

## **NYS Social Studies Frameworks Reference**

7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.

## **Level 4 NYS Performance Level Descriptor, Evidence-Centered Design**

CLAIM 1: Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.

1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/ uses) of sources.

1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).

CLAIM 2 Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.

2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, geographic, economic, or political characteristics associated with the period(s).

2.2 Student identifies and describes related events in chronological sequence.

2.3 Student describes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.

CLAIM 3 Students can analyze how the context of time and place affect disciplinary- based issues and historical events, and also compare issues and events across time and place.

3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment) with minor inaccuracies.

3.3 Student compares and/or analyzes issues or events with some depth.



It is in vain to say that enlightened statesmen  
25 will be able to adjust these clashing interests,  
[...]. Enlightened statesmen will not always be  
at the helm. [...]

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

If a faction consists of less than a majority,  
relief is supplied by the republican principle,  
which enables the majority to defeat its sinister  
35 views by regular vote. [...]

A republic, by which I mean a government in 50  
which the scheme of representation takes place,

opens a different prospect, and promises the  
cure for which we are seeking. [...]

40 The two great points of difference between a  
democracy and a republic are: first, the  
delegation of the government, in the latter, to a  
small number of citizens elected by the rest;  
secondly, the greater number of citizens, and  
45 greater sphere of country, over which the latter  
may be extended.

[...]

The influence of factious leaders may kindle a  
flame within their particular States, but will be  
unable to spread a general conflagration  
through the other States. A religious sect may  
degenerate into a political faction in a part of

