

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