

LHS AP Lang Unit 3

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP3**
Length: **45 minutes**
Status: **Published**

Unit Overview

Theme: The Power of Justice — Poetry, Equity, and Pathos

Anchor Text: *Rime of the Ancient Mariner* by Samuel Taylor Coleridge

Benchmark Text Focus: Literature

Writing Genre Focus: Argumentative

Targeted ELA Standards

| | |
|-------------------|--|
| ELA.L.SS.11–12.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.KL.11–12.2 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| ELA.L.VL.11–12.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VI.11–12.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.RL.CR.11–12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| ELA.RI.CR.11–12.1 | Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |
| ELA.RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. |
| ELA.RI.CI.11–12.2 | Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on |

one another to provide a complex account or analysis; provide an objective summary of the text.

| | |
|-------------------|--|
| ELA.RL.IT.11–12.3 | Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| ELA.RI.IT.11–12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. |
| ELA.RI.PP.11–12.5 | Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. |
| ELA.RI.MF.11–12.6 | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). |
| ELA.RL.CT.11–12.8 | Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |
| ELA.W.IW.11–12.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ELA.W.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.RW.11–12.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| ELA.SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| ELA.SL.PI.11–12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| ELA.SL.AS.11–12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | Day Five | | Day Six | |
|---------------|----------------|----------------------|----------------|---------------|----------------|----------------------|----------------|---------------|----------------|----------------------|----------------|
| Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/r | 10 minutes | Do Now | 10 minutes | Mini-lesson review/r | 10 minutes | Do Now | 10 minutes | Mini-lesson review/r | 10 minutes |

| | | | | | | | | | | | |
|-------------------------------|---------------------------|---|---------------------------|-------------------------------|---------------------------|---|---------------------------|-------------------------------|---------------------------|---|---------------------------|
| | | ecap | | | | ecap | | | | ecap | |
| Mini- lesso n (I Do) | 20 minute s | Small Group Instructi on (You Do) | 30 minute s | Mini- lesso n (I Do) | 20 minute s | Small Group Instructi on (You Do) | 30 minute s | Mini- lesso n (I Do) | 20 minute s | Small Group Instructi on (You Do) | 30 minute s |
| Pract ice (We Do) | 17 minute s | Closure | 7 minute s | Pract ice (We Do) | 17 minute s | Closure | 7 minute s | Pract ice (We Do) | 17 minute s | Closure | 7 minute s |
| Day Seven | | | | Day Eight | | | | Day Nine | | | |
| Writing Focus | | | | Writing Focus | | | | Writing Focus | | | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini- lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes | Mini- lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes | Mini- lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes |

Rationale

Justice, if it is to be more than an abstraction, must be imagined before it can be enacted. Its survival depends not upon sentiment alone, but upon a citizenry able to discern whose voices are amplified, whose are muted, and how language becomes both the scaffolding and the barricade of moral order. The Rime of the Ancient Mariner offers not merely a Romantic vision, but a moral fable of guilt, expiation, and consequence. The Mariner's voyage—laden with supernatural portent—becomes a reckoning with complicity: against the natural world, against the stranger, against the unseen other. In this way, Coleridge anticipates the ethical debates of a postcolonial and environmentally imperiled age.

From this haunted sea we move to the deliberate voices of dissent: Malcolm X, Martin Luther King Jr., Gloria Steinem, Nelson Mandela—figures whose rhetoric exposes what power prefers to obscure: that injustice is never accidental, but systemic, and that the act of naming it is the first step toward redress. Their speeches, like Coleridge's ballad, rely on the alchemy of pathos and principle to compel audiences toward moral awakening.

The dialogue expands further—to Adichie's warning against the "single story," Harvey Milk's call to visibility, and the courage of athletes who transform arenas into platforms of protest. Here, the body itself becomes rhetoric, the public stage a site where justice is argued as urgently as in any court or legislature.

The enduring lesson is clear: justice is never self-executing. It must be reasoned into public existence through disciplined argument and principled language. Literature, speech, and image—each can uphold oppression or advance liberation. The task before the student is not mere advocacy, but the cultivation of a mind both skeptical and humane, and a voice both critical and clear—capable of shaping the moral vocabulary of the society it inhabits.

Enduring Understandings

| Content Specific | Skills Specific |
|---|--|
| <ol style="list-style-type: none"> Justice as a Deliberate Construction – Students will understand that justice is not inherited but defined, contested, and reimagined through the deliberate use of language across historical and cultural contexts. The Mariner’s Reckoning and Modern Parallels – Students will understand that The Rime of the Ancient Mariner dramatizes the costs of guilt and complicity, connecting Romantic imagery to critiques of empire, environmental harm, and moral blindness found in later political and activist rhetoric. Rhetoric of Resistance – Students will understand that movements for civil rights, gender equality, and global justice use appeals to pathos, moral authority, and collective identity to confront entrenched systems of power. Representation and Visibility – Students will understand that public figures—whether artists, activists, or athletes—can transform cultural platforms into sites of moral and political argument, shaping the public’s understanding of justice. | <ol style="list-style-type: none"> Rhetorical Deconstruction Across Genres – Students will understand how to analyze literary, political, and visual texts to reveal how injustice is justified or challenged. Ethical Evaluation of Pathos – Students will understand how to distinguish between manipulative and principled emotional appeals in persuasive argumentation. Integrative Argumentation – Students will understand how to synthesize literary works, political speeches, and cultural texts into coherent, evidence-based arguments about justice. Precision in Ethical Claims – Students will understand how to frame and defend claims that are logically sound, ethically grounded, and rhetorically effective. Cultural Literacy in Advocacy – Students will understand how historical, literary, and cultural references can be strategically employed to enhance moral and argumentative force. |

Essential Questions

| Content Specific | Skills Specific |
|---|--|
| <ul style="list-style-type: none"> How have individuals and movements across | <ul style="list-style-type: none"> How can narrative, imagery, and repetition |

| | |
|---|---|
| <p>history used rhetoric to redefine justice and expand the boundaries of freedom?</p> <ul style="list-style-type: none"> • In what ways do literature, speeches, and cultural protests serve as interventions in the moral and political life of their time? • How do narratives of injustice challenge—or reinforce—a society’s self-image? | <p>operate as tools for moral persuasion?</p> <ul style="list-style-type: none"> • What methods allow readers to critically evaluate emotional appeals without losing sight of their ethical impact? • How does synthesizing multiple perspectives lead to more nuanced and actionable understandings of justice? |
|---|---|

Key Resources

Anchor Text: *Rime of the Ancient Mariner*— Samuel Taylor Coleridge

AP Language Mentor Text: Letter from Birmingham Jail — Martin Luther King, Jr.

Supplementary Resources

- TED Talk: “The Danger of a Single Story” — Chimamanda Ngozi Adichie
- “Yellow Fever and the Slave Trade: Coleridge’s Rime of the Ancient Mariner” Debbie Lee
- “Just Walk on By: Black Men and Public Spaces” — Brent Staples
- “The Ballot or the Bullet” — Malcolm X
- “Address to the Women of America” — Gloria Steinem
- “Hope” Speech — Harvey Milk
- “The Myth of the Latina Woman” — Judith Ortiz Cofer
- Spoken Word/Poetry: “Dear Straight People” by Amir Rabiya and “Average Black Girl” by Ernestine Johnson
- Speeches & interviews by Serena Williams, LeBron James, Muhammad Ali, Megan Rapinoe, Kobe Bryant, Colin Kaepernick, and Caitlyn Jenner
- Visual campaigns from Nike, ESPN, etc.
- Sports essays and editorials showcasing athletics as a platform for social justice from The New Yorker, The Atlantic, and The New York Times

Skills, Content, Activity, Assessment

| Month | Weeks | Standards | Suggested Learning Targets | Mini-Lesson Skills | Suggested Student Centered Activities | Resources | Assessment |
|----------|-------|---------------|--|---|---------------------------------------|-----------------------|--|
| February | 1-2 | L.VL.11–12.3 | SWBAT close read Romantic poetry imagery | Reading Mini-Lesson: close reading of Romantic poetry | Poetry close reading | | Argument Timed Writing -- single paragraph or full essay |
| | | L.VI.11–12.4 | | | | | |
| | | RL.CR.11–12.1 | | | | | |
| | | RL.CI.11–12.2 | | | | | |
| | | RL.IT.11–12.3 | | | | | |
| | | RL.TS.11–12.4 | SWBAT craft analytical thesis statements | Writing Mini-Lesson: thesis crafting for analytical writing | Thesis crafting | AP Classroom practice | |
| | | RL.PP.11–12.5 | | | | | |
| | | RL.MF.11–12.6 | | | | | |
| | | W.AW.11–12.1 | | | | | |
| | | | | | | | |
| | 3-4 | SL.PE.11–12.1 | SWBAT analyze themes of justice and equity | Reading Mini-Lesson: theme analysis | Theme analysis | | Timed Writing Practice with Past AP Exam Prompts |
| | | RL.IT.11–12.3 | | | | | |
| | | RL.TS.11–12.4 | SWBAT create argument outlines | Writing Mini-Lesson: argument outlining | Argument outlining | | AP Classroom practice |
| | | W.AW.11–12.1 | | | | | |
| | | | | | | | |

| | | | | | | | |
|-------|-----|---|---|---|--|--|---|
| | | L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 W.AW.11–12.1 | devices in speeches and essays SWBAT apply ethos, pathos, logos effectively | device identification Writing Mini-Lesson: appeals workshop | Appeals workshop | | single paragraph or full essay AP Classroom practice |
| | | SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.PP.11–12.5 W.AW.11–12.1 | SWBAT interpret symbolism and allegory SWBAT integrate textual evidence | Reading Mini-Lesson: symbolism and allegory analysis Writing Mini-Lesson: textual evidence integration | Symbolism analysis Evidence integration | | Timed Writing Practice with Past AP Exam Prompts AP Classroom practice |
| March | 1-2 | SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.AW.11–12.1 | SWBAT compare multiple perspectives SWBAT write rebuttals and counterarguments | Reading Mini-Lesson: perspective analysis Writing Mini-Lesson: rebuttal/counterargument writing | Perspective comparison Rebuttal writing | | Argument Timed Writing -- single paragraph or full essay AP Classroom practice |
| | | SL.PE.11–12.1 L.VI.11–12.4 RL.TS.11–12.4 | SWBAT analyze tone shifts and mood SWBAT develop | Reading Mini-Lesson: tone and mood analysis Writing Mini-Lesson: paragraph development | Tone analysis Paragraph development | | Timed Writing Practice with Past AP Exam Prompts |

| | | | | | | | |
|-------|-----|--|---|---|--|--|--|
| | | RL.PP.11 –12.5 W.AW.11 –12.1 | cohesive paragraphs | | | | AP Classroom practice |
| | 3-4 | SL.PE.11 –12.1 L.VI.11– 12.4 RL.CI.11 –12.2 | SWBAT evaluate figurative language and metaphor | Reading Mini- Lesson: figurative language and metaphor analysis | Figurative language analysis | | Argument Timed Writing -- single paragraph or full essay |
| | | RL.TS.11 –12.4 W.AW.11 –12.1 | SWBAT use persuasive language effectively | Writing Mini-Lesson: persuasive writing | Persuasive writing | | AP Classroom practice |
| | | SL.PE.11 –12.1 RL.CI.11 –12.2 RL.IT.11 –12.3 RL.PP.11 –12.5 W.AW.11 –12.1 | SWBAT synthesize diverse texts SWBAT refine thesis and arguments | Reading Mini- Lesson: text synthesis Writing Mini-Lesson: thesis and argument refinement | Synthesis exercises Thesis refinement | | Timed Writing Practice with Past AP Exam Prompts AP Classroom practice |
| April | 1 | L.VL.11– 12.3 L.VI.11– 12.4 RL.CR.11 –12.1 RL.CI.11 –12.2 RL.IT.11 –12.3 RL.TS.11 –12.4 | SWBAT analyze protest rhetoric in media SWBAT draft argumentative essays SWBAT practice timed argumentative writing | Reading Mini- Lesson: protest rhetoric analysis, timed practice of argumentative texts Writing Mini-Lesson: essay drafting, peer review and revision | Protest rhetoric analysis Essay drafting Timed writing Peer revision | | Bring on the Benchmark Benchmark Exam |

| | | | | | | | |
|--|--|--|---|--|--|--|--|
| | | RL.PP.11 –12.5 RL.MF.1 1–12.6 W.AW.11 –12.1 | SWBAT provide peer feedback and revise | | | | |
|--|--|--|---|--|--|--|--|

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
|--|---|
| <p>Reading</p> <p>Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):</p> <ul style="list-style-type: none"> Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts. Make relevant connections between the text and broader themes or personal experiences. <p>Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):</p> <ul style="list-style-type: none"> Determine and analyze two or more themes in a literary text and central ideas in an informational text. Examine how these themes or ideas are developed and refined over the course of the text. <p>Author’s Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):</p> <ul style="list-style-type: none"> Analyze the impact of the author’s choices on the development of ideas and elements in the text. Explore how specific elements such as setting, character development, and sequence of events contribute to the text’s meaning. | <p>Reading</p> <p>Citing Textual Evidence:</p> <ul style="list-style-type: none"> Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts. Made relevant connections between textual evidence and broader themes or personal experiences. <p>Theme Analysis:</p> <ul style="list-style-type: none"> Determined and analyzed two or more themes in a literary text and central ideas in an informational text. Examined how these themes or ideas are developed and refined over the course of a text. <p>Author’s Choices and Literary Techniques:</p> <ul style="list-style-type: none"> Analyzed the impact of the author’s choices on the development of ideas and elements in the text. Explored how specific elements such as setting, character development, and sequence of events contribute to the text’s meaning. <p>Understanding Figurative Language:</p> <ul style="list-style-type: none"> Demonstrated understanding of figurative |

Understanding Figurative Language (ELA.L.VI.11–12.4):

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Evaluating Perspectives (ELA.RL.PP.11–12.5):

- Evaluate perspectives and justify the more cogent viewpoint in related texts.
- Analyze different accounts of the same event or issue, using different media or formats.

Synthesizing Information (ELA.RL.MF.11–12.6):

- Synthesize complex information across multiple sources and formats to develop new interpretations.
- Resolve conflicting information and develop interpretations that go beyond explicit text information.

Writing**Crafting Arguments (ELA.W.AW.11–12.1):**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Construct well-supported argumentative essays that reflect an understanding of complex issues.

Developing and Strengthening Writing (ELA.W.WP.11–12.4):

- Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.

Routine Writing (ELA.W.RW.11–12.7):

- Write routinely over extended and shorter time frames for a range of tasks and purposes,

language, word relationships, and nuances in word meanings, including connotative meanings.

Evaluating Perspectives:

- Evaluated perspectives and justified the more cogent viewpoint in related texts.
- Analyzed different accounts of the same event or issue, using different media or formats.

Synthesizing Information:

- Synthesized complex information across multiple sources and formats to develop new interpretations.
- Resolved conflicting information and developed interpretations that go beyond explicit text information.

Writing**Crafting Arguments:**

- Wrote arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Constructed well-supported argumentative essays that reflect an understanding of complex issues.

Developing and Strengthening Writing:

- Developed and strengthened writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustained effort to complete complex writing tasks, tracked and reflected on personal writing progress, and consulted style manuals like MLA or APA.

Routine Writing:

- Wrote routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

Command of Language:

- Demonstrated command of the system and

including research, reflection, and revision.

Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):

- Demonstrate command of the system and structure of the English language when writing.
- Apply knowledge of language to make effective choices for meaning or style.

Clarifying Word Meanings (ELA.L.VL.11–12.3):

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Speaking

Collaborative Discussions (ELA.SL.PE.11–12.1):

- Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
- Engage in one-on-one, group, and teacher-led discussions on various topics and texts.

Integrating Information (ELA.SL.II.11–12.2):

- Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems.
- Evaluate the credibility and accuracy of each source and note any discrepancies among the data.

Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Adapting Speech (ELA.SL.AS.11–12.6):

- Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

structure of the English language when writing.

- Applied knowledge of language to make effective choices for meaning or style.

Clarifying Word Meanings:

- Determined or clarified the meaning of unknown and multiple-meaning words and phrases.

Speaking

Collaborative Discussions:

- Initiated and participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
- Engaged in one-on-one, group, and teacher-led discussions on various topics and texts.

Integrating Information:

- Integrated multiple sources of information presented in diverse formats to make informed decisions and solve problems.
- Evaluated the credibility and accuracy of each source and noted any discrepancies among the data.

Evaluating a Speaker's Point of View:

- Evaluated a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Adapting Speech:

- Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills

| | |
|-------------------|---|
| TECH.9.4.12.IML.1 | Compare search browsers and recognize features that allow for filtering of information. |
| TECH.9.4.12.IML.2 | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources). |
| TECH.9.4.12.IML.5 | Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2). |
| TECH.9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |
| TECH.9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |

Interdisciplinary Connections

| | |
|-------------------------|---|
| SOC.6.1.12.CivicsPR.2.a | Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. |
| SOC.6.1.12.CivicsPI.3.a | Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. |