

# CLOSE READING EXAMPLES FOR SOCIAL STUDIES<sup>1</sup>

To become college and career ready, students must be able to read sufficiently complex texts on their own and gather evidence, knowledge, and insight from these texts. These close reading examples model how teachers can support their students as they master the kind of careful reading the Common Core State Standards require. These examples are meant to be used in all types of classrooms with **ALL STUDENTS**.

Each of these exemplars features a complex and rich reading along with a series of text-dependent questions meant to foster deep understanding and assist students and teachers in remaining tightly connected to the text. Each focuses on the following: a short reading of highly engaging content in which students are asked to reread passages and respond to a series of text dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text.

The close reading method modeled in these examples is a specific method with a designed purpose. The composition of these examples coincided with deliberate and regular practice of this method over a wide range of classrooms during 2012-2013. In that time, the composition group learned many important lessons. Without exception, teachers noted that ample time provided for students to talk with their peers about the text and the accompanying questions is paramount to the effective nature of these lessons. Because these examples include highly complex text for ALL students to access, heterogeneous grouping of students provided a safe arena for students to challenge themselves and collaboratively interrogate the text. Most importantly, teachers found that completing the method according to the steps outlined below ensured success for students of all reading abilities. On several occasions, teachers felt rushed and neglected some of the steps or assigned portions as individual work or homework. In all of these cases, student learning suffered. Based on this professional learning, these examples were designed, vetted, and modified to engage the whole class and small groups in learning to better navigate rich and complex text. The readings are all meant to be lesson features of larger units with the purpose of building a coherent body of knowledge.

The particular method of close reading that we studied in our classes has been found highly effective and can address many Common Core State Standards as well as content standards. That being said, using it with great frequency (daily or weekly) is not the intention. In this case, the quality of instruction and of readings is far more important than the quantity. We suggest implementing the close reading cycle of instruction once or twice per quarter in each content area with seminal and formative texts that provide a deep understanding of an aspect of the unit. In addition, we advocate for a balanced approach to literacy that includes intentional teaching of academic vocabulary, annotation of texts, and other research-based literacy strategies that complement the close reading method. Finally, we understand that these examples are not perfect, and as we grow in our practice, we will continue to modify and update this site. We welcome your feedback.

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## CLOSE READING METHODOLOGY

### Reading Methodology

Students will silently read the passage in question—first independently and then following along with the text as the teacher reads aloud. This order may be reversed depending on the difficulties of a given text and the teacher’s knowledge of students’ reading abilities. What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible. Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of the author’s writing.

### Vocabulary Methodology

Most of the meanings of words in the exemplar text can be discovered by students through a careful reading of the context in which they appear. Teachers will model and reinforce how to learn vocabulary from contextual clues, and will hold students accountable for engaging in this practice. When context clues are absent and the difficult word is essential to the meaning of the text, words are defined briefly for students to the right of the text. We have left many Tier 3, content-specific words, undefined so that teachers may use their discretion in teaching and discussing them as they are used in context.

### Sentence Structure Methodology

On occasion students will encounter particularly difficult sentences to decipher. Text dependent questions are composed to deliberately engage students in the work of examining these difficult sentences to discover how they are built and how they convey meaning. Students need regular supported practice in slowing down to decipher complex sentences. It is crucial that students receive help in unpacking complex sentences and dense sections of text so that they can focus both on the precise meaning of what the author is saying as well as the author’s craft.

### Discussion Methodology

Students will discuss the rich and complex text with their classmates and teacher as they answer text-dependent questions and formulate their ideas for the writing activity. The goal throughout the lesson is to foster student confidence when encountering complex text and to reinforce the skills they have acquired. A cooperative model using informal discussion with peers promotes this confidence. Returning to the text for evidence in the discussions provides students yet another encounter with the text, helping them develop the habits of mind necessary for reading complex text. Discussion of the text and the questions is equal to rereading in its pedagogical importance.

### Writing Methodology

It is essential that students engage in writing about the text as a culminating activity. The assignment in these examples forces students to reach back yet again into the text to provide evidence for a position. Student writing can vary in length, with the expectation that all students are learning and practicing the skill of writing with textual evidence. Teachers might afford students the opportunity to revise their papers after participating in classroom discussion or receiving teacher feedback, allowing them to refashion both their understanding of the text and their expression of that understanding.

## Outline of Close Reading Steps

*Time needed for the various examples on this site ranges from 2-5 days of instruction, depending on the length of class time each day.*

1. The teacher introduces the document without providing a great deal of background knowledge. This is a cold read, and the teacher should be aware that students will often encounter texts for which there is no one available to provide the context and a narrative of the text's importance or critical attributes. Because these readings will likely be completed in the midst of a unit of study, students will come with a certain amount of background, but the teacher should refrain from providing a parallel narrative from which the students can use details to answer questions rather than honing in on the text itself.
2. To support the historical thinking skill of sourcing a text, the teacher asks students to note the title, date, and author. The teacher points out that the line numbers will increase opportunities for discussion by allowing the whole class to attend to specific lines of text.
3. Students silently read their own copy of the document. *Note: Due to the varying reading abilities and learning styles of students, the teacher may need to end this silent reading time before every single student has completed the reading. Because students will hear it read aloud and reread the document many times, the necessity of maintaining classroom flow outweighs the need to ensure that all students have read the entire document.*
4. The teacher demonstrates fluency by reading the document aloud to the class as students follow along. *Steps 3 & 4 may be reversed based on teacher knowledge of student needs.*
5. The teacher reveals to the students only one text-dependent question at a time (rather than handing out a worksheet with questions). This could be accomplished through a smart or promethean board, an overhead projector, an ELMO, or chart paper. This focus on a single question promotes discussion.
6. The teacher asks students search the document for evidence to provide for an answer. Some questions refer to specific areas of the text for students to reread, while others allow students to scan larger areas of the text. In small peer groups, students discuss their evidence citing specific line numbers in order to orient everyone to their place in the text. *The time discussing the text in small groups should remain productive. Offering students too much time may cause them to wander from the text. Keep the pace of the class flowing.*
7. Then, the teacher solicits multiple answers from various groups in the class. During the whole group answer session for each question, multiple responses are expected. Each question provides opportunities to find answers in different words, phrases, sentences, and paragraphs throughout the text. The teacher should probe students so they will provide sufficient support and meaningful evidence for each answer. We suggest that as students provide textual evidence, the teacher models annotation of the document, so that all students learn how to mark up the text, and so that all students are prepared for the culminating writing assessment.
8. **All questions and answers should remain tied to the text itself. The questions and answers are intended to build knowledge over the course of the reading.**
9. The reading is followed by a writing assignment. Students demonstrate a deep and nuanced understanding of the text using evidence in their writing. This allows the teacher to assess for individual understanding and formatively diagnose the literacy gains and further needs of students.
10. *TIP: Because rereading is of fundamental importance in accessing highly complex texts, one very effective way to reach struggling readers is to allow them access to the text ahead of time (especially with teacher support). However, we suggest that all students in the class encounter the questions on the text for the first time together, as the method provides for heterogeneous groups to tackle the difficult aspects of the text in a low-stakes and cooperative manner. In our experience, even struggling readers perform well with this method, as they can find evidence directly in the text rather than relying upon a wealth of prior knowledge and experiences.*

# The Federalist No. 10

1 The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection  
2 James Madison (most likely)  
3 Thursday, November 22, 1787  
4

## To the People of the State of New York:

6 **A**MONG the numerous advantages promised by a well-constructed Union,  
7 none deserves to be more accurately developed than its tendency to break  
8 and control the violence of faction. The friend of popular governments  
9 never finds himself so much alarmed for their character and fate, as when  
10 he contemplates their propensity to this dangerous vice. He will not fail,  
11 therefore, to set a due value on any plan which, without violating the  
12 principles to which he is attached, provides a proper cure for it. The  
13 instability, injustice, and confusion introduced into the public councils,  
14 have, in truth, been the mortal diseases under which popular governments  
15 have everywhere perished; as they continue to be the favorite and fruitful  
16 topics from which the adversaries to liberty derive their most specious  
17 declamations. . . . Complaints are everywhere heard from our most  
18 considerate and virtuous citizens, equally the friends of public and private  
19 faith, and of public and personal liberty, that our governments are too  
20 unstable, that the public good is disregarded in the conflicts of rival parties,  
21 and that measures are too often decided, not according to the rules of  
22 justice and the rights of the minor party, but by the superior force of an  
23 interested and overbearing majority. . . . These must be chiefly, if not  
24 wholly, effects of the unsteadiness and injustice with which a factious spirit  
25 has tainted our public administrations.

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

30 There are two methods of curing the mischiefs of faction: the one, by  
31 removing its causes; the other, by controlling its effects.

32 There are again two methods of removing the causes of faction: the one, by  
33 destroying the liberty which is essential to its existence; the other, by  
34 giving to every citizen the same opinions, the same passions, and the same  
35 interests.

36 It could never be more truly said than of the first remedy, that it was worse  
37 than the disease. Liberty is to faction what air is to fire, an aliment without  
38 which it instantly expires. But it could not be less folly to abolish liberty,  
39 which is essential to political life, because it nourishes faction, than it  
40 would be to wish the annihilation of air, which is essential to animal life,  
41 because it imparts to fire its destructive agency.

democratic
tendency
enemies / false, lying
stained
combined
nourishment
foolish / get rid of
total destruction

42 The second expedient is as impracticable as the first would be unwise. As  
43 long as the reason of man continues fallible, and he is at liberty to exercise  
44 it, different opinions will be formed. As long as the connection subsists  
45 between his reason and his self-love, his opinions and his passions will  
46 have a reciprocal influence on each other; and the former will be objects to  
47 which the latter will attach themselves. The diversity in the faculties of  
48 men, from which the rights of property originate, is not less an insuperable  
49 obstacle to a uniformity of interests. The protection of these faculties is the  
50 first object of government.

51 ...

52 The latent causes of faction are thus sown in the nature of man; and we see  
53 them everywhere brought into different degrees of activity, according to  
54 the different circumstances of civil society. A zeal for different opinions  
55 concerning religion, concerning government, and many other points, as  
56 well of speculation as of practice; an attachment to different leaders  
57 ambitiously contending for pre-eminence and power; or to persons of other  
58 descriptions whose fortunes have been interesting to the human passions,  
59 have, in turn, divided mankind into parties, inflamed them with mutual  
60 animosity, and rendered them much more disposed to vex and oppress each  
61 other than to co-operate for their common good. ... But the most common  
62 and durable source of factions has been the various and unequal  
63 distribution of property. Those who hold and those who are without  
64 property have ever formed distinct interests in society. ... A landed  
65 interest, a manufacturing interest, a mercantile interest, a moneyed interest,  
66 with many lesser interests, grow up of necessity in civilized nations, and  
67 divide them into different classes, actuated by different sentiments and  
68 views. ...

69 The inference to which we are brought is, that the *causes* of faction cannot  
70 be removed, and that relief is only to be sought in the means of controlling  
71 its *effects*.

72 If a faction consists of less than a majority, relief is supplied by the  
73 republican principle, which enables the majority to defeat its sinister views  
74 by regular vote. It may clog the administration, it may convulse the society;  
75 but it will be unable to execute and mask its violence under the forms of  
76 the Constitution. When a majority is included in a faction, the form of  
77 popular government, on the other hand, enables it to sacrifice to its ruling  
78 passion or interest both the public good and the rights of other citizens. To  
79 secure the public good and private rights against the danger of such a  
80 faction, and at the same time to preserve the spirit and the form of popular  
81 government, is then the great object to which our inquiries are directed. ...

82 By what means is this object attainable? Evidently by one of two only.  
83 Either the existence of the same passion or interest in a majority at the  
84 same time must be prevented, or the majority, having such coexistent

imperfect

abilities  
impossible

underlying

political / enthusiasm

hatred

owning land

jerk, rattle

questions, research

achievable

caused  
come together

85 passion or interest, must be rendered, by their number and local situation,  
86 unable to concert and carry into effect schemes of oppression. ...

87 From this view of the subject it may be concluded that a pure democracy,  
88 by which I mean a society consisting of a small number of citizens, who  
89 assemble and administer the government in person, can admit of no cure  
90 for the mischiefs of faction. A common passion or interest will, in almost  
91 every case, be felt by a majority of the whole...

92 A republic, by which I mean a government in which the scheme of  
93 representation takes place, opens a different prospect, and promises the  
94 cure for which we are seeking. ... The two great points of difference  
95 between a democracy and a republic are: first, the delegation of the  
96 government, in the latter, to a small number of citizens elected by the rest;  
97 secondly, the greater number of citizens, and greater sphere of country,  
98 over which the latter may be extended.

99 The question resulting is, whether small or extensive republics are more  
100 favorable to the election of proper guardians of the public weal; ...

101 ...The smaller the society, the fewer probably will be the distinct parties  
102 and interests composing it; the fewer the distinct parties and interests, the  
103 more frequently will a majority be found of the same party; and the smaller  
104 the number of individuals composing a majority, and the smaller the  
105 compass within which they are placed, the more easily will they concert  
106 and execute their plans of oppression. Extend the sphere, and you take in a  
107 greater variety of parties and interests; you make it less probable that a  
108 majority of the whole will have a common motive to invade the rights of  
109 other citizens...

110 The influence of factious leaders may kindle a flame within their particular  
111 States, but will be unable to spread a general conflagration through the  
112 other States. A religious sect may degenerate into a political faction in a  
113 part of the Confederacy; but the variety of sects dispersed over the entire  
114 face of it must secure the national councils against any danger from that  
115 source. A rage for paper money, for an abolition of debts, for an equal  
116 division of property, or for any other improper or wicked project, will be  
117 less apt to pervade the whole body of the Union than a particular member  
118 of it; in the same proportion as such a malady is more likely to taint a  
119 particular county or district, than an entire State.

120 In the extent and proper structure of the Union, therefore, we behold a  
121 republican remedy for the diseases most incident to republican  
122 government. And according to the degree of pleasure and pride we feel in  
123 being republicans, ought to be our zeal in cherishing the spirit and  
124 supporting the character of Federalists.

125 PUBLIUS

assignment to representatives

prosperity, happiness

area  
keeping others down

rapid burning fire  
deteriorate  
collection of state governments

illness

# Teacher's Guide

Name of Text: **Federalist No. 10: The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection**

Grade Level: 11<sup>th</sup>/12<sup>th</sup> grade

Lesson Developer: Angela Orr

- **Quantitative Measurement:** The Federalist Papers have a Lexile of 1450.
- **Qualitative Measurements:** Complex structure, high language and vocabulary demands with Tier 2 and Tier 3 vocabulary, sophisticated themes, a complex argumentative structures, and high knowledge of discipline specific content in U.S. government and Constitutional understanding
- **Reader & Task:** Analyzing and interpreting a Federalist Paper is a cognitively demanding exercise, as this type of text is structured in a non-traditional way and is full of archaic language and structures. This type of reading is not typical in earlier grades. Reading this text as a part of a government/civics curriculum would provide students with a college preparatory experience. This close reading example provides many more questions than is typical of a close read. After teaching with this document for many years, it became apparent that it took time and ample discussion for students to truly comprehend the beauty and craft of Madison's argument. This document seems to provide an accurate example of the type of complex text that students might encounter in college, and, without learning the mechanisms through which to break down the text and follow its architecture, students might look to the internet or their instructor for an outside explanation. In my experience, students who tackle this document successfully feel an enormous sense of pride in their ability.

Standards: Nevada State Social Studies C13.3      CCSS RH.1, RH.2, RH.4, RH.5, RH.10, WH.2, WH.4, WH.9, WH. 10

Dedication: This lesson is dedicated to Dr. Scott Casper who has inspired *We the People* teachers around the nation to read this seminal document with students.

Vocabulary: Consider employing strategic instruction of academic vocabulary alongside this close reading. A few options for viewing vocabulary in context could be integrated during or after the reading. Some possible questions appear below.

- On line 18, the word “declamations” appears. First, brainstorm other familiar words that share a root with this word. What clues does this give you about the word itself? Do these clues fall in line with the context clues and the meaning of the sentence in which “declamation” appears?
  - Students might come up with words like: claim, exclaim, exclamation, declare

- With your understanding of the text and surrounding context clues, what do you believe the word “expedient” means in line 43?
- The word “actuated” appears on lines 28 and 68. How can our understanding of other words with the root “act” help us understand its meaning?

Look at the phrase “such as faction” in lines 80-81. What is the antecedent, or the words that come before the phrase, that tell us what “such a faction” is referring to? How does this understanding and the next sentence help us understand where Madison is taking the reader in the next part of his work?

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
	<p><i>Depending on the needs of your individual students, you may want to focus their attention on the fourth question as the first question. You may want to have students use lines 27-30 to determine how Madison defines faction, as this is the most important definition in the document. However, if you choose to move through the document from beginning to end, this question is fourth in line.</i></p>
<p>What do we learn about this document from the title and lines 1-6?</p>	<p>This is an orientation question to ensure a basic contextualization (name, date, author, audience) of the document. Students learn the name of the document as well as that it is part of a longer series, “No. 10.” They also learn that there is no surety that Madison was the document’s author. The document is addressed in a strange format “To the People of the State of New York.” (Because this would be read in a larger unit of study, students would likely already know about the framing of the Constitution and that this document was created by Federalists to convince the people to ratify it in their state ratification conventions.)</p>
<p>From the title and the first sentence, what do we learn about the advantages of a well-constructed union?</p>	<p>Students must understand that the major thesis of this work rests on the idea that the nature/construction of the government “breaks and controls the violence of faction.” They might also notice that the problem is with “domestic” factions (those from our own lands) as well as with insurrection.</p> <p>NOTE: Faction is not yet defined for students, as later they will use context clues as well as learn Madison’s definition of this important term. When possible, hold off on defining this term.</p>
<p>In the first paragraph how do the following words develop Madison’s tone? <i>violence, alarmed, dangerous vice, perished, instability, injustice, confusion, mortal diseases, conflict, rival parties, tainted, complaints, adversaries to liberty, specious, overbearing majority, unsteadiness</i></p>	<p>All of these words are used to describe faction or the problems associated with it. They set a very negative tone regarding the problems of faction. There seems to be a sense of urgency in dealing with these problems, as “complaints are everywhere heard.” In using words like “mortal disease,” “perish,” “cure,” “tainted,” Madison compares the problems of faction with a health crisis. This comparison appears again later in the piece. It becomes clear that Madison emphasizes the prevention of factions for the security of the Union.</p>



Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers				
<p>In lines 27-30, how does Madison define faction?</p>	<p>Three descriptors together describe a faction:</p> <ul style="list-style-type: none"> <li>• “a number of citizens, whether amounting to a majority or minority of the whole” (a group, big or small, but not the totality of the population)</li> <li>• “united and actuated by some common impulse or passion, or of interest” (a common goal)</li> <li>• “adverse to the rights of other citizens, or to the permanent and aggregate interests of the community” (not for the common good or in contrary to individual rights)</li> </ul>				
<p>Make a T-Chart and title each side with one of the two ways to “cure the mischiefs of faction.”</p> <p>Take notes in this chart as we continue reading. Start by discussing the meaning of lines 33-36 and placing important information in the chart.</p>	<p>This T-Chart becomes important, because in lines 31-36, Madison sets up two solutions to the first of the two problems he outlines, which is highly confusing to students. He will not go back to the second cause until line 72.</p> <table border="1" data-bbox="632 565 1860 764"> <thead> <tr> <th data-bbox="632 565 1247 597">Remove Causes</th> <th data-bbox="1247 565 1860 597">Destroy Effects</th> </tr> </thead> <tbody> <tr> <td data-bbox="632 597 1247 764"> <p>Destroy Liberty</p> <p>Give every citizen same opinions and interests</p> </td> <td data-bbox="1247 597 1860 764"></td> </tr> </tbody> </table>	Remove Causes	Destroy Effects	<p>Destroy Liberty</p> <p>Give every citizen same opinions and interests</p>	
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<p>Discuss how Madison uses and defends his analogy, “Liberty is to faction what air is to fire.” How is “destroying liberty” worse than the disease of faction?</p>	<p>Teacher Note: Before asking this question to a small group, you may want to ask another quick question to ensure students are following the argument - To what does Madison refer with the words “first remedy” in line 37? (destroy liberty)</p> <p>This extended analogy requires students to stop and reread this section likely more than one or two times.</p> <p>Liberty is essential to political life like air is essential to animal life. Air is also essential to fire, but we would not rid ourselves of air to put out the dangers of fire, just as we should not abolish liberty to remove the negative effects of factions. Madison also goes back to his analogy of faction as a disease, but determines that the remedy of destroying liberty is worse than the disease of faction, because liberty is essential.</p> <p>Ask students to add notes to their T-Chart.</p>				
<p>Expedient is an action that produces an immediate result. According to the paragraph beginning on line 43: What is the second expedient referring to? Why is this both “impracticable” and “unwise”?</p>	<p>Expedient refers to the second way to remove the causes of faction - to give everyone the same opinions and interests.</p> <p>It is impracticable and unwise because humans are imperfect and will always have different opinions. A person’s reason and his self-love each influence one another, so that opinions and passions align and attach. Plus, because the abilities of people differ and their abilities lead to differing degrees of wealth, there is no “uniformity of interest.” Plus, the protection of these abilities to make a living is the “first object of government.” (This is a referential nod to Locke and founding documents including the Declaration of Independence citing the need for</p>				

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers					
	<p>government protection of property rights and “happiness.”)</p> <p>Ask students to add notes to their T-Chart.</p>					
<p>What are the causes of faction? Make sure that you can both cite evidence and explain each in your own words. (See lines 53-69.)</p>	<p>The causes of faction are “latent” and “sown into the nature of man” and include:</p> <ul style="list-style-type: none"> <li>• Different opinions concerning religion and government and others</li> <li>• Attachment to different leaders trying to gain power</li> <li>• Attachments to other persons whose fortunes interest the people</li> <li>• People want to be with those that agree with them, “parties,” and are then in opposition and have “animosity” for those who do not</li> <li>• Biggest problem: unequal distribution of property: landed vs. non-property owners, manufacturers, merchants, bankers, etc.</li> </ul>					
<p>Return to your T-Chart, and X out one entire side of your T-Chart, based upon what you learn in lines 70-72. Why can this solution not be considered a “cure for the mischiefs of faction.”</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Remove Causes</th> <th style="width: 50%; text-align: left;">Destroy Effects</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Destroy Liberty</p> <p>Give every citizen same opinions and interests</p> <p>Impracticable and unwise</p> <p>People have different opinions and passions</p> <p>Many causes of faction, including unequal distribution of property and different occupations with different interests</p> </td> <td style="vertical-align: top;"> </td> </tr> </tbody> </table>	Remove Causes	Destroy Effects	<p>Destroy Liberty</p> <p>Give every citizen same opinions and interests</p> <p>Impracticable and unwise</p> <p>People have different opinions and passions</p> <p>Many causes of faction, including unequal distribution of property and different occupations with different interests</p>		
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<p>You cannot remove the causes because they are the most natural part of being human. In addition, liberal governments by the people are supposed to protect private property. Destroying liberty destroys the very type of government we want.</p>						

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers																			
<p>Using lines 73-82, describe why majority factions are more dangerous in a popular government than minority factions.</p>	<p>Minority factions are cured by the “republican principle.” The majority can just defeat “its sinister views by regular vote.” These groups cause delay (“clog the administration”) and upset the people (“convulse society”) but are unable to “execute and mask its violence under the forms of the Constitution.” That is, the construct of the constitution prevents these minority factions from becoming too powerful.</p> <p>Majority factions, on the other hand, popular government “enables it to sacrifice to its ruling passion or interest both the public good and the rights of other citizens.” Republican rule allows for majority factions to take away the rights of the minority. And this is why Madison contends that majority factions are “the great object to which our inquiries are directed.”</p>																			
<p>Place “stop a majority faction” on the correct side of your T-Chart. Then, draw two lines going down in opposite directions from this possible solution outlined by Madison.</p> <p>From lines 83-87, determine the two manners Madison proposes for stopping a majority faction.</p>	<p>Because Madison again splinters his argument, students are redirected to the graphic organizer.</p> <table border="1" data-bbox="630 714 1869 1136"> <thead> <tr> <th data-bbox="630 714 1249 755">Remove Causes</th> <th colspan="2" data-bbox="1249 714 1869 755">Destroy Effects</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 755 1249 787">Destroy Liberty</td> <td colspan="2" data-bbox="1249 755 1869 787" style="text-align: center;">Stop Majority Factions</td> </tr> <tr> <td data-bbox="630 787 1249 820">Give every citizen same opinions and interests</td> <td data-bbox="1249 787 1501 950" style="text-align: center;">Prevent the same passion or interest from existing in a majority</td> <td data-bbox="1501 787 1869 982" style="text-align: center;">Or render the majority unable to come together to “carry into effect schemes of oppression”</td> </tr> <tr> <td data-bbox="630 820 1249 852">Impracticable and unwise</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="630 852 1249 885">People have different opinions and passions</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="630 885 1249 1136">Many causes of faction, including unequal distribution of property and different occupations with different interests</td> <td colspan="2"></td> </tr> </tbody> </table>		Remove Causes	Destroy Effects		Destroy Liberty	Stop Majority Factions		Give every citizen same opinions and interests	Prevent the same passion or interest from existing in a majority	Or render the majority unable to come together to “carry into effect schemes of oppression”	Impracticable and unwise			People have different opinions and passions			Many causes of faction, including unequal distribution of property and different occupations with different interests		
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Impracticable and unwise																				
People have different opinions and passions																				
Many causes of faction, including unequal distribution of property and different occupations with different interests																				
<p>Why is it that factions cannot be prevented in democracies? How is a republic better for curing the disease of faction?</p>	<p>In a pure democracy, where a small group of people “assemble and administer the government in person” there will always be a common passion or interest by the whole group. Whereas in a republic, where people are represented by a small delegation that they select, there is likely to be less a chance for the same passion or interest, because a republic allows for a “greater number of citizens, and greater sphere of the country.” (lines 88-99)</p>																			

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
<p>Explain how Madison develops his claim that large and extended republics are better at preventing majority factions.</p>	<p>He begins by describing the problems with small republics: “the fewer probably will be the distinct parties and interests” and the fewer of these interests, “the more frequently will a majority be found of the same party.” He goes on to suggest that the smaller the number of people needed to make a majority and the smaller the area in which they reside, the “more easily will they concert and execute their plans of oppression.” His solution is to “extend the sphere,” or make the republic larger. In a larger republic, there are more interests and parties, and “you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens.”</p> <p>Madison then gives several examples of how factions may develop in each of the states or regions but would not be able to spread throughout the other states.</p> <ul style="list-style-type: none"> <li>• “factious leader may kindle a flame...but will be unable to spread...”</li> <li>• “religious sect may degenerate into a political faction...but the variety of sects dispersed over the entire face of it must secure the national councils against any danger from that source” (a variety of religions makes it impossible for one to rule)</li> <li>• Paper money, abolition of debts, equal division of property is “less apt to pervade the whole body of the Union than a particular member of it” (member of it = state)</li> </ul> <p>Madison returns to the disease analogy to describe that a certain “malady is more likely to taint a particular county or district, than an entire state.”</p>
<p>Discuss with your group the possible reasons why Madison would have created this particular architecture for his argument. Why would he spend so much time describing possible solutions to faction that he then proves to be ineffective? What rhetorical devices did he use in his argument?</p>	<p>This final question allows students to reflect on the entire piece. Students may begin to understand that the nature of convincing people to accept a new form of government makes it necessary to describe why other forms would not work well. In addition, in presenting possible cures for faction that are dismissed, his final argument (one made with no historical or even philosophical proof) seems more valid.</p> <p>Madison makes use of powerful analogies as well as hyperbole and strong descriptive language. The recurrence of references to both disease and fire are highly effective examples of this.</p>

**Writing Prompt:**

Describe why Madison claimed that factions were dangerous to civil society and government. Why did he believe that a majority faction would likely sacrifice the public good and rights of other citizens? Explain why Madison believed a large and extended republic, instead of a pure democracy or smaller republics, could be more effective in stopping majority factions from gaining power.

Writing Task Checklist: *Please refer to this checklist as you develop your short essay.*

- ✓ Introduce the essay with a paragraph that describes Madison’s view of faction.
- ✓ Cite evidence (paraphrases and short quotations) to support your analysis of each case.
  - Identify two to three pieces of evidence from Federalist 10 that illuminate the problems of factions as well as three-four pieces of evidence that demonstrate why Madison believes an extended republic provides a solution to these problems. For each case:
- ✓ Reasoning is the most essential component of your analysis. Ensure that for every piece of evidence and conjecture you make, you provide details, elaboration, explanation, and make clear your thinking.
- ✓ See 4 point rubric for essential components including: purpose, focus, organization, development of language and elaboration of evidence, and proper grammar and conventions.

Sample Generic 4-point Informative-Explanatory Writing Rubric (Grade 6-11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	The response is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none"> <li>• controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>• controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	The response has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none"> <li>• use of a variety of transitional strategies</li> <li>• logical progression of ideas from beginning to end</li> <li>• effective introduction and conclusion for audience and purpose</li> <li>• strong connections among ideas, with some syntactic variety</li> </ul>	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: <ul style="list-style-type: none"> <li>• use of evidence from sources is smoothly integrated, comprehensive, and concrete</li> <li>• effective use of a variety of elaborative techniques</li> </ul>	The response clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> <li>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	The response demonstrates a strong command of conventions: <ul style="list-style-type: none"> <li>• few, if any, errors are present in usage and sentence formation</li> <li>• effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
3	The response is adequately sustained and generally focused: <ul style="list-style-type: none"> <li>• focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>• some context for the controlling idea or main idea of the topic is adequate</li> </ul>	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none"> <li>• adequate use of transitional strategies with some variety</li> <li>• adequate progression of ideas from beginning to end</li> <li>• adequate introduction and conclusion</li> <li>• adequate, if slightly inconsistent, connection among ideas</li> </ul>	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. <ul style="list-style-type: none"> <li>• some evidence from sources is integrated, though citations may be general or imprecise</li> <li>• adequate use of some elaborative techniques</li> </ul>	The response adequately expresses ideas, employing a mix of precise with more general language <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> <li>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>• adequate use of punctuation, capitalization, and spelling</li> </ul>
2	The response is somewhat sustained and may have a minor drift in focus: <ul style="list-style-type: none"> <li>• may be clearly focused on the controlling or main idea but is insufficiently sustained</li> <li>• controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	The response has an inconsistent organizational structure, and flaws are evident: <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> <li>• weak connection among ideas</li> </ul>	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul>	The response expresses ideas unevenly, using simplistic language: <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul>
1	The response may be related to the topic but may provide little or no focus: <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul>	The response has little or no discernible organizational structure: <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul>	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: <ul style="list-style-type: none"> <li>• use of evidence from the source material is minimal, absent, in error, or irrelevant</li> </ul>	The response expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	The response demonstrates a lack of command of conventions: <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscure</li> </ul>
0	A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).				

\*\*An additional activity appears on the next page. This activity may help students to practice choosing the best evidence and using reasoning to explain their choices.

## Claim: Factions are dangerous to civil society and government.

Possible Evidence	What is this text saying? (in your own words)	Ranking 1-8 (1=best)	Choose your three (3) top ranked pieces of evidence. Write out the REASONING to demonstrate why this piece of evidence supports the claim. Be clear and specific.
When a majority is included in a faction, the form of popular government, on the other hand, enables it to sacrifice to its ruling passion or interest both the public good and the rights of other citizens.			
The latent causes of faction are thus sown in the nature of man;			
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.			
The inference to which we are brought is, that the <i>causes</i> of faction cannot be removed, and that relief is only to be sought in the means of controlling its <i>effects</i> .			
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. ... 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.			

Possible Evidence	What is this text saying? (in your own words)	Ranking 1-8 (1=best)	Choose your three (3) top ranked pieces of evidence. Write out the <b>REASONING</b> to demonstrate why this piece of evidence supports the claim. Be clear and specific.
<p>From this view of the subject it may be concluded that a pure democracy, by which I mean a society consisting of a small number of citizens, who assemble and administer the government in person, can admit of no cure for the mischiefs of faction. A common passion or interest will, in almost every case, be felt by a majority of the whole.</p>			
<p>A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to cooperate for their common good</p>			
<p>Complaints are everywhere heard from our most considerate and virtuous citizens, equally the friends of public and private faith, and of public and personal liberty, that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority.</p>			

## **Questions to Consider When Choosing the Best Pieces of Evidence to Support a Claim**

- Do my chosen pieces of evidence make sense in the following equation:

**evidence & reasoning + evidence & reasoning + evidence & reasoning = well supported claim**

\*Hint: If any of your pieces of evidence contradict one another and this contradiction is not easily reconciled with your reasoning, you may need to choose a different combination of evidence.

- What comes right before and right after this evidence in the text? That is, what is the context for this piece of evidence? Is the context important? Is the date or background important to understanding this evidence?
- Does this evidence link directly to my claim? Or, am I trying to force a fit with my claim?
- Can I explain my reasoning concisely? Can I explain why this piece of evidence is important?
- Are there important details, explanations, and elaborations (to enhance my reasoning) I can make from this evidence to strengthen my claim?
- If there are two related pieces of evidence, which seems most powerful? Why?
- What information would I need to use to introduce this piece of evidence?
- Is there a quotable piece of this quote? If so, what is the quotable piece? How would I attribute it? (Who said it?) Or, is this piece of evidence better as a paraphrase? How do I know?
- Does any of this evidence seem to better serve the counterclaim? Explain.