

## **Lesson Plan: Maine Statehood**

*This lesson was developed by Maine Historical Society in partnership with a Teaching with Primary Sources grant from the Library of Congress.*

### **Objectives:**

- Students will be able to use primary sources to describe the different arguments for and against Maine statehood.
- Students will practice the skills involved in analyzing primary sources.
- Students will learn how to and practice using evidence from primary sources to support a point view.

**Essential Questions:** *Was it in the best interests of the people of Maine for Maine to become a separate state?*

### **Materials:**

primary source documents and questions – 1 set per student (see below)

primary source analysis tools (see links below)

computers with internet access for student use – will need to access Library of Congress (<https://www.loc.gov/>) and Maine Memory Network ([www.mainememory.net](http://www.mainememory.net)).

writing paper

pen/pencil

timer (for debate)

### **Timeframe:**

Will vary depending on length of class period, class size, etc.; 5-7 days/class periods recommended.

## Procedure:

### *Part 1 – Initial Analysis*

1. Ask students to consider the following questions and to brainstorm some answers; this can be done by students working as individuals, working with partners/small groups, or as a class.
  - a. *What historically do Maine and Massachusetts have in common?*
  - b. *What are some of the differences between Maine and Massachusetts?*
  - c. *Which do you think there are more of, differences or similarities?*
2. Ask students to share their answers; record and discuss their ideas as a class.
3. Explain that today students are going to take a closer look at some primary sources to try and answer the question, ***Was it in the best interests of the people of Maine for Maine to become a separate state?***
4. Distribute Documents 1-5 and primary analysis tools to students. You can use the primary source analysis tools or graphic organizers from the Maine Memory Network lesson plan [Using Primary Source Documents in the Classroom](#) or the Library of Congress' [Primary Source Analysis Tools](#).
5. Students can work to analyze the documents in a number of ways;
  - a. Analyze all documents individually.
  - b. Analyze all documents working with a partner or small group.
  - c. Randomly assign students to each analyze one of the documents and then instruct students to form jigsaw groups and share information on their assigned documents.  
\*Regardless of how you assign the documents, make sure that each student has a copy of *all* the documents.\*
6. If students do not complete their analysis before the completion of the class period, assign completion of the assignment for homework.

### *Part 2 – Digging Deeper*

1. Begin by reviewing with students the questions and their answers from the start of the previous lesson.
2. Ask students to share their findings/ideas from their analysis of Documents 1-5. This can be done in jigsaw groups and/or as a class.
3. Once students have reviewed their primary findings and analysis, students should work to answer the questions for each individual document.
4. Review students' answers to the document questions. This can be done in small groups and/or as a class.
5. Ask students to consider how these primary sources help answer the questions.

### *Part 3 – Debate Preparation*

1. Instruct students that their next step in this unit will be to prepare and engage in a formal debate using primary sources. Students will work in teams; one team arguing the “pro” side of an issue/statement, the other team arguing the “con” side. Each student on each team will be responsible for a different part of the debate. See debate instructions below.
2. Students will be expected to cite/use at least two of Documents 1-5 as evidence in their debate. They will also need to locate at least one *third* primary source on the Library of Congress or Maine Memory Network to use as evidence.
3. Assign students to debate teams and distribute debate instructions/assignment. Within each team, pairs or small groups of students should be assigned to the different aspects of the debate: opening statement, evidence, rebuttal, closing statement (see debate instructions below). Whether you assign these pairs/groups or students do it themselves, make sure you have a record of who is responsible for each aspect of the debate for assessment purposes.
4. Allow students as much class time and time outside of class to research, prepare, and practice their debate as appropriate (at least two class periods and three days outside of class is recommended as a minimum). Factoring in this time, set a date for the debate and ensure that students understand they must

be prepared to participate in the debate and turn in their written portion of the assignment.

Debate tips:

- You may want to assign certain topics, ideas, or documents for students to stick to in order to better ensure they debate the same points.
- Encourage the teams to talk to each other, especially those working on “evidence” and “rebuttal”. While they students won’t necessarily want to give away strategy, remind them that the debate will be smoother for everybody if each team knows the talking points or evidence that the other team is using, not unlike how lawyers must disclose evidence and supply lists of witnesses to each other before going to trial. Everyone should be working with the same information.
- Remind students that their assessment will not be based on who “wins”, but rather on connecting arguments to evidence.
- Rebuttal is typically the aspect of debate that students struggle with the most; preparing rebuttal means trying to predict the arguments the other side will use *and* how to poke holes in those arguments. Make sure the students assigned to rebuttal have the tools and support they need.
- For students working in pairs/small groups, make sure they determine before the actual debate who will do the speaking for their portion during the debate.
- Encourage (or even require) students to practice the debate; like any presentation, it will go smoother if you practice for an audience (even just one person) first.
- Students will understandably want to know who “won” the debate after it’s over; consider bringing in a guest audience or judges panel of other students or teachers to listen to the debate and determine a winner. Be sure that students understand that determining a “winner” is not the same as an assessment of the assignment.

#### *Part 4 - Debate*

1. On the day of the debate, remind students of debate rules:
  - a. The debate will be presented in the following format:
    - i. Pro Opening Statement, Con Opening Statement
    - ii. Pro Evidence, Con Evidence(quick break)
    - iii. Pro Rebuttal, Con Rebuttal



## Document 1: Appeal for District of Maine to be set off from Mass., 1790-91 (modified)

*This expert is from an address “to the numerous and respectable inhabitants of the great and extensive district of Maine” called for separation from Massachusetts.*

(Library of Congress link: <https://www.loc.gov/resource/rbpe.02600200/?sp=1>)

SECONDLY. CONGRESS have already separated us into a distinct District, by ourselves, for certain purposes; so that, thus far, we are already separated from MASSACHUSETTS.

THIRDLY. We are so locally situated, that we seem, as it were, by nature separated from MASSACHUSETTS, by reason of the intervention of the State of NEW-HAMPSHIRE, between this DISTRICT and MASSASSACHUSETTS.

FOURTHLY. The governmental Taxes, at present, operate very unequally upon us; it being much easier for our fellow citizens of this government, who live westward of the State of NEW-HAMPSHIRE, to procure **Specie** to **defray** their taxes with, than our poor, hardy **yeomanry**, dwelling near, or upon the borders of the wilderness.

FIFTHLY. The Clerk’s Office of the Supreme Judicial Court, being kept at Boston, occasions very great expense and hardship, and is attended with peculiar difficulty and inconvenience to the inhabitants of this District, who are obliged to go, or send up to that office, (which lies above fifty miles to the westward of the most westerly line of the intervening State of NEW-HAMPSHIRE) for every paper they may want to carry on, or defend, their Suits in such Court, while sitting within this District.

SIXTHLY, The great expense and inconvenience experienced by your senators and representatives, who are now obliged to travel so far to the General Court, and partly through another State, are great and notorious.

SEVENTHLY. The number of Souls within the DISTRICT of MAINE, is nearly double to the numbers in Rhode-Island, or in the State of DELAWARE, - about equal to the number of whites in GEORGIA, - greater in numbers than in VERMONT, - and within a few thousands of the numbers in the adjoining State of NEW-HAMPSHIRE, which continues to separate this District from MASSACHUSETTS.

Vocabulary:

specie: money in the form of coins

defray: provide money to pay a cost

yeomanry: middle class land owners





**Document 2: Call for a meeting to discuss separation from Massachusetts, April 1816 (modified)**

*This document from the William King papers describes the issues around Maine's possible separation from Massachusetts, and a meeting to be held to discuss these issues for the gentlemen in the counties of Lincoln, Kennebec and Somerset in April 1816.*

(Maine Memory Network link: <https://www.mainememory.net/artifact/9303>)

The question of separating the District of Maine from Old Massachusetts is now before the public and from the doubts, entertained as to the principles upon which a new government will be established, many, it is believed, are either averse to the measures, or hesitate, as to the parts, they ought to act.

The provisions of a constitution, & particularly with regard to the establishment of an Independent Judiciary & the protection and encouragement of our Literary & Religious Institutions, are certainly interesting subjects to the people, & so far as it is practicable, ought to be understood before they are called to decide the **expediency** of becoming a separate state; And as the only way, in which this precious understanding can be brought about, is by a free interchange of opinions between gentlemen situated in different parts of the district: We have taken the liberty at the request of several gentlemen, whose minds are the impressed with the importance of these subjects, to recommend a meeting from different parts of the Counties of Lincoln, Kennebec, & Somerset, to be held at Augusta Court House on the last Wednesday of April next at ten of the clock A.M. to take the subject into consideration. From information given us, we have confident expectations, that this meeting will be generally attended.

We confess ourselves at present, favorably impressed with regard to the question of separation, but do not intend hereby to commit ourselves upon the subject, nor ought it to be understood, that gentlemen, who attend the meeting, recommended, shall by such attendance, merely, be considered as pledged to support it. We have no doubt, that such a meeting generally attended from different parts of the three Counties, will be the means of either **dispelling** the fears of those, who hesitate, & of exciting great & general **exertion** in favor of the measure of rendering it plain & obvious, that judicious and patriotic men of both parties ought to set decidedly against it.

Vocabulary:

expediency: with haste

dispelling: to make something go away

exertion: physical or mental effort





**Document 2: Call for a meeting to discuss separation from Massachusetts,  
April 1816 Questions**

1.) What were some of the topics surrounding the issue of Maine separation that needed to be discussed?

2.) What do those calling for the meeting promise about the meeting in regards to the issue of separation? What are they sure can be expected about the meeting itself?

### Document 3: Arguments against separation from Massachusetts, 1819

*A year before Maine became a state, a public notice addressed to the "Citizens of Portland" outlined reasons Maine should remain a province of Massachusetts.*

(Maine Memory Network link: <https://www.mainememory.net/artifact/20116/>)

When a great revolution is to be accomplished, it is natural to enquire, What shall we gain by the **contemplated** change? What evils are to be **redressed**? What advantages secured? – No one will pretend that we have anything to gain in this respect.

We cannot expect to enjoy a better government than that under which we now live. But if we Separate we must **relinquish** our present constitution, and all the **venerable** institutions of our ancestors, without knowing what is to be substituted in their stead.

Every man of reflection must be convinced that our State taxes will be greatly increased by Separation. They will undoubtedly be doubled. Those who tell you differently intend to deceive you.

But whatever the expense of supporting the Government may be, it is certain that Portland must pay more than one nineteenth part of the whole. This is the proportion our **valuation** bears to all the other towns in Maine.

Should you be willing to be one of Nineteen towns, that should assume all the expense of supporting a Government for the whole of Maine?

By voting for Separation you in reality vote to tax Portland more than one nineteenth part of the whole expense of supporting the government of the new State.

It is said the money we now pay is expended in Boston, and never returns to Maine. This is not true. For the last six years there has been received from the state Treasury, and **expended** in Maine, more money than we have contributed to the support of Government in the same time.

Many are deceived by the hope, that Portland is to be the seat of Government. This is a most delusive hope. Examine the ground on which it rests, and a moments reflection must convince every unprejudiced mind, that we cannot be gratified in this respect.

As it respects territory, we are quite in one extreme, and the balance of population is greatly against us...

Then let us rally round the standard of UNION. Let every man do his duty. And let us all remember, that it is a solemn and religious duty which we owe ourselves, our families, and our Country, to defeat this daring attempt to wrest from us our excellent Constitution, the Charter of our liberties, the **Palladium** of our rights.

Vocabulary:

contemplated: considered thoroughly  
redressed: corrected  
relinquish: to give up  
venerable: commanding respect  
valuation: an estimated worth  
expended: to use up  
palladium: something that provides protection





#### **Document 4: Maine (map)**

This map of Maine was drawn by German cartographers D. F. Sotzmann, Carl Ernst Bohn, and Wilhelm Sander in 1798.

To view the map, use the following link: <http://www.loc.gov/item/2011589273/>

(Library of Congress link: <http://www.loc.gov/item/2011589273/>)



### **Document 4: Maine (map)**

1. After examining the map, what do you think might be some geographical arguments for or against Maine separating from Massachusetts?

## Document 5: Letter with a verbal tally of votes for separation (modified)

*This letter to General William King from Alfred Johnson, Jr., in the town of Belfast, dated July 27, 1816 shows a verbal tally of votes for separation of the District of Maine from the Commonwealth of Massachusetts.*

(Maine Memory Network link: <https://www.mainememory.net/artifact/9272>)

Genl King Dr Sir,

On my return from Boston I found opposition had been busy; singular **insinuations** had been extensively circulated, new & unheard of objections had been started, all sorts of fears & prejudices had been appealed to... Among many of our friends I discovered an indifference not to say **apathy & stupor** – I saw a wavering & murmuring in our ranks; & our best friends were beginning to despair. We detected the dark motions of opposition; & at once discovering the nature of the danger & the remedy, we resolved to apply ourselves with spirit to rectify the tone of public sentiment... When, Sir, you consider that in this Town the opposition were headed by men of talents of standing, two gentlemen who have held seats in Congress – an High-Sheriff & officers under the State Authority – two or three Land Agents for non-resident Proprietors with good salaries... you & every other friend of our Independence will be disposed to think highly of our exertions, & place Belfast among the most deserving of our towns. “We have met the enemy, & they are ours.”

Yours with much respect, Alfred Johnson Jr.

	Pro	Con		Pro	Con
Belfast	145	26	Thomastown	120	79
Belmont	81	2	Camden	97	46
Northport	29	14	Palermo	102	6
Prospect	80	4	Waldoboro	24	280
Unity	98	5	Freedom	106	0
Knox	35	1	Lincolnton	38	54
Searsmont	24	6	Ellsworth	14	30
Bangor	89	17	Orland	0	48
Hampden	38	5	Surry	4	38
Frankfort	67	7	Union	80	19
Swanville	25	7	Hope	33	19
Montville	144	1*	St. George	32	18
Jackson	24	0	Bucksport	8	93
Montville Plantation	30	2	Orrington	25	39
Thorndike	35	0	Brewer	37	18
			Castine	43	35

\* This was Artemus Messenger – a staunch republican, but one of Col. Thatcher’s deputies.

Vocabulary:

insinuations: suggestion or hint

apathy: lack of interest

stupor: daze





# Maine Statehood Debate

**Objective:** Describe the different reasons for and against Maine becoming a state.

**Essential Questions:** What were the different reasons for and against Maine becoming a state?

**Assignment:**

Work with a partner/team to prepare a debate that addresses the statement “**It is in the best interests of the people of Maine for Maine to become its own state.**” You and your partner or the opposing team will each take on a role in this debate; one will argue the **pro** position (Yes, it is in the best interests of the people of Maine for Maine to become its own state.), the other will argue the con position (No, it is not in the best interests of the people of Maine for Maine to become its own state.”). Your debate must follow the outlined format. Your debate script must be typed and turned in after your debate is presented to the class.

**Timeline:** You will have \_\_\_\_\_ class periods to work both with your partner and independently to prepare your debate. You must also use your own time outside of class to prepare.

**Due date:** \_\_\_\_\_

**Debate format**

Question:

To answer the question, you must address **two** of the following main ideas:

**Round 1**

1. Opening Statement
  - a. Explain background, why is topic important, think “big picture”, appeal to passion (1 paragraph)
2. Evidence
  - a. Present data, case studies, evidence for each argument, think “specific”, appeal to intellect (2 paragraphs)

**Round 2**

1. Rebuttal
  - a. Attack opposing side’s arguments, reiterate your side’s arguments, appeal to passion and intellect
  - b. May ask questions of opponent (1 paragraph)
2. Closing statement
  - a. Summarize your position and evidence, take the moral high ground (1 paragraph)



## Suggested Assessment Rubric

CATEGORY	4	3	2	1
<b>Understanding of Topic</b>	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.	The student clearly understood the topic in-depth and presented their information with ease.	The student seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Use of Facts/Statistics and Primary Sources</b>	Every major point was well supported with several relevant facts, statistics and/or examples. Student used ample amount of primary source evidence.	Every major point was adequately supported with relevant facts, statistics and/or examples. Student used adequate amount of primary source evidence.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. Student did not use adequate amount of primary source evidence.	Every point was not supported. There was little to no use of primary source evidence.
<b>Debate Format</b>	Debate format was followed consistently throughout the debate.	Debate format was mostly followed.	The debate format was only partly followed.	The debate format was rarely or not followed.
<b>Script Format</b>	Script format was followed; typed, double spaced, size 12 Times New Roman font.	Script format was mostly followed.	Script format was partially followed.	Script format was not followed.
<b>Mechanics and Grammar</b>	Few to no errors in mechanics and grammar.	Few errors in mechanics and grammar.	Several errors in mechanics and grammar.	Many errors in mechanics and grammar.

**Maine Learning Results:**

Grade Level: PreK-2; Content Area: Social Studies: HISTORY (A1a, A1b, A1c, A1d, A1e, A3, E1a, E1b, E1e, E2a, E2b)

Grade Level: 3-5; Content Area: Social Studies: HISTORY (A1a, A1c, A1d, A1e, A3, E1a, E1b, E1c, E2a, E2b)

Grade Level: 6-8; Content Area: Social Studies: HISTORY (A1a, A1b, A1c, A1d, A1e, A1f, A1g, A1h, A1k, A1l, A3, E1a, E1b, E1d, E2a, E2b, E2c)

Grade Level: 9-Diploma; Content Area: Social Studies: HISTORY (A1a, A1b, A1c, A1d, A1e, A1i, A1j, A3, E1a, E1b, E1d, E2a, E2b)

**Common Core State Standards:**

Anchor Standards: COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING ([CCSS.ELA-Literacy.CCRA.R.7](#)); COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING ([CCSS.ELA-Literacy.CCRA.W.2](#), [CCSS.ELA-Literacy.CCRA.W.3](#), [CCSS.ELA-Literacy.CCRA.W.4](#), [CCSS.ELA-Literacy.CCRA.W.5](#), [CCSS.ELA-Literacy.CCRA.W.6](#), [CCSS.ELA-Literacy.CCRA.W.7](#), [CCSS.ELA-Literacy.CCRA.W.8](#)); COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING ([CCSS.ELA-Literacy.CCRA.SL.2](#), [CCSS.ELA-Literacy.CCRA.SL.4](#), [CCSS.ELA-Literacy.CCRA.SL.5](#)); COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE ([CCSS.ELA-Literacy.CCRA.L.1](#), [CCSS.ELA-Literacy.CCRA.L.2](#))

Kindergarten: WRITING ([CCSS.ELA-Literacy.W.K.2](#), [CCSS.ELA-Literacy.W.K.3](#), [CCSS.ELA-Literacy.W.K.6](#), [CCSS.ELA-Literacy.W.K.7](#)); LANGUAGE ([CCSS.ELA-Literacy.L.K.1](#), [CCSS.ELA-Literacy.L.K.2](#))

Grade 1: WRITING ([CCSS.ELA-Literacy.W.1.2](#), [CCSS.ELA-Literacy.W.1.6](#), [CCSS.ELA-Literacy.W.1.7](#), [CCSS.ELA-Literacy.W.1.8](#)); LANGUAGE ([CCSS.ELA-Literacy.L.1.1](#), [CCSS.ELA-Literacy.L.1.2](#))

Grade 2: WRITING ([CCSS.ELA-Literacy.W.2.2](#), [CCSS.ELA-Literacy.W.2.6](#), [CCSS.ELA-Literacy.W.2.7](#)); LANGUAGE ([CCSS.ELA-Literacy.L.2.1](#), [CCSS.ELA-Literacy.L.2.2](#), [CCSS.ELA-Literacy.L.2.3](#))

Grade 3: WRITING ([CCSS.ELA-Literacy.W.3.2](#), [CCSS.ELA-Literacy.W.3.2.a](#), [CCSS.ELA-Literacy.W.3.6](#), [CCSS.ELA-Literacy.W.3.7](#)); LANGUAGE ([CCSS.ELA-Literacy.L.3.1](#), [CCSS.ELA-Literacy.L.3.2](#), [CCSS.ELA-Literacy.L.3.3](#))

Grade 4: WRITING ([CCSS.ELA-Literacy.W.4.2](#), [CCSS.ELA-Literacy.W.4.2.a](#), [CCSS.ELA-Literacy.W.4.2.b](#), [CCSS.ELA-Literacy.W.4.6](#), [CCSS.ELA-Literacy.W.4.7](#), [CCSS.ELA-Literacy.W.4.8](#), [CCSS.ELA-Literacy.W.4.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.4.1](#), [CCSS.ELA-Literacy.L.4.2](#), [CCSS.ELA-Literacy.L.4.3](#))

Grade 5: WRITING ([CCSS.ELA-Literacy.W.5.2](#), [CCSS.ELA-Literacy.W.5.2.a](#), [CCSS.ELA-Literacy.W.5.2.b](#), [CCSS.ELA-Literacy.W.5.6](#), [CCSS.ELA-Literacy.W.5.7](#), [CCSS.ELA-Literacy.W.5.8](#), [CCSS.ELA-Literacy.W.5.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.5.1](#), [CCSS.ELA-Literacy.L.5.2](#), [CCSS.ELA-Literacy.L.5.3](#))

Grade 6: WRITING ([CCSS.ELA-Literacy.W.6.2](#), [CCSS.ELA-Literacy.W.6.6](#), [CCSS.ELA-Literacy.W.6.7](#), [CCSS.ELA-Literacy.W.6.8](#), [CCSS.ELA-Literacy.W.6.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.6.1](#), [CCSS.ELA-Literacy.L.6.2](#), [CCSS.ELA-Literacy.L.6.3](#))

Grade 7: WRITING ([CCSS.ELA-Literacy.W.7.2](#), [CCSS.ELA-Literacy.W.7.6](#), [CCSS.ELA-Literacy.W.7.7](#), [CCSS.ELA-Literacy.W.7.8](#), [CCSS.ELA-Literacy.W.7.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.7.1](#), [CCSS.ELA-Literacy.L.7.2](#), [CCSS.ELA-Literacy.L.7.3](#))

Grade 8: WRITING ([CCSS.ELA-Literacy.W.8.2](#), [CCSS.ELA-Literacy.W.8.6](#), [CCSS.ELA-Literacy.W.8.7](#), [CCSS.ELA-Literacy.W.8.8](#), [CCSS.ELA-Literacy.W.8.9](#)); LANGUAGE ([CCSS.ELA-Literacy.L.8.1](#), [CCSS.ELA-Literacy.L.8.2](#), [CCSS.ELA-Literacy.L.8.3](#))

Grade 6-8: HISTORY AND SOCIAL STUDIES ([CCSS.ELA-Literacy.RH.6-8.1](#), [CCSS.ELA-Literacy.RH.6-8.2](#), [CCSS.ELA-Literacy.RH.6-8.3](#), [CCSS.ELA-Literacy.RH.6-8.4](#), [CCSS.ELA-Literacy.RH.6-8.5](#), [CCSS.ELA-Literacy.RH.6-8.6](#), [CCSS.ELA-Literacy.RH.6-8.7](#), [CCSS.ELA-Literacy.RH.6-8.8](#), [CCSS.ELA-Literacy.RH.6-8.9](#))

Grade 9-10: WRITING ([CCSS.ELA-Literacy.W.9-10.2](#), [CCSS.ELA-Literacy.W.9-10.2.a](#), [CCSS.ELA-Literacy.W.9-10.2.b](#), [CCSS.ELA-Literacy.W.9-10.2.c](#), [CCSS.ELA-Literacy.W.9-10.2.d](#), [CCSS.ELA-Literacy.W.9-10.2.e](#), [CCSS.ELA-Literacy.W.9-10.2.f](#), [CCSS.ELA-Literacy.W.9-10.6](#), [CCSS.ELA-Literacy.W.9-10.7](#), [CCSS.ELA-Literacy.W.9-10.8](#), [CCSS.ELA-Literacy.W.9-10.9](#)); HISTORY/SOCIAL STUDIES ([CCSS.ELA-Literacy.RH.9-10.1](#), [CCSS.ELA-Literacy.RH.9-10.2](#), [CCSS.ELA-Literacy.RH.9-10.3](#), [CCSS.ELA-Literacy.RH.9-10.4](#), [CCSS.ELA-Literacy.RH.9-10.5](#), [CCSS.ELA-Literacy.RH.9-10.6](#), [CCSS.ELA-Literacy.RH.9-10.7](#), [CCSS.ELA-Literacy.RH.9-10.8](#), [CCSS.ELA-Literacy.RH.9-10.9](#), [CCSS.ELA-Literacy.RH.9-10.10](#)); LANGUAGE ([CCSS.ELA-Literacy.L.9-10.1](#), [CCSS.ELA-Literacy.L.9-10.2](#), [CCSS.ELA-Literacy.L.9-10.3](#))

Grade 11-12: WRITING ([CCSS.ELA-Literacy.W.11-12.2](#), [CCSS.ELA-Literacy.W.11-12.2.a](#), [CCSS.ELA-Literacy.W.11-12.2.b](#), [CCSS.ELA-Literacy.W.11-12.2.c](#), [CCSS.ELA-Literacy.W.11-12.2.d](#), [CCSS.ELA-Literacy.W.11-12.2.e](#), [CCSS.ELA-Literacy.W.11-12.2.f](#), [CCSS.ELA-Literacy.W.11-12.6](#), [CCSS.ELA-Literacy.W.11-12.7](#), [CCSS.ELA-Literacy.W.11-12.8](#), [CCSS.ELA-Literacy.W.11-12.9](#)); HISTORY/SOCIAL STUDIES ([CCSS.ELA-Literacy.RH.11-12.1](#), [CCSS.ELA-Literacy.RH.11-12.2](#), [CCSS.ELA-Literacy.RH.11-12.3](#), [CCSS.ELA-Literacy.RH.11-12.4](#), [CCSS.ELA-Literacy.RH.11-12.5](#), [CCSS.ELA-Literacy.RH.11-12.6](#), [CCSS.ELA-Literacy.RH.11-12.7](#), [CCSS.ELA-Literacy.RH.11-12.8](#), [CCSS.ELA-Literacy.RH.11-12.9](#), [CCSS.ELA-Literacy.RH.11-12.10](#)); LANGUAGE ([CCSS.ELA-Literacy.L.11-12.1](#), [CCSS.ELA-Literacy.L.11-12.2](#), [CCSS.ELA-Literacy.L.11-12.3](#))