

# U.S. History Module

Did the founders  
want government  
to work?

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# Module at a Glance

Grade Level

Summative Performance Task



High School



Argumentative Essay

## Compelling Question

# Did the founders want government to work?

### Supporting Question 1

**What are the purposes of the Necessary and Proper Clause?**

### Formative Performance Task I

Arrange evidence that explains the different ways the founders thought about the Necessary and Proper Clause.

### Historical Sources

- A. Federalist paper #33 (excerpt)
- B. Decision from McCullough vs. Maryland by Chief Justice John Marshall, 1819 (excerpt)
- C. Letter from James Madison to Spencer Roane, 1819 (excerpt)

### Supporting Question 2

**In what ways does the separation of powers limit government power?**

### Formative Performance Task II

Compare arguments about how the Separation of Powers limits or does not limit government power.

### Historical Sources

- A. Federalist paper #48 (excerpt)
- B. Federalist paper #51 (excerpt)

### Supporting Question 3

**How do factions and personal liberties affect the functioning of government?**

### Formative Performance Task III

Infer from the sources about whether factions and personal liberties are compatible.

### Historical Sources

- A. Federalist paper #10 (excerpt)
- B. Anti-federalist paper #84 (excerpt)

## Summative Performance Task: Argumentative Essay

Did the founders want government to work? After reading the views of several prominent founders, make argument using specific claims and supporting evidence about what the founders intended government to do—and what not to do.

## Overview

This module integrates skills from the Common Core and the C3 Framework into social studies instruction. It draws upon historical sources from the Library of Congress and culminates in an argumentative essay. The instructional ideas in this module follow the Literacy Design Collaborative task-based approach. By completing this module, students will build their social studies content knowledge as well as their reading, writing, and inquiry skills.

This module includes information to support teachers as they implement the instructional ideas in their classroom. The full instructional module should take 120-150 minutes. The guidance within this document is general in form, but includes specific information about historical sources, tools to support document analysis, approaches to assessment, and relevant Common Core standards and C3 Framework indicators. The instructional sequence in this module includes three parts.

- [Introduce the compelling question and content background](#)
- [Address the supporting questions and complete in sequence the formative performance tasks](#)
- [Complete the summative performance tasks](#)

In addition, this module includes the excerpts from historical sources needed for the lesson and listing of specific tools for historical thinking.

This module includes excerpts from seven sources. The full text of these sources are available online.

- The Federalist Papers are available from the Library of Congress at <http://thomas.loc.gov/home/histdox/fedpapers.html>
- The Anti-Federalist Papers are available online at <http://teachingamericanhistory.org/library/antifederalist/>
- James Madison's papers are available from Library of Congress at [http://memory.loc.gov/ammem/collections/madison\\_papers/](http://memory.loc.gov/ammem/collections/madison_papers/)
- Supreme Court decisions, including Marbury vs. Madison, are available at <http://www.supremecourt.gov/>

## The Compelling Question

***This background information might be shared with students depending on students' prior knowledge and the teacher's approach to introducing inquiry. In this lesson, the compelling question has been stipulated for students. Teachers may want to work with students to develop their own compelling question.***

In a contentious political climate, it can be difficult for the federal government to get much done. The machinery of government—executive power, checks and balances, separation of powers—seems to work against itself, and political parties are left blaming each other for leaving important work undone, or alternately, claiming credit for hampering legislation they feel is harmful to their constituents. Is the government functioning—or dysfunctioning? The answer is not immediately clear. The US Constitution includes some provisions that give the federal government broad powers, such as the Necessary and Proper Clause and the executive authority of the president. It also has provisions that are intended to limit the scope of what government can accomplish, such as checks and balances and the separation of powers. The Compelling Question for this module asks, “Did the founders want government to work?” This question reflects the tensions that existed during the debate over the proper role of government.

For some, that will be the number of laws that are passed. Others might think of government working when individual liberties are protected. Sometimes the measure of ‘working’ will be a judgment that arises from a current political issue: those who favor government action on health care would say government works when it is able to provide health insurance to those who cannot afford it, while others will say that government is not working when it provides access to health because it drives up the cost of health insurance for others.

**“This question reflects the tensions that existed during the debate over the proper role of government.”**

## Common Core and C3 Framework Connections

The Common Core and the C3 Framework call on students to use evidence from disciplinary sources when making arguments. Two Common Core reading standards for history/social studies are particularly relevant for this module (RH.11-12.1 and RH.11-12.7). In addition, two Common Core writing standards for history/social studies focus on making arguments and using evidence (11-12.1 and 11-12.9).

Through the formative and summative assessment tasks featured in this unit, teachers can target these skills and monitor students' progress as they practice the skills.

The C3 Framework asks students to use evidence and communicate their conclusions from the inquiry as arguments. The C3 Framework also calls on students to explain the importance of compelling questions (D1.1.9-12) and to understand points of agreement and disagreement that experts have on topics and issues related to the compelling question (D1.2.9-12). After presenting background information, teachers might engage students in a discussion about either the importance of the question or about agreement and disagreements on the question.

Dimensions 2 and 3 from the C3 Framework are particularly relevant for students' work on the supporting questions. Teachers should support students as they examine the perspectives of people in history such as James Madison (D2.His.4.9-12) and as they examine the historical contexts around the sources (D2.His.5.9-12). Teachers might extend students' skill-based historical work by helping them recognize the limitations of the sources they are using (D2.His.10.9-12) and the usefulness of those sources (D2.His.11.9-12). Teachers can also support students as they gather information from the sources (D3.1.9-12) and as they determine the credibility of the sources (D3.2.9-12).

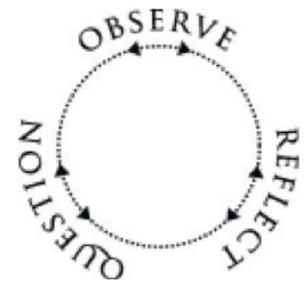
## Supporting Questions and Formative Performance Tasks

The supporting questions and formative performance tasks introduce students to texts about the workings of the federal government, and the thorny issue of how much power the government should possess. Although specific instructional decisions are left to the teacher, suggestions are provided throughout the narrative. For example, if students have a limited background in document analysis, teachers can use the three part primary source analysis tool from the Library of Congress, which provides guidance on how to use primary sources in the classroom and is available online at:

<http://www.loc.gov/teachers/primary-source-analysis-tool>.

Additional tools to help students read and analyze primary documents are provided in the Tools for Historical Thinking appendix.

Considering the number of documents and the importance of concepts in this module, some students might benefit from the construction of a concept map that will allow students to see how the concepts connect together. A graphic organizer to which students can add over the course of the inquiry may also prove helpful. One suggestion would be an organizer that helps students synthesize the excerpts from historical sources presented for each supporting question. Such an organizer might include a requirement for students to note the main ideas and key details from each document and to synthesize the arguments put forward in a group of documents. Teachers might have students write paragraph responses to the supporting questions or could have them just make an outline or bulleted list of ideas. Additional specific suggestions are provided in the sections on the formative performance tasks.



Library of Congress primary source analysis tool

# Supporting Question and Formative Performance Task #1

## What were the purposes of the Necessary and Proper Clause?

The Necessary and Proper Clause (also known as the Elastic Clause) is a one sentence statement in Article One of the Constitution (section 8, clause 18) that sets forth the idea that Congress should be able to make all the laws needed to carry the specific legislative powers that are stipulated in Article One.

“**The Congress shall have Power To ...make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.**”

The three sources for this supporting question include excerpts from Federalist Paper #33, John Marshall’s decision in *McCulloch v. Maryland*, and a 1819 letter from James Madison to Spencer Roane. Federalist Paper #33 puts forward a defense of the Necessary and Proper Clause based on reasoning that Congress would assume the legislative power to enact the explicit powers listed in Article One whether the clause had been included or not. The Marshall decision extended the implied powers of Congress suggested in the Necessary and Proper Clause. Madison made the point in his letter that the Marshall Court’s decision was too far reaching. Students should read all three excerpts and record information from the sources that helps them understand the purposes of the Necessary and Proper Clause. Those purposes may be conflicting. For example, Madison and Marshall did not agree on the implications of the clause.

The formative performance task for supporting question #1 is to arrange evidence that explains the different ways that the founders thought about the Necessary and Proper Clause. To accomplish this task, students will need to pull information from the sources given specific purposes. Teachers can use an organizer such as the one below to support students as they complete this task.

Evidence supporting differing purposes of the Necessary and Proper Clause		
Source	Purpose	Evidence from the source
Federalist #33	To prevent states from evading federal power or authority to enact laws	The Convention probably foresaw...that the danger which most threatens our political welfare is that the State governments will finally sap the foundations of the Union...

# Supporting Question and Formative Performance Task #2

## In what ways does the separation of powers limit government power?

Separation of Powers will likely be a concept that is familiar to students, so teachers may or may not need to introduce the concept. Two sources are included for this supporting question. Federalist papers #48 and #51 present distinct reasons for why the concept of separation of powers was important. As students take notes on these sources, they should be prompted to tease out those distinctions.

The formative performance task for supporting question #2 calls on students to compare arguments about how the separation of powers limits or does not limit government power. Students should locate the main argument in each source and write a brief summary, then compare the two sources in a written paragraph.

# Supporting Question and Formative Performance Task #3

## How does the system of checks and balances affect federal government?

The two sources for this supporting question are Federalist paper #10 and Anti-federalist paper #84. Federalist paper #10 presents the idea that people will naturally come together in factions, and those factions, both large and small, can create problems for representative government. The concept of checks and balances limits the potential harm that factions can cause. Anti-federalist paper #84 laments the lack of a declaration of bill of rights in the Constitution. This essay argues that the rights of the people, if not specifically enumerated in the Constitution, would be trampled upon by the government. The teacher may note that Anti-federalists were being asked to believe that the first Congress would actually add the first ten amendments, which we call the Bill of Rights, into the Constitution.

“The concept of checks and balances limits the potential harm that factions can cause.”

The formative performance task for supporting question #3 is to infer from the sources about whether factions and personal liberties are compatible. Students might first summarize the arguments in the two sources, then put forward an inference about whether the protection of personal liberties increases the likelihood that factions will form.

## Summative Performance Task

In this task, students will write an essay (or produce an alternative product) answering the compelling question – Did the founders want government to work? By this point in the inquiry, students have examined many historical sources. They have responded to three supporting questions, and should have lots of information that can be used as evidence in their essay. The summative performance task requires students to take a stand on the question, but also allows for multiple interpretations.

## Scoring Rubric for Argumentative Essay

The following criteria and rubric can be used to determine the quality of students' work.

	Proficient	Advanced	Developing	Under Developed
Clear	Argument focuses clearly and completely on the task, purpose, and audience	Argument includes attention to the task, purpose, and audience.	Argument is limited regarding task, purpose, and audience.	Argument lacks task, purpose, and audience.
Coherent	Argument regularly uses precise and knowledgeable claims.	Argument includes precise and knowledgeable claims.	Argument has limited precise and knowledgeable claims.	Argument lacks precise and knowledgeable claims.
Convincing	Argument regularly uses facts and concrete details from the source.	Argument is supported by facts and concrete details from the source.	Argument has limited support by facts and concrete details from the source.	Argument misuses or does not include facts and concrete details from the source.
Craft	Argument regularly utilizes inferences, claims, and evidence.	Argument offers some inferences, claims, and evidence.	Argument put forward limited inferences, claims, and evidence.	Argument does not include inferences, claims, and evidence.

# Supporting Question 1 - Source A

## Federalist paper #33 (excerpt)

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The Same Subject Continued: Concerning the General

Power of Taxation

From the *Daily Advertiser*

January 3, 1788

Author: Alexander Hamilton (Publius)

To the People of the State of New York:

The residue of the argument against the provisions of the Constitution in respect to taxation is ingrafted upon the following clause. The last clause of the eighth section of the first article of the plan under consideration authorizes the national legislature “to make all laws which shall be NECESSARY and PROPER for carrying into execution THE POWERS by that Constitution vested in the government of the United States, or in any department or officer thereof”.

[This clause has] been the source of much virulent invective and petulant declamation against the proposed Constitution. They have been held up to the people in all the exaggerated colors of misrepresentation as the pernicious engines by which their local governments were to be destroyed and their liberties exterminated; as the hideous monster whose devouring jaws would spare neither sex nor age, nor high nor low, nor sacred nor profane.

And yet, strange as it may appear, after all this clamor, to those who may not have happened to contemplate them in the same light, it may be affirmed with perfect confidence that the constitutional operation of the intended government would be precisely the same, if these clauses were entirely obliterated, as if they were repeated in every article. They are only declaratory of a truth which would have resulted by necessary and unavoidable implication from the very act of constituting a federal government, and vesting it with certain specified powers...

What is a power, but the ability or faculty of doing a thing? What is the ability to do a thing, but the power of employing the MEANS necessary to its execution? What is a LEGISLATIVE power, but a power of making LAWS? What are the MEANS to execute a LEGISLATIVE power but LAWS? What is the power of laying and collecting taxes, but a LEGISLATIVE POWER, or a power of MAKING LAWS, to lay and collect taxes? What are the proper means of executing such a power, but NECESSARY and PROPER laws?

This simple train of inquiry furnishes us at once with a test by which to judge of the true nature of the clause complained of. It conducts us to this palpable truth, that a power to lay and collect taxes must be a power to pass all laws NECESSARY and PROPER for the execution of that power...

But SUSPICION may ask, Why then was it introduced? The answer is, that it could only have been done for greater caution, and to guard against...those who might hereafter feel a disposition to...evade the legitimate authorities of the Union.

The Convention probably foresaw...that the danger which most threatens our political welfare is that the State governments will finally sap the foundations of the Union... Whatever may have been the inducement to it, the wisdom of the precaution is evident from the cry which has been raised against it; as that very cry betrays a disposition to question the great and essential truth which it is manifestly the object of that provision to declare.

## Supporting Question 1 - Source B

# Marshall Decision on McCulloch v Maryland – 1819 (excerpt)

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James McCulloch v. The State of Maryland, John James

17 U.S. 316 (Wheat.)  
February Term, 1819

In this landmark Supreme Court decision, Chief Justice John Marshall takes up the questions of a) whether Congress has the right to create a national bank, and b) whether Maryland has the right to place a tax the bank..

The great principle is, that the constitution and the laws made in pursuance thereof are supreme; that they control the constitution and laws of the respective States, and cannot be controlled by them. [Therefore]: 1st. ...a power to create implies a power to preserve. 2nd. ...a power to destroy, if wielded by a different hand, is hostile to, and incompatible with these powers to create and to preserve. 3d. ...where this [conflict] exists, that authority which is supreme must control, not yield to that over which it is supreme. . . .

The power to tax involves the power to destroy. The power to destroy may defeat and render useless the power to create.

If we apply the principle for which the State of Maryland contends, to the constitution generally, we shall find it capable of changing totally the character of [the constitution]. We shall find it capable of arresting [freezing] all the measures of the government, and of prostrating it at the foot of the States. The American people have declared their constitution, and the laws made in pursuance thereof, to be supreme; but [Maryland wants to] transfer the supremacy, in fact, to the States.

If the States may tax one instrument, employed by the government in the execution of its powers, they may tax any and every other instrument. They may tax the mail; they may tax the mint; they may tax patent rights; they may tax the papers of the custom-house; they may tax judicial process; they may tax all the means employed by the government, to an excess which would defeat all the ends of government. This was not intended by the American people. They did not design to make their government dependent on the States. . . .

The Court has bestowed on this subject its most deliberate consideration. The result is a conviction that the States have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control, the operations of the constitutional laws enacted by Congress to carry into execution the powers vested in the general government. This is, we think, the unavoidable consequence of that supremacy which the constitution has declared.

We are unanimously of opinion, that the law passed by the legislature of Maryland, imposing a tax on the Bank of the United States, is unconstitutional and void.

## Supporting Question 1 - Source C

# James Madison to Spencer Roane, September 2, 1819 (excerpt)

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To Spencer Roane  
From James Madison

September 2, 1819

Dear Sir:

... It is true, the Court are disposed to retain a guardianship of the Constitution against legislative encroachments. "Should Congress," say they, "under the pretext of executing its Powers, pass laws for the accomplishment of objects not entrusted to the Government, it would become the painful duty of this Tribunal to say that such an act was not the law of the land." But suppose Congress should, as would doubtless happen, pass unconstitutional laws not to accomplish objects not specified in the Constitution, but the same laws as means expedient, convenient or conducive to the accomplishment of objects entrusted to the Government; by what handle could the Court take hold of the case?

..

It could not but happen, and was foreseen at the birth of the Constitution, that difficulties and differences of opinion might occasionally arise in expounding terms & phrases necessarily used in such a charter; more especially those which divide legislation between the General & local Governments; and that it might require a regular course of practice to liquidate & settle the meaning of some of them. But it was anticipated I believe by few if any of the friends of the Constitution, that a rule of construction would be introduced as broad & as pliant as what has occurred.

Much of the error in expounding the Constitution has its origin in the use made of the species of sovereignty implied in the nature of Govt. The specified powers vested in Congress, it is said, are sovereign powers, and that as such they carry with them an unlimited discretion as to the means of executing them. It may surely be remarked that a limited Govt. may be limited in its sovereignty as well with respect to the means as to the objects of his powers; and that to give an extent to the former, superseding the limits to the latter, is in effect to convert a limited into an unlimited Govt. There is certainly a reasonable medium between expounding the Constitution with the strictness of a penal law, or other ordinary statute, and expounding it with a laxity which may vary its essential character, and encroach on the local sovereignties with which it was meant to be reconcilable.

### Federalist paper #48 (excerpt)

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These Departments Should Not Be So Far Separated as to Have No Constitutional Control Over Each Other

From the New York Packet

February 1, 1788.

Author: James Madison (Publius)

To the People of the State of New York:

It was shown in the last paper that [political wisdom] does not require that the legislative, executive, and judiciary departments should be wholly unconnected with each other. I shall undertake, in the next place, to show that unless these departments be so far connected and blended as to give to each a constitutional control over the others, the degree of separation which the maxim requires, as essential to a free government, can never in practice be duly maintained.

It is agreed on all sides, that the powers properly belonging to one of the departments ought not to be directly and completely administered by either of the other departments. It is equally evident, that none of them ought to possess, directly or indirectly, an overruling influence over the others, in the administration of their respective powers. It will not be denied, that power is of an encroaching nature, and that it ought to be effectually restrained from passing the limits assigned to it. After discriminating, therefore, in theory, the several classes of power, as they may in their nature be legislative, executive, or judiciary, the next and most difficult task is to provide some practical security for each, against the invasion of the others. What this security ought to be, is the great problem to be solved.

...

The legislative department derives a superiority in our governments from other circumstances. Its constitutional powers being at once more extensive, and less susceptible of precise limits, it can, with the greater facility, mask, under complicated and indirect measures, the encroachments which it makes on the co-ordinate departments. It is not unfrequently a question of real nicety in legislative bodies, whether the operation of a particular measure will, or will not, extend beyond the legislative sphere. On the other side, the executive power being restrained within a narrower compass, and being more simple in its nature, and the judiciary being described by landmarks still less uncertain, projects of usurpation by either of these departments would immediately betray and defeat themselves. Nor is this all: as the legislative department alone has access to the pockets of the people, and has in some constitutions full discretion, and in all a prevailing influence, over the pecuniary rewards of those who fill the other departments, a dependence is thus created in the latter, which gives still greater facility to encroachments of the former.

## Supporting Question 2 - Source B

### Federalist paper #51 (excerpt)

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The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments  
From the New York Packet

February 8, 1788

Author: Alexander Hamilton or James Madison (Publius)

To the People of the State of New York:

Ambition must be made to counteract ambition.

In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself.

Second: It is of great importance in a republic not only to guard the society against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil: the one by creating a will in the community independent of the majority that is, of the society itself; the other, by comprehending in the society so many separate descriptions of citizens as will render an unjust combination of a majority of the whole very improbable, if not impracticable.

The first method prevails in all governments possessing an hereditary or self-appointed authority. This, at best, is but a precarious security...The second method will be exemplified in the federal republic of the United States. Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority.

## Supporting Question 3 - Source A

### Federalist paper #10 (excerpt)

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The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection  
From the New York Packet  
November 23, 1787  
Author: James Madison (Publius)

To the People of the State of New York:

Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. The friend of popular governments never finds himself so much alarmed for their character and fate, as when he contemplates their propensity to this dangerous vice.

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. 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 co-operate for their common good. So strong is this propensity of mankind to fall into mutual [hatred], that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. 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. Those who are creditors, and those who are debtors, fall under a like discrimination... The regulation of these various and interfering interests forms the principal task of modern legislation...

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.

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

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

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

The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other; and the former will be objects to which the latter will attach themselves. The diversity in the faculties of men, from which the rights of property originate, is not less an insuperable obstacle to a uniformity of interests. The protection of these faculties is the first object of government. From the protection of different and unequal faculties of acquiring property, the possession of different degrees and kinds of property immediately results; and from the influence of these on the sentiments and views of the respective proprietors, ensues a division of the society into different interests and parties.

# Anti-Federalist #84: “On the Lack of a Bill of Rights” (excerpt)

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On the Lack of a Bill of Rights (Brutus II)

From the New York Journal

November 1, 1787

Written by: Robert Yates (Brutus)

I need say no more, I presume, to an American, than that this principle is a fundamental one: in all the Constitutions of our own States; [all of them are] founded on a...bill of rights, or [have] certain express reservation of rights interwoven in the body of them. From this it appears, that at a time when the pulse of liberty beat high, and when an appeal was made to the people to form Constitutions for the government of themselves, it was their universal sense, that such declarations [of rights] should make a part of their frames of government. It is, therefore, the more astonishing, that this grand security to the rights of the people is not to be found in this Constitution...

This will appear the more necessary, when it is considered, that not only the Constitution and laws made in pursuance thereof, but all treaties made, under the authority of the United States, are the supreme law of the land, and supersede the Constitutions of all the States... I do not find any limitation or restriction to the exercise of this power. The most important article in any [state] Constitution may therefore be repealed, even without a legislative act. Ought not a government, vested with such extensive and indefinite authority, to have been restricted by a [bill] of rights? It certainly ought.

So clear a point is this, that I cannot help suspecting that persons who attempt to persuade people that such reservations were less necessary under this Constitution than under those of the States, are wilfully endeavoring to deceive, and to lead you into an absolute state of vassalage.

# Tools for Historical Thinking - Appendix A

To successfully complete these modules, students must think like a historian, but that does not always come easily to students. Several resources exist that can support students as they analyze documents and develop their ability to think historically. While this is not an exhaustive list, consider using the following as you implement these modules.

In “[What Does it Mean to Think Historically?](#)” Andrews and Burke (2007) outline what they call the Five C’s of Historical Thinking: Change over Time, Context, Causality, Contingency, and Complexity. The goal of the Five C’s is to give students and teachers a glimpse into how historians think. Furthermore, Andrews and Burke (2007) provide examples of how these Five C’s might be implemented in authentic and meaningful ways in modern classrooms.

(<http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm>)

[Library of Congress](#): Provides teacher and student tools both for general analysis and the analysis of specific types of sources (e.g. photographs and prints, maps, sound recordings). Also provides guidance for teachers on how to use primary sources in the classroom. (<http://www.loc.gov/teachers/usingprimarysources>)

[National Archives - Docs Teach](#): Similar to the Library of Congress, provides suggestions for integrating primary sources into the classroom along with tools to help students analyze specific types of sources. (<http://docsteach.org>)

[SCIM-C](#): Provides a structure for interpreting historical sources that asks students to Summarize, Contextualize, Infer, Monitor, and Corroborate and demonstrates the SCIM-C process with three example sources. (<http://www.historicalinquiry.com/>)

[DBQ-Project](#): Provides a process for students to read and analyze sources as they prepare to write an essay answering a document-based question. The DBQ Project has curriculum for both middle school and high school students but could be adapted for other levels as well. (<http://www.dbqproject.com>)

[Historical Thinking Project](#): The historical thinking project provides tools for analyzing primary sources and discusses six historical thinking concepts: historical significance, cause & consequence, historical perspective-taking, continuity and change, the use of primary source evidence, and the ethical dimension of history. (<http://historicalthinking.ca>)

In addition, there is a wealth of books written with the idea of using historical inquiry with students, using primary sources to teach history. These are definitely worth a look:

Brophy, J., & VanSledright, B.A. (1997). Teaching and learning history in elementary schools. New York, NY: Teachers College.

Levstik, L. S. & Barton, K. C. (2011). Doing history: Investigating with children in elementary and middle schools. New York, NY: Routledge.

Seixas, P. & Morton, T. (2013). The big six historical thinking concepts. Scarborough, ON: Nelson Education.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). Reading like a historian: Teaching literacy in middle and high school history classrooms. New York, NY: Teachers College.