**A Blank Template for Drafting Strands of MPIs**

**GRADE: 9**

**ELD STANDARD: 5-Social Studies EXAMPLE TOPIC: Conflicts at the Constitutional Convention**

**CONNECTION:**

**MA Curriculum Frameworks:**

**U.S. History I Standards**

***USI.7*** Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. (H, C)

***USI.8*** Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.

**Common Core Standards:**

**CCSS. RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Formative assessment serving as a check for student comprehension and their ability to evaluate information presented about central conflicts at the constitutional convention.

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| **COGNITIVE FUNCTION: IMAGINE they are delegates at the Constitutional Convention, and CREATE a speech bubble visual aide that illustrates the goals/interests of a particular state.**  |
| **DOMAIN: WRITING** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Compose at least one concept or vocabulary word for each speech bubble, while working with a partner and using a word bank and their State Profile Sheet as references ***Ex. concepts/vocab:*** pro-slavery, anti-slavery, big government, small government, votes based on population, equal votes, etc.  | Compose two messages (*phrases*) to the constitutional convention—(*based on the three main points of conflict*), and color/label the state appropriately while working with a partner and referencing the State Profile Sheet***Ex.*** *More votes for big states,**slavery is good****,*** *we want slavery!*  | Compose three distinct messages (*phrases*) to the constitutional convention—(*based on the three main points of conflict*), and color/label the state appropriately while working with a partner and referencing the State Profile Sheet***Ex.*** *More votes for big states,**slavery is good****,*** *strong national gov’t.*  | Compose three distinct full-sentence messages to the constitutional convention—(*based on the three main points of conflict*), and color/label the state appropriately while referencing the State Profile Sheet independently***Ex.*** *Bigger states should have more votes! Slavery is important for Virginia! The National Government cannot have too much power!* | Compose three distinct and creative multi-sentence messages to the constitutional convention—(*based on the three main points of conflict*), and color/label the state appropriately while referencing the State Profile Sheet independently ***Ex.*** *Slavery is the life-line of the South—keep it alive! Big government is the only way to save the USA! We need equal representation for ALL states…big or small!*  |
| **TOPIC-RELATED LANGUAGE:** Constitutional Convention, state, profile, message, delegate, government, states’ rights, slavery, representation, votes, population, speech bubble, etc. |