



**COMMON CORE**  
**STATE STANDARDS**

**DELAWARE**



**GRADE 6**  
**SOCIAL STUDIES**

**CLOSE READING**  
**COHORT 1**

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## Delaware Recommended Curriculum

### **Close Reading Lesson:                    The Social Compact<sup>1</sup>**

Designed by:                                   April Higgins  
Content Area:                                 Social Studies  
Grade Level:                                 6

### **Goal for the Lesson**

Students will analyze an article about social contract to gain an understanding of why governments are granted power from the citizens.

### **Content Standards**

Delaware Social Studies Civics Standard 1a 6- 8: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.

### **Essential Question**

- Why does a government have certain powers?

### **Connection to the CCSS**

**CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g. sequentially, comparatively, causally).

**CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on *discipline-specific content*.

### **Teacher Notes**

This lesson should take approximately two class periods. The close reading portion of this lesson can be completed in one class period and the writing portion will take an additional class period.

Flesch Reading Ease 63.6

Flesch-Kincaid Grade Level 8.4

Lexile Measure 1030

The definitions contained in this lesson plan are from the [Merriam-Webster Learner's Dictionary](#).

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<sup>1</sup> The text used in this lesson is an excerpt from the lesson plan, *Why Do We Need a Government?* The full lesson plan can be found [here](#).

**Title of Text and Author**

*Why Do We Need a Government? The Social Compact*

[Center for Civic Education](#)

The Social Compact	Vocabulary <sup>1</sup>
<p>John Locke and other <u>philosophers</u> developed a solution to the problems that exist in a place without government. In a <u>state of nature</u>, people might feel free to do anything they want to do. However, their rights would not be protected and they would feel <u>insecure</u>.</p> <p>Locke argued that people should agree with one another to give up some of their freedom in exchange for protection and <b>security</b>. They should <b>consent</b> to follow some laws in exchange for the protection these laws would give them. This agreement is called a <b>social compact</b> or <b>social contract</b>. A social compact is an agreement people make among themselves to create a government to rule them and protect their <u>natural rights</u>. In this agreement the people consent to obey the laws created by that government.</p>	<p><u>philosophers</u> - a person who studies ideas about knowledge, truth, the nature and meaning of life, etc.</p> <p><u>state of nature</u> - a time of equality in which no one has power over another, and all are free to do as they please</p> <p><u>insecure</u> - nervous and uncomfortable the state of being protected or safe from harm</p> <p><u>natural rights</u> - the right to life, liberty, and property</p>

Underline = words which cannot be discovered in context by students.

**Boldface** words are tier 2 that can be determined in context.

## Summary of Activities

1. The teacher will hook the students by leading a discussion on life without any laws.
2. The teacher will explain to the students that they will be using the close reading technique.
3. The teacher will instruct the students to independently read the text filling in a graphic organizer.
4. The students will share their graphic organizer with a partner. Then the teacher will lead a full class discussion about the graphic organizer.
5. The teacher will read the passage aloud and students will find the central idea.
6. The teacher will model the process for answering a text-dependent question.
7. The students will answer a series of text dependent questions.
8. The teacher will lead a full class discussion about the text-dependent questions.

## Part 1: Activating Prior Knowledge

The teacher will hook the students by leading a discussion using the following questions:

- What do you think driving would be like if there were no traffic laws?  
Driving would be dangerous. People could drive at any speed they wanted. They could drive on people's property. Drivers would not have to take turns at an intersection which could cause an accident.
- What do you think life would be like if there were no laws to protect your private property?  
Without any property laws people would be able to take whatever they wanted. People could enter your home or business and take things without any consequences. There would be less of an incentive to create nice homes and businesses because people would be afraid of others stealing and destroying their property.

(Suggestion: Student worksheet is attached; this is step 1.)

## Part 2: Close Reading

The teacher will explain to the students that they will be using the close reading technique. The teacher should explain that they will be working together and independently to carefully analyze the text. The teacher should explain that they will be reading the text several times and each time they will be focusing on different aspects of it.

The teacher will instruct the students to independently read the text and fill in the following graphic organizer.

(Suggestion: Use the half sheet of paper with the article for the first two readings of the text.)

The Social Compact	Independent Reading Graphic Organizer
<p><b>The words in the text that I do not understand are...</b></p>	
<p><b>Some questions or thoughts I have about the text are...</b></p>	

After the students have independently read the text, the teacher will give them a few minutes to share their graphic organizer with a partner. The teacher will have the students share their remaining questions through a full class discussion.

(Suggestion: Student worksheet is attached; this is step 2.)

### Part 3: Reading with a Purpose

Next, the teacher will read the passage aloud. Before reading the teacher will tell the students, "As I read I want you to find the central idea of this text."

After reading give the students time to compare what they identified in the passage as the central idea to what their classmates identified. *The students should explain that the central idea is the social compact; people give up some of their freedom in exchange for protection and security.* Then the teacher will ask the follow-up question: What distinct details convey the central idea of this piece? *The details conveying the central idea can be found throughout the second paragraph.*

(Suggestion: Student worksheet is attached; this is step 3.)

### Part 4: Text-Dependent Questions

Text under Discussion	Directions for Teachers/Guiding Questions for Students
<p>Chunk text with corresponding teacher directions and student questions.</p>	<p>The teacher will tell the students, "Now you are ready to answer some text-dependent questions. We will complete the first question together as a class and then you will complete a couple more questions with a partner." As the teacher works through the first question with the students he or she will model the following process:</p>

John Locke and other philosophers developed a solution to the problems that exist in a place without government. In a state of nature, people might feel free to do anything they want to do. However, their rights would not be protected and they would feel insecure.

Locke argued that people should agree with one another to give up some of their freedom in exchange for protection and security. They should consent to follow some laws in exchange for the protection these laws would give them. This agreement is called a **social compact** or **social contract**. A social compact is an agreement people make among themselves to create a government to rule them and protect their natural rights. In this agreement the people consent to obey the laws created by that government.

- a. **Re-read** the section of the text in the left column.
- b. **Take notes** to help you respond to the question.
- c. **Discuss** the question in a group of 2-3.
- d. **Write** what you think is the best answer to each question.

Teacher modeling question: Why would people feel "insecure" in a state of nature?

The students should explain that without leadership, in the form of a government, people would be living in a state of nature. Individuals would be free to act and do as they please. This would pose a problem as people's belongings and safety would not be protected. This would leave the people of this society feeling uneasy.

Where does government get its right to govern, according to the natural rights philosophers?

The students should explain that the government is given its right to govern by the people. The government's power comes from the consent of the governed.

How does the author help the reader understand the meaning of social compact? Use examples from the text in your analysis.

The students should explain that the author first gives an example of a social compact ("They should consent to follow some laws in exchange for the protection these laws would give them.") and then defines social compact in a sentence ("A social compact is an agreement people make among themselves to create a government to rule them and protect their natural rights.")

What is the difference between a state of nature and life with a social compact? Use evidence from the text in your answer.

In a state of nature, people would be allowed to do as they please. With the institution of a social compact people would give up some of their freedom to create a more secure society.

### Part 5: Discuss Text-Dependent Questions

The teacher will conduct a class discussion to ensure that the students understand the text-dependent questions and the process for answering them.

(Suggestion: Student worksheet is attached; this is step 4.)

### Part 6: Problem/Solution Short Essay

Instructions: [Include the instructions – writing task/prompt – and the standard.]

**CCSS.ELA-Literacy.WHST.6-8.2** Write informative/explanatory texts.

In a paragraph, answer the following questions using *The Social Compact* text and your notes.

Write a summary of Locke’s argument for government that includes answers to the following questions:

- What problem does the author introduce in the text *The Social Compact*?
- What is one solution to the problem? Explain your answer with an example.

#### 3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies either the problem or solution an inaccurate, irrelevant, or no example.
0	Inaccurate response

To scaffold student writing, the following graphic organizer can be used to collect evidence from the text for students to use in their paragraph.

The problem is...			
A solution to the problem is...		An example of the solution is...	

(Suggestion: Student worksheet is attached; this is step 5.)

Answer: What should teachers see in student writing?

Locke thought people had a trade-off between security and freedom. Living in a state of nature can cause a lack of security and protection. Complete freedom leads to risks of danger from others since people wouldn't have any checks on their actions. Complete security means people wouldn't have any choices to make and they would be over-protected, so there has to be a balance. The solution to the problem was the formation of government.

Extension Activities:

(a) The teacher could conduct a close reading of the Preamble to the Constitution then discuss how the document reflects the ideas of social contract theory.

(b) Research and writing: What is the responsibility of the governed?



## Problem/Solution Essay: Sample Student Responses

### Sample 1

The problem is that in a state of nature everyone has too much freedom to do whatever they want. A state of nature isn't fair for everyone and people feel insecure. The solution to the problem is the social compact. Everyone gives up a little bit of freedom to create a government so they can be protected. If we did not have a government that included a system of laws there would be complete chaos and life would be dangerous. The laws give us security.

#### 3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies problem or solution with an inaccurate, irrelevant, or no example.
0	Inaccurate response

This student clearly stated the problem, "The problem is that in a state of nature everyone has too much freedom to do whatever they want. A state of nature isn't fair for everyone and people feel insecure." The solution was stated as, "The solution to the problem is the social compact. Everyone gives up a little bit of freedom to create a government so they can be protected." Finally, the student's example shows an understanding of a way the social compact creates a more secure society.

### Sample 2

In a state of nature there are no laws or rules to protect you from harm. Since people feel free to do what they please, most people would feel insecure. Philosophers call the solution to this problem a social compact. It takes a little bit of your freedom to give you security. For example, we U.S. citizens have a social compact that protects you, your house, and personal items. Our government secures you and if you have things stolen from you, the government has punishments for breaking the laws.

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The student identified the problem as, "In a state of nature there are no laws or rules to protect you from harm. Since people feel free to do what they please, most people would feel insecure." The student continues to express the solution to the problem by stating,

“Philosophers call the solution to this problem a social compact. It takes a little bit of your freedom to give you security.” Finally, his example explains that in the United States we have laws to protect people’s private property.

**Sample 3**

The problem: A state of nature is a lawless world that makes a lot of people feel insecure. In this world people could steal and kill freely. Not one person would be protected. The social compact gives us leadership and laws that keep most people from stealing. We need this social compact because it protects you. It may take away some of your freedom but with that freedom you would most likely have a hard life.

3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies problem or solution with an inaccurate, irrelevant, or no example.
0	Inaccurate response

The student clearly identified the problem with the statements, “A state of nature is a lawless world that makes a lot of people feel insecure. In this world people could steal and kill freely. Not one person would be protected.” The solution to the problem was identified with, “The social compact gives us leadership and laws that keep most people from stealing. We need this social compact because it protects you. It may take away some of your freedom but with that freedom you would most likely have a hard life.” Although not as clear as some of the other responses, the student provides an example by explaining that in a state of nature people can steal and under a government they are no longer allowed to steal.

**Sample 4**

In a state of nature, there are no laws for anything. No laws for your property or yourself. It is every man for him or her self. This is called a state of nature. A man name John Locke thought the solution was to create government to have rules or laws for the people. People would give up some of their freedom for security. It is called the social compact.

3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies problem or solution with an inaccurate, irrelevant, or no example.
0	Inaccurate response

The student identified the problem, "In a state of nature, there are no laws for anything. No laws for your property or yourself. It is every man for him or her self. This is called a state of nature." The solution was explained as, "A man name John Locke thought the solution was to create government to have rules or laws for the people. People would give up some of their freedom for security. It is called the social compact." The student failed to provide an example of the social compact.

**Sample 5**

In the state of nature people feel insecure. Because the people are free to do whatever they want to do it is a problem. To make their place better the people will agree to give up some freedom, creating a social compact. The social compact will make people have more security and protection.

3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies problem or solution with an inaccurate, irrelevant, or no example.
0	Inaccurate response

The student correctly identified the problem as, "In the state of nature people feel insecure. Because the people are free to do whatever they want to do it is a problem." The student further explained the solution, "To make their place better the people will agree to give up some freedom, creating a social compact. The social compact will make people have more security and protection." The student failed to provide an example of the solution.

**Sample 6**

John Locke explained our government. He wanted to help people understand what life was like without government and why we need government. Some people live in places without government. They can do whatever they want, yet they feel insecure. They are unsafe because their rights aren't protected. This is called a state of nature.

3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies problem or solution with an inaccurate, irrelevant, or no example.
0	Inaccurate response

The student identified the problem, "Some people live in places without government. They can do whatever they want, yet they feel insecure. They are unsafe because their rights

aren't protected. This is called a state of nature." The student failed to accurately express the solution and give an example of the solution.

**Sample 7**

If you don't have security when people come in and take everything because people will take their stuff. They have to stop people from taking everything.

3-point Scoring Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
2	The response identifies the problem and solution with an inaccurate, irrelevant, or no example.
1	The response identifies problem or solution with an inaccurate, irrelevant, or no example.
0	Inaccurate response

The student did not identify the problem, solution, or give an accurate example of the solution to the problem.

Name \_\_\_\_\_ Date \_\_\_\_\_

## **The First and Second Readings of the Text**

**DIRECTIONS:** Carefully read the text. As you read, underline any words or phrases that you do not know or understand. Then write the words and phrases you underlined in the graphic organizer. Finally, write any questions or comments you have about the text in the graphic organizer.

### **The Social Compact**

John Locke and other philosophers developed a solution to the problems that exist in a place without government. In a state of nature, people might feel free to do anything they want to do. However, their rights would not be protected and they would feel insecure.

Locke argued that people should agree with one another to give up some of their freedom in exchange for protection and security. They should consent to follow some laws in exchange for the protection these laws would give them. This agreement is called a social compact or social contract. A social compact is an agreement people make among themselves to create a government to rule them and protect their natural rights. In this agreement the people consent to obey the laws created by that government.

Name \_\_\_\_\_ Date \_\_\_\_\_

## **The First and Second Readings of the Text**

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### **The Social Compact**

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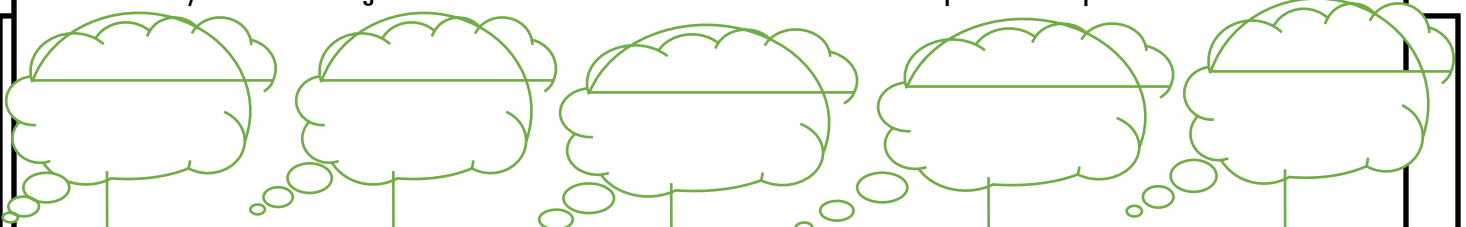
Locke argued that people should agree with one another to give up some of their freedom in exchange for protection and security. They should consent to follow some laws in exchange for the protection these laws would give them. This agreement is called a social compact or social contract. A social compact is an agreement people make among themselves to create a government to rule them and protect their natural rights. In this agreement the people consent to obey the laws created by that government.

# Close Reading: The Social Compact

## Step 1: Anticipatory Set

Directions: Answer the following questions with your group. Write your ideas in the thought clouds.

1. What do you think driving would be like if there were no traffic laws? Give specific examples.



2. What do you think life would be like if there were no laws to protect your private property? Give specific examples.



## Step 2: Reading 1- Making Meaning

Directions: Fill in the graphic organizer as you read the text.

The Social Compact	Independent Reading Graphic Organizer
<p>The words in the text that I do not understand are...</p>	
<p>Some questions or thoughts I have about the text are...</p>	

## Step 3: Reading 2- Central Idea

Directions: Listen for the central idea as the text is being read to you. Highlight the answer in the text.

What is the central idea of the text?

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social compact? Use evidence from the text to support your answer.

# Step 5: Problem/Solution Essay

Directions:

In a paragraph, answer the following questions using *The Social Compact* text and your notes.

Write a summary of Locke's argument for government that includes answers to the following questions:

- What problem does the author introduce in the text *The Social Compact*?
- What is one solution to the problem? Explain your answer with an example.

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## Scoring Rubric

### 3-Point Rubric

3	The response identifies the problem and solution with an accurate and relevant example.
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