

# The Constitutional Convention

**Essential Questions:** Who attended the Philadelphia Convention and what roles did the various leaders play? What were the major conflicts presented at the Convention? How were these conflicts resolved? Who were the supporters and detractors of the Constitution?

Learning Standard	Vocabulary	Activity & Resources	Assessment
<p><b>USI.7</b> Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.</p> <p><b>USI.8</b> Describe the debated over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalists Papers on federalism, factions, checks and balances, and the importance of an independent judiciary</p> <p><b>USI.10</b> On a map of North America, identify the first 13 states to ratify the Constitution.</p> <p><b>USG.2.1</b> Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).</p> <p><b>USG.2.2</b> Analyze and interpret central ideas on government, individual rights and the common good in founding documents of the United States.</p>	<p>Delegate, Constitution, Preamble, Founding Fathers, compromise, proportional representation, New Jersey Plan, Virginia Plan, Great Compromise, three-fifths clause, legislative branch, executive branch, judicial branch, bicameral legislature, senate, house of representatives, veto, clause, necessary and proper clause, amend, general powers, enumerated powers, popular sovereignty, capitalism, protective tariff, taxes, general welfare clause, equal representation, Electoral College, ratification, anti-federalist, federalist, Bill of Rights, James Madison, George Washington</p>	<p><b>Activator:</b> Ask the students to develop a Constitution for a new nation. What key elements would they include? Discuss this activity in the classroom setting.</p> <p><b>Text References</b></p> <ul style="list-style-type: none"> <li>• <a href="#">America Past and Promise Chapter 11</a></li> <li>• <a href="#">History Alive! Chapter 8</a></li> <li>• <a href="#">We the People Lessons 12, 13, 14, 15, and 16</a></li> </ul> <p><b>Activities and Resource Binder Materials:</b></p> <ul style="list-style-type: none"> <li>• Who was at the convention? Have students read the handout and discuss participants at convention. Who is not included in this essential event in American History?</li> <li>• Have students draw the government tree.*</li> <li>• Students participate in mock Constitutional Convention.</li> <li>• Have students complete the Constitutional Matrix using the document.*</li> <li>• Ask students to define specific terms in the Preamble.*</li> <li>• Have students complete a carousel booklet outlining the four major compromises debated at the Convention (i.e. representation, executive authority, 3/5 compromise, and importation of slaves). *</li> <li>• Compare and contrast the Federalists and the anti-Federalists in the context of Hamilton and Jefferson.*</li> </ul>	<p><i>ARTICLES</i> Acrostic assignment from History Alive 1.4</p> <p>Essay Question: Identify and explain the compromises that resolved three of the major conflicts at the Constitutional Convention.</p> <p>Create a T Chart/Venn Diagram comparing and contrasting the Federalists and Anti-Federalists points of view. Include the names of supporters of each side. (Alternate: create posters supporting or opposing ratification).</p>

<b>The Constitution</b>			
<b>Essential Questions:</b> What is the federal system and how does it work? What powers and responsibilities are given to the legislative, executive, and judicial branches in the Constitution? What are the separation of powers and the system of checks and balances? How is the Constitution changed?			
<b>Learning Standard</b>	<b>Vocabulary</b>	<b>Activity &amp; Resources</b>	<b>Assessment</b>
<p><b>USI.14:</b> Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, checks and balances, and individual rights.</p> <p><b>USI.15:</b> Explain the varying roles and responsibilities of federal, state and local governments in the United States.</p> <p><b>USI.17:</b> Explain the major components of Massachusetts' state government including the roles and functions of the governor, state legislature and other constitutional officers.</p> <p><b>USI18:</b> Explain the major components of local government in Massachusetts including the roles and functions of school committees, town meetings, and boards of selectmen, mayors and city councils.</p> <p><b>USI.21:</b> Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.</p> <p><b>USG.3.9:</b> Explain the formal process of how a bill becomes a law and define the terms: initiative and referendum.</p>	<p>Federalism, Impeach, pardon, veto, override, checks and balances, separation of powers, popular sovereignty, enumerated powers, reserved powers, implied powers, legislature, judicial review, ratify, town meeting, selectmen, Supreme Court, cabinet, congress</p>	<p><b>Activator:</b> Students will copy the Federal Government Tree into their notebooks. Then students will be divided into groups. Each group can develop their own government trees that display the Federal Government's structure.</p> <p><b>Text References</b></p> <ul style="list-style-type: none"> <li>• <a href="#">America Past and Promise</a> Chapter 11 and 12</li> <li>• <a href="#">History Alive!</a> Chapter 9</li> <li>• <a href="#">We the People,</a> Lesson 17, 18, 19, 20, 21, 22</li> </ul> <p><b>Activities and Resource Binder Materials</b></p> <ul style="list-style-type: none"> <li>• Have students make a step book that demonstrates the 3 branches of the federal government. *</li> <li>• Use graphic organizers to demonstrate the following facts &amp; information: increased powers of the federal government under the new constitution, checks &amp; balances of the federal government, &amp; shared powers of the federal government.*</li> <li>• Use graphic organizers to examine the outline for each of the branches of the federal government: an outline for the legislative branch could be an outline of the capitol building, the executive could be and outline of Washington's head and the judicial could be an outline of the Supreme Court Building.*</li> <li>• Have students examine Washington's administration, create a report card for his first term in office.*</li> </ul>	<p>Use Federal Government Tree</p> <p>Use rubrics to assess the charts and graphs that students develop in this unit.</p> <p>Use crossword puzzle of the vocabulary terms associated w/this unit to test student knowledge.</p> <p>Have students complete blank graphic organizers of each of the branches to provide necessary information learned during this unit of study.</p>

# Applied Constitution

**Essential Questions:** How has the Constitution adapted and changed over the centuries to include those not mentioned when the document was written? How has the face of citizenship changed over time?

Learning Standard	Vocabulary	Activity & Resources	Assessment
<p><b>USI.31:</b> Describe the formation of the abolitionist movement, the roles of various abolitionists and the responses of southerners and northerners to abolitionism. (H)</p> <p><b>USI.41:</b> Explain the policies and consequences of Reconstruction.</p> <p><b>USII.25:</b> Analyze the origins, goals and key events of the Civil Rights Movement.</p> <p><b>USI. 33</b> Analyze the goals and effects of the antebellum women’s suffrage movement</p> <p><b>USI.28</b> Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.</p> <p><b>USI.23</b> Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.</p> <p><b>USI.26</b> Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon Trails.</p>	<p>Majority, minority, stereotype, ethnocentrism, immigrants, emigrants, discrimination, prejudice, culture, diversity, Civil Rights Bill 1866, Plessy vs. Ferguson, Jim Crow Laws, Reconstruction, suffrage, Trail of Tears, Indian Removal Act</p>	<p><b>Activators:</b> Ask students to work in a small group setting. Have them develop a list of five examples of people that were not included in the Constitution.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will be able to identify and understand who the Constitution was specifically written for</i></li> <li>• <i>Students will be able to recognize the groups of people in American society that were left out of the Constitution</i></li> <li>• <i>Students will examine and understand historical events that led to the inclusion of these groups under the Constitution</i></li> <li>• <i>Students should be able to identify groups in society that are still not included in the Constitution</i></li> </ul> <p><b>Text References</b></p> <p>Native Americans:</p> <ul style="list-style-type: none"> <li>• <b><u>America Past and Promise</u></b> Chapter 8 Section 3 and Chapter 15 Section 2</li> <li>• <b><u>History Alive!</u></b> Chapter 14 page 192-194</li> </ul> <p>African Americans:</p> <ul style="list-style-type: none"> <li>• <b><u>America Past and Promise</u></b> Chapter 20</li> <li>• <b><u>History Alive!</u></b> Chapters 18 and 20</li> <li>• <b><u>We the People,</u></b> Lessons 25 and 26</li> </ul> <p>Women:</p> <ul style="list-style-type: none"> <li>• <b><u>America Past and Promise</u></b> Chapter 21 Section 4, page 541</li> <li>• <b><u>History Alive!</u></b> Chapter 18, 27</li> <li>• <b><u>Readings From National Women’s History Project</u></b></li> </ul> <p>Immigrants:</p> <ul style="list-style-type: none"> <li>• <b><u>America Past and Promise</u></b> Chapter 21 Section 4 and Chapter 22</li> <li>• <b><u>History Alive!</u></b> Chapter 25 and 26</li> </ul> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>• <i>US and Them</i> magazine</li> <li>• <i>A Place At The Table</i></li> </ul>	<p>Assessment will be based on notebook checks, vocabulary, projects, and class participation.</p>

**Activities and Resource Binder Materials:**

US Government Policy Towards Native Americans:

- *Blankets For The Dead* Reading (Us and Them)
- *Ghost Dance at Wounded Knee* Reading (Us and Them)
- Indian Removal Act Map\*
- Poem about Indian Removal\*

US Government Policy Towards African Americans:

- Read [America's Past and Promise](#) and [History Alive!](#)
- Create a Carpetbag
- Jim Crow and KKK Jigsaw\*
- Read children's books on this topic and create book reports
- Timeline of Civil Rights movement on register tape.\*

US Government Policy Towards Women:

- Read in [America's Past and Promise](#) and [History Alive!](#)
- Reading from [Struggle for Women's Rights](#) Jackdaw\*
- National Women's History Project Resources\*

US Government Policy Towards Immigrants:

- Read [America's Past and Promise](#) and [History Alive!](#)
- Immigrant Family project\*