

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 4th Grade Social Studies Course.

4th Grade Social Studies - Unit 3 – Challenges of a New Nation

Elaborated Unit Focus	<p>This unit will focus on how the beliefs and ideals of the individuals, groups, and institutions that made up our newly formed nation, in regards to the distribution of power within a society, led to conflict and change during the framing of the Constitution. This unit will also look at how location played a role in the ever-widening differences in the beliefs and ideals of the populations of the individual states, fueling the debate over many of the major issues at the Constitutional Convention which, in turn, led to the compromises that form the structure of our government, and how these same concerns led to the inclusion of the Bill of Rights.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p>
GSE for Social Studies (standards and elements)	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution.</p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p> <p>SS4CG1 Describe the meaning of:</p> <p>b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty</p> <p>c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)</p> <p>d. Representative democracy/republic</p> <p>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</p> <p>SS4CG3 Describe the structure of government and the Bill of Rights.</p> <p>a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.</p> <p>b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.</p>

<p>Connection to GSE for ELA/Science/Math</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p>



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 Beliefs and Ideals	<ol style="list-style-type: none"> 1. How did the beliefs and ideals of the individuals, groups, and institutions impact the writing of the Constitution? <ol style="list-style-type: none"> a. What were some of the key areas the delegates at the Constitutional Convention disagreed over? b. Why were they so concerned about how power would be distributed? c. What beliefs were at the heart of the conflict that led to the Great Compromise? 2. What beliefs and ideals are expressed in the Pre-Ambles to the Constitution, and the Bill of Rights? <ol style="list-style-type: none"> a. Why did the framers of our Constitution feel the need for the Pre-Ambles? b. How do you think their experiences with King George III influenced the content of the Pre-Ambles? c. What beliefs led to the inclusion of the Bill of Rights?
Enduring Understanding 2 Conflict and Change	<ol style="list-style-type: none"> 1. What conflicts came to light during the writing of the Constitution? <ol style="list-style-type: none"> a. How were these conflicts resolved? b. Did these conflicts result in a better government? c. Are there any unintended consequences that are the result of these compromises? 2. What conflicts in beliefs led to the inclusion of the Bill of Rights in our Constitution? <ol style="list-style-type: none"> a. What beliefs are expressed in the Bill of Rights? b. How does the Bill of Rights seek to resolve conflicts both then and in the future? c. Could the Bill of Rights cause unintended conflicts?
Enduring Understanding 3 Distribution of Power	<ol style="list-style-type: none"> 1. How does the Constitution insure that our government is by the consent of the governed? <ol style="list-style-type: none"> a. How does the Constitution distribute power in our society? b. Why did the leaders structure our government's power distribution across three branches? c. How does the Bill of Rights limit our government's power? 2. Why did the framers choose a representative democracy / republic? <ol style="list-style-type: none"> a. What is a representative democracy / republic? b. What are some advantages of this type of government? c. What are some disadvantages of this type of government?
Enduring Understanding 4 Individuals, Groups, and Institutions	<ol style="list-style-type: none"> 1. How did beliefs and actions of the major leaders of the Constitutional Convention influence the form our government took? <ol style="list-style-type: none"> a. What influence did James Madison have on the Constitutional Convention? b. What influence did Benjamin Franklin have on the Constitutional Convention? c. What influence did George Washington have on the Constitutional Convention? 2. How did the institution of slavery in the southern states impact the writing of the constitution? <ol style="list-style-type: none"> a. What was at issue in the Three-Fifths Compromise? b. Why did southern states want to count the slaves? c. Why did northern states think slaves should not be counted towards population?
Enduring Understanding 5 Location	<ol style="list-style-type: none"> 1. How did the location of the states affect their beliefs on how they should be represented in the new government? <ol style="list-style-type: none"> a. Why was the size of each state a concern? b. Why were southern states concerned they would not be equally represented? c. Why did many northern states feel they would not be equally represented? 2. What are some issues inherent in trying to create a government out of many individual states? <ol style="list-style-type: none"> a. How did these issues lead to the failure of the Articles of Confederation? b. How were these issues addressed in the Constitution? c. How did these issues lead to the inclusion of the Bill of Rights?

Sample Instructional Activities/Assessments

Simulating Life Under the Articles of Confederation

Description:

In this activity, students will discover what the weakness of the Articles of Confederation were by playing a game. Students will be grouped unevenly to represent the different sized states that made up the 13 original states, though you may want to have only 6 states for your simulation to allow for discussion and uneven groupings. The students and teacher will then draw “problem” cards, and must perform the actions they specify. Resources and accomplishments will be worth points, and the group with the most points wins.

The teacher represents Congress, and each group of students represents one of the states.

Preparation before beginning:

Prepare a set of the **resource cards** (blackline master attached below) for each group (enough for 3 sheets per group, although you can distribute them unevenly if desired), and a set of **“state” problem cards**; one set for each group of students (state) and a set of **“Congress” problem cards** for the teacher to draw during game play. Prepare the money for each group as specified below.

Opening:

Briefly explain the activity to the students and post the *“Powers of the state and federal governments under the Articles of Confederation”* (provided below) on the board, and provide a paper copy to each group. The teacher will briefly discuss each ability listed to be sure students understand the terminology. Avoid making any judgements or revealing any of the problems with these powers. They should discover the issues for themselves through the activity.

Activity:

Divide the students into 6 uneven groups with one group only having only two students, and one having 8 and then sort the rest as desired. Each group will represent a state – the teacher may want to let them choose which of the 13 states they want to be, or assign them based on size, with the group of two being Rhode Island, and so forth, by population relative to group size for a more realistic feel. Each group (state) will choose one person to be their representative in the Continental Congress regardless of population size. It is very important that throughout this activity **only that one person may vote**. The idea is to encourage the larger group to start to feel that they should get more votes because they are bigger.

Give each group (state) a stack of resource cards as described above, printable from the master provided below. To add interest, the teacher can distribute resources unevenly as well. Be sure students shuffle the resource cards before play begins.

Give each group (state) something unique that will represent money, and it is important that each “state” does not get an equal amount – some get significantly more than others. For example, one group may get 30 beans that represent money, and another group may get 100 grains of rice, etc. The idea is to make it hard for each “state” to purchase things from another state because their money is so different, and also to make the money worth something to them so they are less willing to part with it when it comes time for congress to ask for money.

Allow the groups time to choose their representative for Congress, and determine how much their money is worth.

Begin Play

Be sure each group has shuffled their problem cards and placed face down. Resource cards are available and visible throughout play.

The teacher will settle the groups back down and then draw a card from the “Congress” problem card stack. The teacher (Congress) will read the card aloud. Students must attempt to take whatever action the card calls for. Allow time for students to collaborate, talk with other states, negotiate, or whatever the card requires. When the groups have taken whatever action they can or wish to take, the play passes to the first group (state). That group draws a card from their “state” problem set. The state that drew the card must try to take the action on the card (unless the card clearly states that other states are involved in the action). Play then moves to the next state, and so forth, until all states have drawn and acted upon a card. The teacher may allow as many rounds of play as desired until the cards run out.

As groups act on the problem cards, the teacher may need to remind states of what Congress can and cannot do, as well as what powers the individual states have. Be sure the resource cards change hands to whatever group gained or lost them.

At the end of however many rounds of play the teacher chooses, the states tabulate their points by adding up all of the points at the bottom of the cards they hold, and counting what money they have left. **Money is worth 2 points each** (each bean, each kernel of rice, etc.) no matter how much value they give it, as it all gets converted into US Dollars after the Constitution is written! The state with the most points in the end wins.

Needless to say, students will probably feel the rules (Articles) were very unfair, and might wish to create a new set of laws (Constitution) to play by!

Closing:

The teacher will lead a classroom discussion of what worked and what didn't; what seemed fair, and what wasn't fair; what would happen over time. Some guiding question are as follows:

- ✓ Was it hard to buy or trade stuff with other states? Why?
- ✓ What do you think would happen if another country threatened us and we had to go to war?
- ✓ Was it easy to get all of the states to agree on something?
- ✓ Did some states have an advantage over others? Why?

<p>GSE Standards and Elements</p>	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution. b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p>
<p>Connection to GSE for ELA/Science/Math</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; draw conclusions and make generalizations</p> <p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions</p>

Powers of the state and federal governments under the Articles of Confederation

Powers of the federal government (Congress)	Powers of the individual state governments
<ul style="list-style-type: none">• Cannot collect taxes – must ask the states• Can pass laws if 9/13 states vote for it• Can change the Articles if 13/13 vote for it• Can declare war• Can raise an army if states send troops• Cannot regulate trade between states• No executive branch – can't enforce laws	<ul style="list-style-type: none">• Can collect taxes• Can give money to Congress if they want to, but don't have to• Can tax trade goods with other states• Can ignore laws Congress passes• Can send troops for Congress to use, but don't have to• Cannot declare war on another nation

Resource cards: (provide three sheets to each group, or distribute unevenly depending on state population size for added realism and fun!)

200 troops 10 points	cotton cloth 100 yards 5 points
bread 200 loaves 3 points	iron / steel 300 pounds 8 points
tree trunks 50 8 points	corn 50 bushels 4 points
sugar 100 pounds 5 points	cannon 5 8 points
bread 200 loaves 3 points	corn 50 bushels 4 points

State problem cards (student groups): (provide one sheet to each group, or shuffle them first and then distribute for realism and fun!)

<p>Shay’s Rebellion has come to your state. Farmers are upset over state taxes and are protesting violently. You must gather 400 troops to stop the protests and destroy one corn OR one bread card. You can ask Congress for troops, or get another state to help by giving you troops. You get 5 points if successful.</p>	<p>A drought has hit your state. You must destroy any corn cards you have, and must try to purchase at least one corn card from another state. You get 5 points if successful.</p>
<p>Your state needs more lumber to build houses, schools, forts, and other buildings. You need a total of 250 logs to do this. Negotiate with other states to purchase tree trunks. You get 5 points if successful.</p>	<p>It has been a bitter cold winter. Your state needs a total of 600 yards of Cotton cloth to make clothing and blankets. Negotiate with other states to get what you need. You get 5 points if successful.</p>
<p>Your state wants to change the flag that represents the entire country. Tell every state to take 5 minutes to quickly design a flag and then get everyone to vote on which flag. You must get every group but 1 to agree. Remember, each state only gets 1 vote no matter how many people are in it. You get 5 points if successful.</p>	<p>Your state wants everyone to use the same type of money. Lead a discussion as to what you will use for money. If you can get every group but 1 to agree on what you will use, you may change to that type of money. Remember, each state only gets 1 vote no matter how many people are in it. You get 5 points if successful.</p>
<p>Free steal – your state may take 1 resource card from any other state. You might want to be sure you have the troops to defend yourself if they want to fight back!</p>	<p>ALL STATES - The British are sending troops into the Northwest Territories from Canada. Congress has asked for 100 troops and 200 units of money from each state. You may choose to send them or not. What does each state choose to do?</p>
<p>ALL States – The country needs to stock its forts with cannon. Congress has asked each state to contribute 5 cannon. You may choose to send them or not. What does each state choose to do?</p>	<p>Your state militia needs guns and ammunition to protect its borders and people. You need to have 1200 pounds of iron to make them. Negotiate with other states to purchase what you need. You get 5 points if successful.</p>

Congress problem cards (teacher): (provide one sheet to the teacher)

<p>ALL STATES - The British are sending troops (again) into the Northwest Territories from Canada. Congress is asking each state for 100 troops and 200 units of money. States may choose to send them or not. What does each state choose to do?</p>	<p>ALL States – The country needs to stock its forts with cannon (again). Congress has asked each state to contribute 5 cannon. States may choose to send them or not. What does each state choose to do?</p>
<p>Congress needs iron to make weapons and ammunition for troops. Congress asks each state to send 300 pounds of iron. States may choose to send them or not. What does each state choose to do?</p>	<p>Congress needs troops to help protect our country from foreign enemies. Congress asks each state to send 200 troops to congress. States may choose to send them or not. What does each state choose to do?</p>
<p>Congress wants to pass a law that says each state must educate its children, and must spend (destroy) 50 tree trunks to build schools, and make paper and books. States may choose to do this or not. What does each state choose to do?</p>	<p>Congress wants to change the Articles of Confederation to allow them to tax the states to raise money for a federal army. Congress may try to convince the states of the need to do this, and then take a vote. Remember, each state only gets 1 vote no matter how many people are in it. All states must agree.</p>
<p>Congress wants to change the Articles of Confederation to allow them to create a single type of money. Congress states what material they want to use, and then takes a vote. Remember, each state only gets 1 vote no matter how many people are in it. All states must agree.</p>	<p>Shay’s rebellion is happening in nearly every state, but especially in the northern most states. Congress wants each state to send 200 troops which they will split evenly among any New England states playing (give them the resource cards). (Massachusetts, Connecticut, Rhode Island, New Hampshire). Does your state send troops?</p>

The Great Compromise – Students Solve the Problem of Representation

Description:

Part I:

The problem of how to fairly represent each state in congress was already encountered in the Articles of Confederation Simulation above. This activity will elaborate on that problem, and allow the students to use the inquiry model to solve it. The students will then compare their solution to the Great Compromise of the Constitutional Convention.

This activity will be most engaging if students have not already learned about the various proposals in the Great Compromise.

To get the most out of this activity, the teacher will want to create groups ahead of time with a mind to the types of things students will most likely vote differently on, and some groups need to be significantly larger than others. Please be sensitive to appropriate groupings. Good grouping choices might be to try to get all of the kids that like a particular sport together, or like to draw or paint, maybe those that like to sing or dance, those that prefer to read, or sort them by movie or book genre preferences; or by what subject they like best. You will want to try to do this without letting the kids know that you are. Alternatively, you can let them group themselves with their friends which may accomplish the same thing. The idea is to naturally create voting “blocks” that will end up being under or over represented in Congress.

Opening:

The teacher will introduce the concept of a classroom congress that will vote to decide things for the class as whole. The teacher will need to explain that it would be impractical to have every student vote every time a decision needs to be made. The teacher will explain that groups of students will elect representatives to vote for them.

Activity:

The teacher will group the students unevenly in size to reflect larger states and smaller states. Once the students are grouped the teacher will tell them that each group must decide how many representatives they will send to the class congress, and who they will be. They may send as many or as few as they want. Give them about 5 – 10 minutes to decide this and send their representatives to a designated area (front of the room, conference table, etc.). Now tell the students that it is time to decide a few things. Pick a few questions that are guaranteed to get different choices from the groups that you have created. As always, choose topics that are appropriate for your class. Ideas might be: what movie would we like to watch, what snack food, do we want to eat outside, what game do we want to play at recess, what do we want to do with free classroom time, where do we want to go for a field trip, etc. List 4 or 5 things they must vote about on the board. Have your representatives go back to their groups and find out what the group wants them to vote for. Gather the representatives, and have them cast their votes out loud or visibly so everyone can see how the vote goes. Hopefully, students will begin to see that some groups have an unfair advantage, and always get what they want. If not, the teacher may need to ask, “Does this seem fair? Is every group represented fairly?”

The teacher should facilitate a discussion of what makes this unfair and why. Students should come to the conclusion that either larger groups that sent more representatives got more votes, or if everyone sent the same number, larger groups had less say proportional to their population. Once students have a solid grasp of the problem, send them off to come up with a solution. Students collaborate to in their groups, come up with a proposal and write it up.

Closing:

Gather the class back together and let each group present their solution. Lead a classroom discussion of the strengths and weaknesses of each solution.

Part II:

Students research the different proposals to the problem of representation put forth at the Constitutional Convention, along with some primary and secondary resources, and determine which proposal they think is best, and write a persuasive paper explaining which one they chose and why.

Resources attached below:

- ✓ Great Compromise Census Data Analysis – Uses data from the 1790 Census

- ✓ Document 1: The Virginia Plan
- ✓ Document 2: The New Jersey Plan
- ✓ Document 3: The Great Compromise – or The Connecticut Compromise

Using 1790 census data, students use the populations of the various states to see which plan benefited which states the most.

After examining and analyzing each of the proposals using the resources and analysis questions below, students will choose which plan they liked the best and find three main reasons with details that support their choice. Students then use this information to create a paper explaining and justifying their choice.

<p>GSE Standards and Elements</p>	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution.</p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p>
<p>Connection to GSE for ELA/Science/Math</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions</p>

Great Compromise Census Data Analysis

Group Members: _____

DISTRICTS	Free white Males of 16 years and upwards, including heads of families.	Free white Males under sixteen years.	Free white Females, including heads of families.	All other free persons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
N. Hampshire	36086	34851	70160	630	158	141885
Maine	24384	24748	46870	531	NONE	96540
Massachusetts	95453	87289	190582	5403	NONE	378787
Rhode Island	16019	15799	32652	3407	948	68825
Connecticut	60523	54403	117448	2808	2764	237946
New York	83700	78122	152320	4654	21324	340120
New Jersey	45251	41416	83287	2762	11423	184139
Pennsylvania	110788	106948	206363	6537	3737	434373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	319728
Virginia	110936	116135	215046	12866	292627	747610
Kentucky	15154	17057	28922	114	12430	73677
N. Carolina	69988	77506	140719	4975	100572	393751
S. Carolina	35576	37722	66880	1801	107094	249873
Georgia	13103	14044	25739	398	29264	82548
	807094	791850	1541263	59150	694280	3893635
Total number of inhabitants of the United States exclusive of S. Western and N. Territory.	Free white Males of 21 years and upwards.	Free Males under 21 years of age.	Free white Females.	All other free persons.	Slaves.	Total
S.W. territory	6271	10277	15365	361	3417	35691
N. Ditto	—	—	—	—	—	—

Data Analysis Questions

1. Which state had the largest population of free males of 16 years or older (first column)?

2. Which state had the smallest population of free males of 16 years or older (first column)?

3. Looking at “Document 1: The Virginia Plan”, and the census data above, in your own words, explain what the delegate from Virginia wanted representation in Congress to be based upon?

4. Why do you think the delegate from Virginia liked that plan? _____

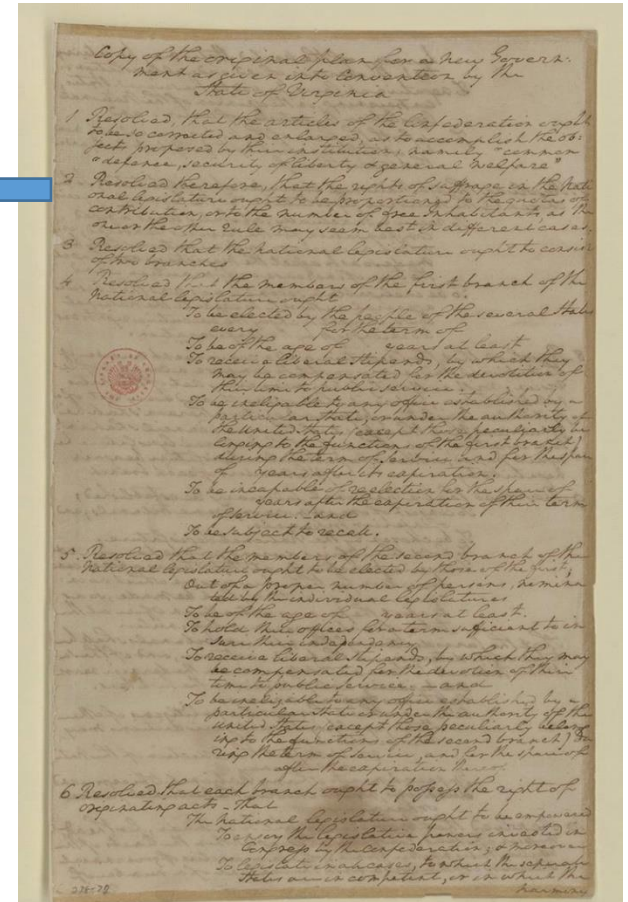
5. Looking at “Document 2: The New Jersey Plan”, and the census data above, in your own words, explain what the delegate from New Jersey wanted representation in Congress to be based upon?

6. Why do you think the delegate from New Jersey thought that was fair? _____

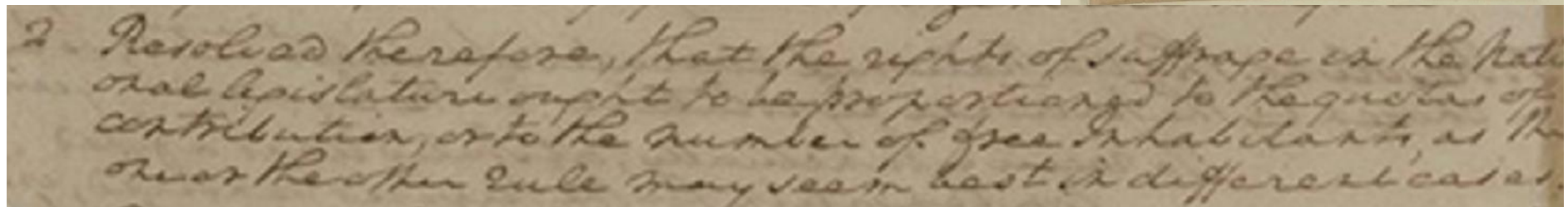
Document 1 - The Virginia Plan: Resolution 2

Resolution 2 says:

“2. Resolved therefore, that the rights of suffrage in the National legislature ought to be proportioned to the quotas of contribution, or to the number of free inhabitants, as the one or the other rule may seem best in different cases. “



In other words: Resolution 2 of The Virginia Plan basically says that the right to vote (suffrage) in the legislature should be determined by the amount of taxes each state pays (quotas of contribution), or by the number of free people who live there (free inhabitants), which ever seems best for each state.



From the Library of Congress. <https://www.loc.gov/exhibits/creating-the-united-states/convention-and-ratification.html>.

Document 2 – The New Jersey Plan:

This resolution basically says that the number of representatives should be the same for each state, or else some states will have more power than others.



to the united states in congress and to the individual states composing the union, agreeably to the 13th¹ article of the confederation —

3. Resolved, That the federal government of the united states ought to consist of a supreme¹ legislative, executive, and judiciary —

4. Resolved, That the powers of legislation be vested in Congress —

5. [In margin: “ See Mr. Lansing— ”]

6. [In margin: “ See Governor Randolph’s. 7th Prop.”]

7. [In margin: “ Same — 9th.”]

Resolved, That every State in the Union as a State possesses an equal Right to, and Share of, Sovereignty, Freedom, and Independence —

Resolved, therefore, that the Representation in the supreme Legislature ought to be by States, otherwise some of the States in the Union will possess a greater Share of Sovereignty, Freedom, and Independence than others —

Whereas it is necessary in Order to form the People of the U. S. of America into a Nation, that the States should be consolidated, by which means all the Citizens thereof will become equally intitled to and will equally participate in the same Privileges and Rights, and in all waste, uncultivated, and back Territory and Lands; it is therefore resolved, that all the Lands contained within the Limits of each State individually, and of the U. S. generally be considered as constituting one Body or Mass, and be divided into thirteen or more integral Parts.

Resolved, That such Divisions or integral Parts shall be styled Districts.

III

[A fair copy of the first four resolutions of II, but not numbered, and in the second resolution “shall” is changed to “ought to”.]

These documents evidently represent preliminary sketches of the New Jersey Plan, and a careful study of the probable origin of the various provisions shows clearly that the completed New Jersey Plan was doubtless a joint product.²

Paterson’s copy of the plan is to be found in a little book into which he also copied the Virginia Plan, the Report of the Committee of the Whole, and Hamilton’s Plan. The resolutions are written on the right-hand pages; certain phrases omitted in copying or changes in wording are written on the left-hand pages with marks to show the places of their insertion. For example, in the doubtful reading of the fourth article, the right-hand page has the words “and remove-

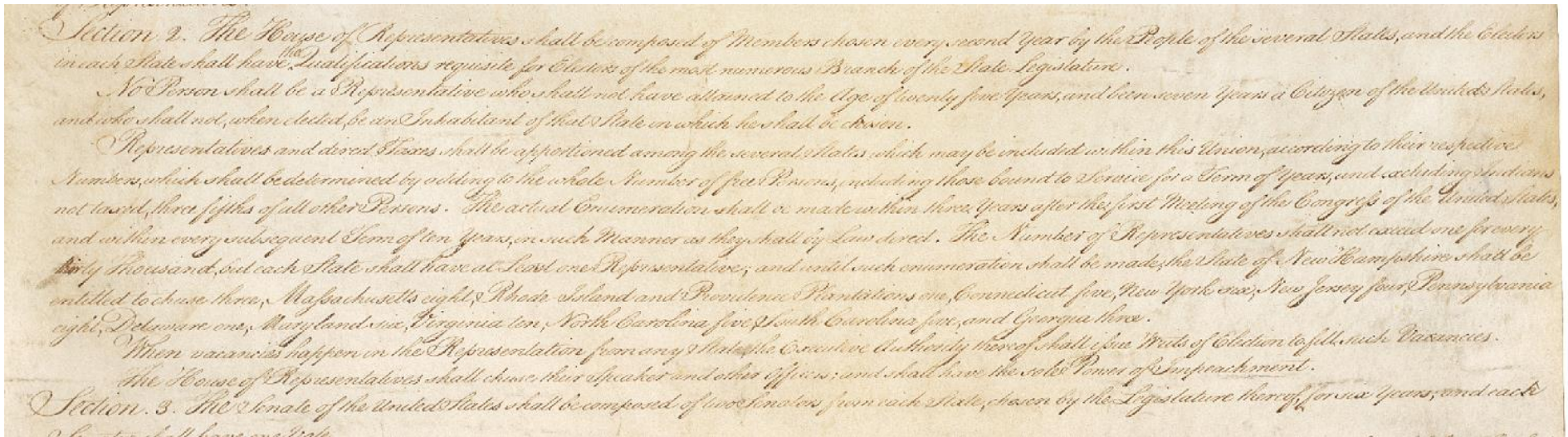
¹ Added in different ink.

² Jameson, *Studies*, 140-143.

From The Library of Congress.

<http://memory.loc.gov/cgi-bin/ampage?collId=llfr&fileName=003/llfr003.db&recNum=616>.

Document 3 - The Great Compromise – or The Connecticut Plan



Section 2 says: “The House of Representatives shall be composed of The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative;

Section 3 says: “The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.”

From the United State Constitution. For a transcript see: <https://www.archives.gov/founding-docs/constitution-transcript>. By Constitutional Convention (U.S. National Archives and Records Administration) [Public domain], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3AConstitution_of_the_United_States%2C_page_1.jpg.

Who Had the Biggest Impact? – Persuasive Writing / Debate

Description:

In this activity, students will research the three leaders of the Constitutional Convention our standard specifies, determine who they think had the biggest impact at the convention, write a persuasive speech justifying their point of view, and then, if time permits, debate each other in small groups.

Opening:

Choose something from popular culture that will resonate with your students' (or simply ask them what is currently trending), and ask them who from that area has had the biggest impact. For example, which soccer player has had the biggest impact on soccer as a whole, or which singer, actor, app for the phone, TV show, movie, etc. has had a big impact. Try to keep them focused on the idea of having an impact, not just who is the best. Facilitate a lively, but courteous, discussion asking students to justify their answers. Explain that some of the leaders of the Constitutional Convention had a huge impact on, not just the writing of the Constitution, but how we live our lives to this day, what we believe in, what we expect from our government, and so on.

Activity:

The teacher may choose to have students work in groups, or independently, or some combination of the two to facilitate differentiation. Each student or group will receive three paper cups (or envelopes, or some other small container) that they will label "James Madison", "George Washington", and "Benjamin Franklin" respectively. Students will research each person, and write down pertinent information as they find it on strips of paper, and place them in the appropriate container. Remind students to write down only things that help show how this person's participation in the Constitutional Convention was important, what kind of impact they had on our government and society as a result. Discourage students from looking for biographical information such as when or where they were born, how many kids they had, etc. Also, remind students to focus on the Constitutional Convention and its aftermath – not inventions and the like. Some resources for research are provided below.

Once students have had sufficient time to adequately research all three figures, students will look through their cups and decide which person has a sufficient quantity of the most compelling strips. Students then sort the strips into piles that share some commonality. For example, perhaps a student will have several facts about James Madison that involve his plan for government at the Constitutional Convention. Those would go in a single pile. He or she may have others that involve his role in facilitating compromises. Students may need help with this to prevent them from having each strip in its own pile, or one big pile with a few leftovers. Ideally, students should have three main piles (big ideas) with three or more strips (details) in each pile. If not, they may need to do more research. These piles then become the big idea with supporting details for each of their three body paragraphs to which students will add an introductory paragraph at the beginning and conclusion at the end.

Closing:

Once students have written, edited, revised, and published their final papers, the teacher will group them with at least one other student who wrote about a different person. Depending on how formal you wish this to be, you can do a four corners debate, grouping them according to which person they chose, or they can debate one group against another which delegate was the most impactful in front of the class, or simply have a discussion using the evidence from their papers to justify their choices.

Online Research Resources:

James Madison

- *James Madison and the Federal Constitutional Convention of 1787*: <https://www.loc.gov/collections/james-madison-papers/articles-and-essays/james-madison-and-the-federal-constitutional-convention-of-1787/>.
- James Madison Timeline (the portion pertinent to the Constitutional Convention): <https://www.loc.gov/collections/james-madison-papers/articles-and-essays/james-madison-timeline-1751-to-1836/1784-to-1807/>.
- James Madison's Contribution to the Constitution: <https://www.loc.gov/collections/james-madison-papers/articles-and-essays/james-madison-timeline-1751-to-1836/1784-to-1807/>.
- *James Madison: Father of the Constitution*: <https://www.constitutionfacts.com/us-constitution-amendments/james-madison/>.
- *James Madison Jr.* <http://teachingamericanhistory.org/static/convention/delegates/madison.html>.

- *Brain Pop, James Madison:* <https://www.brainpop.com/socialstudies/ushistory/jamesmadison/>.
- *James Madison in Constitutional Convention:* <http://www.shmoop.com/constitutional-convention/james-madison.html>.

George Washington

- *Constitutional Convention* (from Mount Vernon.org) <http://www.mountvernon.org/digital-encyclopedia/article/constitutional-convention/>.
- *Presiding Over the Convention: The Indispensable Man:* <http://www.mountvernon.org/george-washington/constitutional-convention/convention-president/>.
- *George Washington:* <http://teachingamericanhistory.org/static/convention/delegates/washington.html>.
- *George Washington and the Constitution:* <https://www.gilderlehrman.org/history-by-era/early-republic/essays/george-washington-and-constitution>.
- *George Washington and His Importance as Presiding Officer:* <http://constitution.laws.com/constitutional-convention/george-washington-and-his-importance-as-presiding-officer>:
- *George Washington in Constitutional Convention:* <http://www.shmoop.com/constitutional-convention/george-washington.html>.
- *Brain Pop, George Washington:* <https://www.brainpop.com/socialstudies/famoushistoricalfigures/georgewashington/>.

Benjamin Franklin

- *Benjamin Franklin in Constitutional Convention:* <http://www.shmoop.com/constitutional-convention/benjamin-franklin.html>.
- *Benjamin Franklin:* <http://teachingamericanhistory.org/static/convention/delegates/franklin.html>.
- *Benjamin Franklin: Creating a Constitution:* http://www.benfranklin300.org/exhibition/_html/5_5/index.htm.
- *Benjamin Franklin and the Constitution:* <http://benjaminfranklinbio.com/benjamin-franklin-and-the-constitution/160/>.
- *This Week in History: September 15 - 21, 1787 - Benjamin Franklin Makes His Final Speech to the Constitutional Convention:* http://www.schillerinstitute.org/educ/hist/eiw_this_week/v3n37_sep_15_1787.html.
- *Brain Pop: Benjamin Franklin:* <https://www.brainpop.com/science/energy/benjaminfranklin/>.

All Three

- *Six Key Players at the Constitutional Convention:* <http://www.mountvernon.org/george-washington/constitutional-convention/6-key-players-at-the-constitutional-convention/>.

<p>GSE Standards and Elements</p>	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution. a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin). b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p>
<p>Connection to GSE for ELA/Science/Math</p> <p>Social Studies Matrices</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations;</p>

<p>Enduring Understanding(s)</p>	<p>formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions</p>
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Was the Three-fifths Compromise Worth It? – an Inquiry Lesson

Description

Through analysis of primary and secondary resources, students will investigate the significance of the 3/5ths compromise, and determine what intended and unintended consequences may have been the result.

Opening:

The teacher will ask students to recall a time when they had to compromise. The teacher will ask several volunteers to share the specific situation, the two sides of the issue, what the outcome of the compromise was, and whether they felt the compromise was worth it or not. The teacher will facilitate a discussion about what happens in a compromise. Is everyone happy with the outcome? Are there ever any unintended consequences? Do people sometimes wish they had not compromised?

Activity:

The teacher will explain that the students are going to look at another one of the compromises the framers of the Constitution made, and they must try to determine if it was “worth it”. Students will need to determine why (or if) a compromise was necessary, what might have happened if the delegates did not compromise, and what intended and unintended consequences may have been the result of the compromise.

Students will work in groups to examine the Constitution excerpt provided below, (however the following link to the Constitution of the United States can be zoomed in quite large for better readability and examination), as well as census data, and Constitutional Convention meeting notes. Students will complete the analysis questions that accompany each document to aid in student interpretation and understanding.

US Constitution:

https://commons.wikimedia.org/wiki/File:Constitution_of_the_United_States_page_1.jpg

Resources attached below:

- ✓ Constitution – Article 1, Section 2
- ✓ Census Data Analysis – Uses data from the 1790 Census
- ✓ Analysis of Constitutional Convention Meeting Notes for Monday July 9, 1787
- ✓ 3/5ths Compromise Analysis Questions

Modifications: Students may be allowed to round the numbers on the Census Data Analysis sheet before performing the calculations.

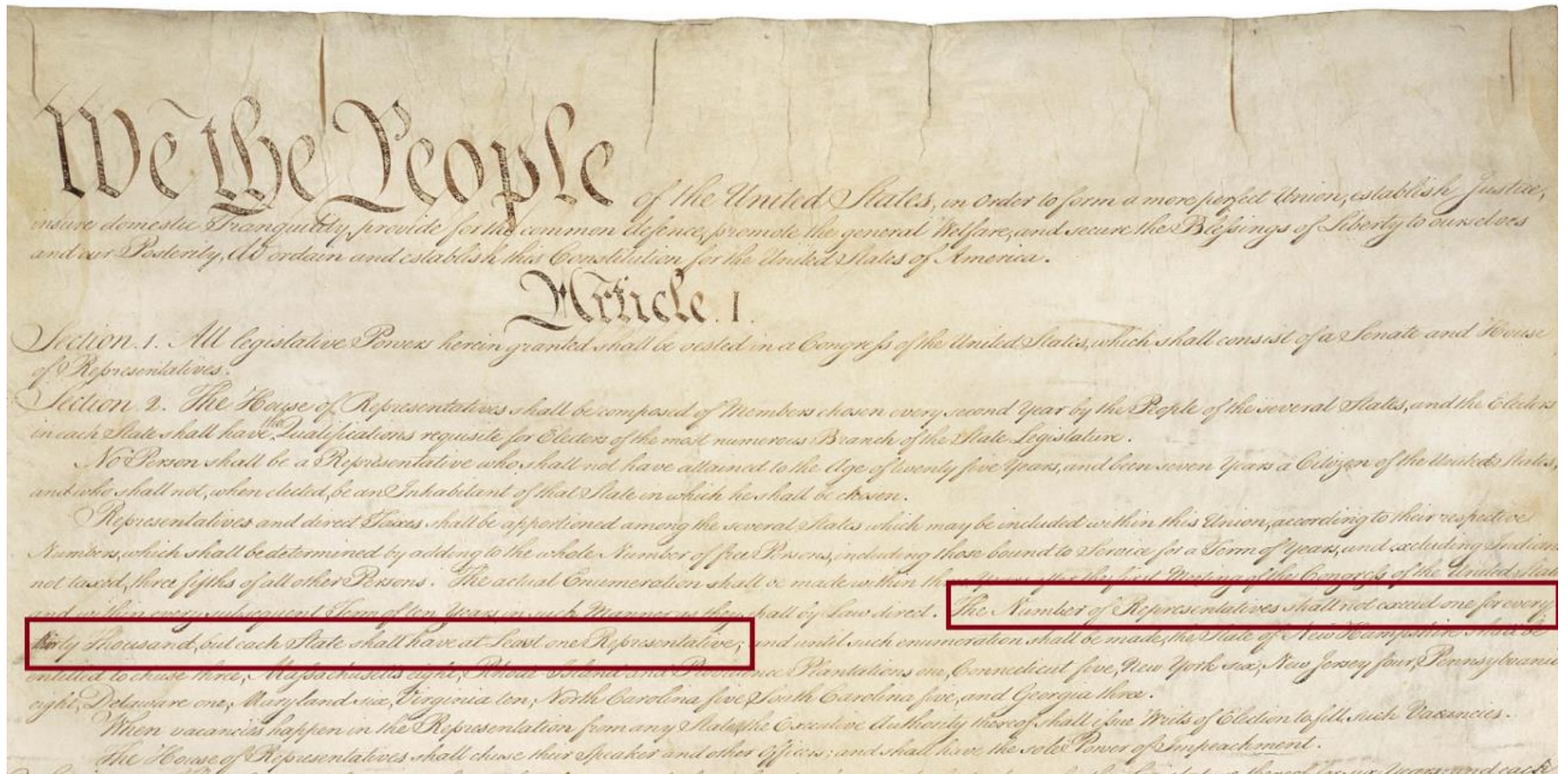
Closing:

Depending on whether the teacher wishes to reinforce presentation / speaking skills, or writing skills, or both. The teacher could have students participate in a short, 4 corners debate (see Unit 2 Frameworks for specific details on a 4 corners debate), have a small group or whole class discussion of their findings, or work independently to write a paper justifying their opinion as to whether the 3/5ths compromise was worth it or not.

<p>GSE Standards and Elements</p>	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution.</p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p>
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4th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Connection to GSE for ELA/Science/Math</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Social Studies Matrices</p>	<p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p>
<p>Enduring Understanding(s)</p>	<p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions, Location</p>



Article 1, Section 2: “The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative.”

From the United States Constitution. For a transcript see: <https://www.archives.gov/founding-docs/constitution-transcript>. By Constitutional Convention (U.S. National Archives and Records Administration) [Public domain], via Wikimedia Commons. From https://commons.wikimedia.org/wiki/File%3AConstitution_of_the_United_States%2C_page_1.jpg.

Census Data Analysis

Group Members: _____

DISTRICTS	Free white Males of 16 years and upwards, including heads of families.	Free white Males under sixteen years.	Free white Females, including heads of families.	All other free persons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
N. Hampshire	36086	34851	70160	630	158	141885
Maine	24384	24748	46870	538	NONE	56540
Massachusetts	95453	87289	190582	5463	NONE	378787
Rhode Island	16019	15799	32652	3407	948	68825
Connecticut	60523	54403	117448	2808	2764	237946
New York	83700	78122	152320	4654	21324	340120
New Jersey	45251	41416	83287	2762	11423	184139
Pennsylvania	110788	106948	206363	6537	3737	434373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	319728
Virginia	110936	116135	215046	12866	292627	747610
Kentucky	15154	17057	28922	114	12430	73677
N. Carolina	69988	77506	140710	4975	100572	393751
S. Carolina	35576	37722	66880	1801	107094	249073
Georgia	13103	14044	25739	398	29264	82548
	807094	791850	1541263	59150	694280	3893635
Total number of Inhabitants of the United States exclusive of S. Western and N. Territory.	Free white Males of 21 years and upwards.	Free Males under 21 years of age.	Free white Females.	All other free persons.	Slaves.	Total
S. W. territory	6271	10277	15365	361	3417	35691
N. Ditto	—	—	—	—	—	—

The image to the left is taken from the 1790 Census by the United State Census Bureau, in the Public Domain, as a publication of the United States government. From <https://www.census.gov/prod/www/decennial.html>.

Step 1: Using the census data in the table to the left, take the total population for each state (column 7) and subtract the slave population (column 6) to find the free population, and write the answer in the “Free Population” column in the table below.

Step 2: In the second table below, take the total population and divide it by 30,000 to find the number of representatives each state would have under the southern states’ plan. To find the number of representatives under the northern states’ plan, take the free population and divide it by 30,000.

Step 3: Answer the data analysis questions below.

State	Total Population	Slave Population	Free Population (total pop. – slave pop.)
Vermont	85,539	16	
N. Hampshire	141,885	158	
Maine	56,540	0	
Massachusetts	378,787	0	
Rhode Island	68,825	948	
Connecticut	237,946	2,764	
New York	340,120	21,324	
New Jersey	184,139	11,423	
Pennsylvania	434,373	3,737	
Delaware	59,094	8,887	
Maryland	319,728	103,036	
Virginia	747,610	292,672	
Kentucky	73,677	12,430	
N. Carolina	393,751	100,572	
S. Carolina	249,073	107,094	
Georgia	82,548	29,264	

State	Total Population	Southern States' Plan: # of Representatives Total ÷ 30,000	Free Population (answer from the earlier table)	Northern States' Plan # of Representatives Free ÷ 30,000
Vermont	85,539			
N. Hampshire	141,885			
Maine	56,540			
Massachusetts	378,787			
Rhode Island	68,825			
Connecticut	237,946			
New York	340,120			
New Jersey	184,139			
Pennsylvania	434,373			
Delaware	59,094			
Maryland	319,728			
Virginia	747,610			
Kentucky	73,677			
N. Carolina	393,751			
S. Carolina	249,073			
Georgia	82,548			

Data Analysis Questions

1. How many more representatives do the southern states get if slaves are counted? _____
2. How many more representatives do the northern states get if slaves are counted? _____
3. Which group gets more representatives if slaves are counted towards the population? _____
4. How many more representatives does this group get than the other? (Hint: Look at questions 1 and 2. Subtract the smaller number from the larger.)

5. Why did the southern states want to count the slaves? _____

Analysis of Constitutional Convention Meeting Notes for Monday July 9, 1787

Mr. PATTERSON ...[said in regards to representation] He could regard ... slaves in no light but as property. They are no free agents, have no personal liberty, no faculty of acquiring property, but on the contrary are themselves property, & like other property entirely at the will of the Master. Has a man in Virga. a number of votes in proportion to the number of his slaves? And if ...[slaves] are not represented in the States to which they belong, why should they be represented in the Genl. Govt. What is the true principle of Representation? It is an expedient by which an assembly of certain individls. chosen by the people is substituted in place of the inconvenient meeting of the people themselves. If such a meeting of the people was actually to take place, would the slaves vote? They would not. Why then shd. they be represented. He was also agst. such an indirect encouragemt. of the slave trade; observing that Congs. in their act relating to the change of the 8 art: of Confedn. had been ashamed to use the term "slaves" & had substituted a description.

Mr. MADISON, reminded Mr. Patterson that his doctrine of Representation which was in its principle the genuine one, must for ever silence the pretensions of the small States to an equality of votes with the large ones. They ought to vote in the same proportion in which their citizens would do, if the people of all the States were collectively met. He suggested as a proper ground of compromise, that in the first branch the States should be represented according to their number of free inhabitants; and in the 2d. which had for one of its primary objects the guardianship of property, according to the whole number, including slaves.

Analysis questions:

1. In the meeting notes above, Mr. Patterson says that the purpose of representation is because it would be inconvenient for a larger group of people to all go to the same place and vote on something, so we choose a smaller group who will vote as we want, and send them to vote for us. He then asks, "If such a meeting of the people was actually to take place, would the slaves vote? They would not. Why then shd. they be represented." What point is he trying to make?

2. What unintended consequences of allowing slaves to count toward representation do you think Mr. Patterson is referring to when the meeting notes say, "He was also agst. such an indirect encouragemt. of the slave trade;"?

3. Who does Mr. Madison feel will not have an equal "voice" in the government if each state gets representation based only on population? _____

4. What does Mr. Madison suggest they do instead to make it fair? _____

3/5ths Compromise Analysis Questions

1. Why did southern states want to count slaves toward their population when determining the number of representatives they could send to Congress?

2. Why did northern states object to this?

3. Why does the number of representatives a state can send to Congress matter so much?

4. According to Article 1, Section 2 of the Constitution, how many representatives does each state get?

5. Using the "Census Data Analysis Sheet", did the 3/5^{ths} compromise significantly increase representation for southern states? _____ By how much? _____

6. In your opinion, was the 3/5ths Compromise necessary? Use evidence from your document analysis to justify your opinion:

7. What do you think would have happened if the delegates did not compromise on this issue?

8. What unintended consequences do you think the 3/5ths compromise may have had?

Why a Federal System - States' Rights

Description:

In this activity, students will learn about the two types of government colonists had experienced before the Constitutional Convention, and look at the beliefs and ideals they held at the time of the writing of the Constitution, and how this resulted in the federal system of government they created.

Opening:

The teacher will lead a short class discussion using the graphic organizer provided below to determine the pros and cons of the two types of government the colonists had experienced before the Constitutional Convention (a monarchy, and a confederacy). Some guiding questions might include:

Who had the power to govern or rule in the monarchy under King George III?

What are some advantages to this type of government?

What are some disadvantages?

Who had most of the power to govern or rule under the Articles of Confederation?

What are some advantages to this type of government?

What are some disadvantages?

Activity:

The teacher will group the students as desired, and have them read the article below from iCivics (civiced.org). The teacher should differentiate the reading based on the needs of the students. Students will then discuss the article and fill out the rest of the graphic organizer based on their reading and discussion.

Closing:

Each group will use their graphic organizer to agree upon and write their own definition of a federal system of government and share it with the class. The class then agrees on the final definition.

GSE Standards and Elements	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution. b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p> <p>SS4CG1 Describe the meaning of: c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)</p>
Connection to GSE for ELA/Science/Math	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
Social Studies Matrices	<p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p>
Enduring Understanding(s)	<p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions</p>

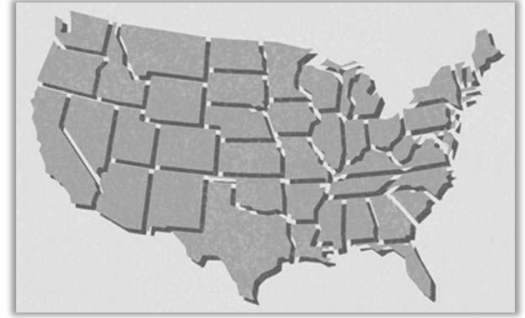
Resources:

The "Federal" in Federalism

Name: _____

United States

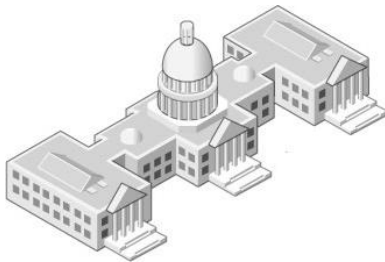
The United States is one country—but it's also a bunch of states. You could almost say it's a group of states that are... well... united. When our country was born, thirteen states already existed. Each one had been a British colony before gaining independence from Britain after the Revolutionary War. These new states wanted to come together as one nation, but they also wanted to be independent. After all, they'd just won their freedom from a powerful government! They needed a central government that would share power with the states, and that's exactly what they created when they wrote the Constitution.



Who is in charge? States or the federal government?

Let's Get Together

Each state already had its own government, so it wasn't as if the new Americans were running amok. But if the new United States was going to be able to deal with other nations, it needed one government that would speak for the entire country. It also needed one central government to do things like declare war on other countries, keep a military, and negotiate treaties with other countries. Each state also had its own court system, but there needed to be federal courts where citizens from different states could resolve their disputes.



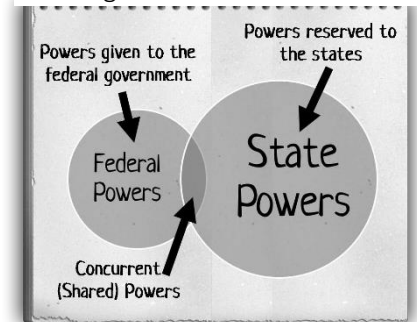
Government on Two Levels

The United States Constitution creates a central government known as the federal government. The federal government deals with issues that affect the entire country. Each state also has its own state government that only handles the affairs of that state. This division of power between a central government and state governments is called **federalism**.

The federal government gets all of its power from the Constitution. Federal power is divided among three branches of government: the executive, legislative, and judicial branches. The Constitution explains the role and powers of each branch. In order to keep the federal government from becoming too powerful, the Constitution says that any power not given to the federal government is a power the states or the people keep for themselves. There are a few powers that both the states and the federal government share.

federalism: the division of power between states and a central government

federal: a word that refers to the central government

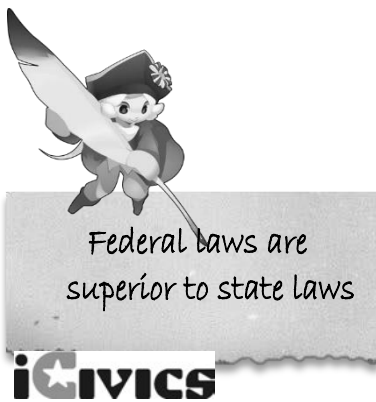


The Supremacy Clause

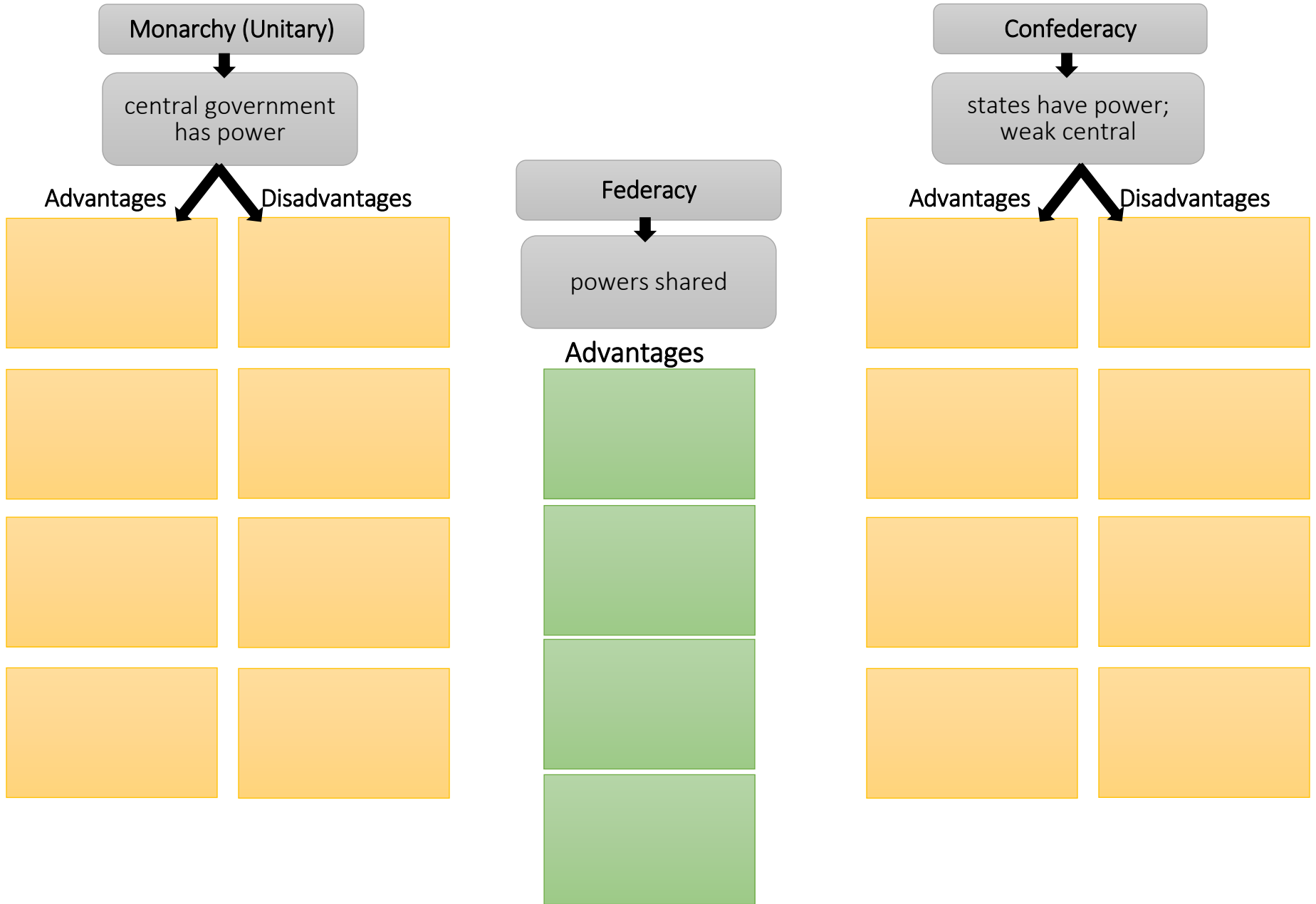
Before the Constitution, the United States tried another government that was very weak. It wasn't able to get much done because states could just ignore all the laws it passed—and they did! The Constitution has some very important language to prevent this:

This Constitution, and the laws of the United States which shall be made in pursuance thereof... shall be the supreme law of the land.

That means federal laws passed by Congress are supreme—they are superior to state laws. The Founders of our country learned from experience that this was necessary in order for the federal government to keep the power the Constitution gives it.



Reading p.1



Georgia Department of Education

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We the People – The Right to Govern

Description:

In this activity, students will examine excerpts from the Declaration of Independence and the United State Constitution and reflect upon what “the consent of the governed” or “popular sovereignty means.

Opening:

The teacher will ask students to reflect upon and share with their elbow partners who makes the rules in their lives. Do they have any say in the rules that are made? In the large group, the teacher will ask pairs to share what they talked about. The discussion should come around to the idea that, for the most part, children are governed by others and have little to no say in the rules they must follow. If time permits, ask students why they think it is that way. Is it different for adults? Do adults have to follow rules? Who makes them?

Activity:

The teacher will show one or more of the following video clips:

From Toy Story II – Barbie talks about the “consent of the governed”:

<https://www.youtube.com/watch?v=FsM5hn8A8rs>.

Brain Pop: The US Constitution:

<https://www.brainpop.com/socialstudies/ushistory/usconstitution/>.

Part I

The teacher will explain that students will examine the Declaration of Independence and the Constitution (links below), for evidence of who the founding fathers of our country’s government said should make the rules. Teachers will have students then complete a Frayer model or similar graphic organizer to define the term “popular sovereignty” as it applies to the US Constitution.

Here is a link to a good article with examples of how to use a Frayer model:

<http://superell.com/using-the-frayer-model-in-your-ell-classroom/>.

Part II

Students choose from the following activities to express what the concept of popular sovereignty embodied in the first line of the Constitution, “We the people...” means to them.

- ✓ Create a drawing or digital art
- ✓ Write a poem, song, or rap
- ✓ Create a collage,
- ✓ Create a PowerPoint or Sway

Closing:

Students display or present their creations.

GSE Standards and Elements

SS4H2 Analyze the challenges faced by the framers of the Constitution.

b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

SS4CG1 Describe the meaning of:

b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty

<p>Connection to GSE for ELA/Science/Math</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Social Studies Matrices</p>	<p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; determine adequacy and/or relevancy of information; check for consistency of information</p>
<p>Enduring Understanding(s)</p>	<p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions</p>

Resources:

Document 1: Excerpt from Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles . . .

Citation: The Declaration of Independence . Washington, DC: National Archives and Records Administration.

Document 2: Excerpt from the preamble to the Constitution of the United States of America

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Citation: From the National Archives, obtained from <https://www.archives.gov/founding-docs/constitution-transcript>.

Why Not a Democracy? - Representative Democracy

Description:

In this activity, students compare and contrast a democracy with a republic and determine which one the United States is using evidence from the Constitution to support their claims.

Opening:

The teacher will ask the class, “When we talk about the United States in terms of how we make decisions about laws, what do people say we are?” After students discuss and state what they believe we are, the teacher will put it to a vote. Most likely, the vote will result in the opinion that the US is a democracy. Ask the students what they think a democracy is (reference the vote just taken if need be, as an example). Ask students, “Is that the fairest way to decide things?” “Has anyone ever experienced a time when a democracy did not seem fair?”

Ask for volunteers and then select a group of students that are extremely uneven in terms of gender – 5 boys and 1 girl or vice versa. Seat them at the front of the room and tell them they are a democracy, and they are about to vote on some things. Write the questions and voting results on the board as you go.

Note: These questions are if you have a boy majority – change the gender base for a girl majority.

Question 1: Should boys be allowed to have less homework than girls?

Question 2: Should boys get free ice cream with lunch?

Question 3: Should boys get 10 more minutes of recess?

By now there should be lots of groaning about this being unfair. Point out to the students that this is a democracy, aren’t democracies always fair? Then why is this one not f? Ask students how they feel about living in a democracy now.

The teacher will then place the first part of the Pledge of Allegiance on the board (attached below) and underline the word “republic” in the phrase, “and to the republic, for which it stands” and ask students what’s up with that? Why does the pledge refer to us as a republic? What does that mean?


Explain to students that they are about to investigate whether the US is a true democracy or a republic.

Activity:

Students will work in small groups to research the terms democracy, and republic, complete a Venn Diagram (provided below), and either write a paragraph, or create an illustration, diagram or chart that explains which the US actually is and how they know that to be so.

Closing: Groups will share their work.

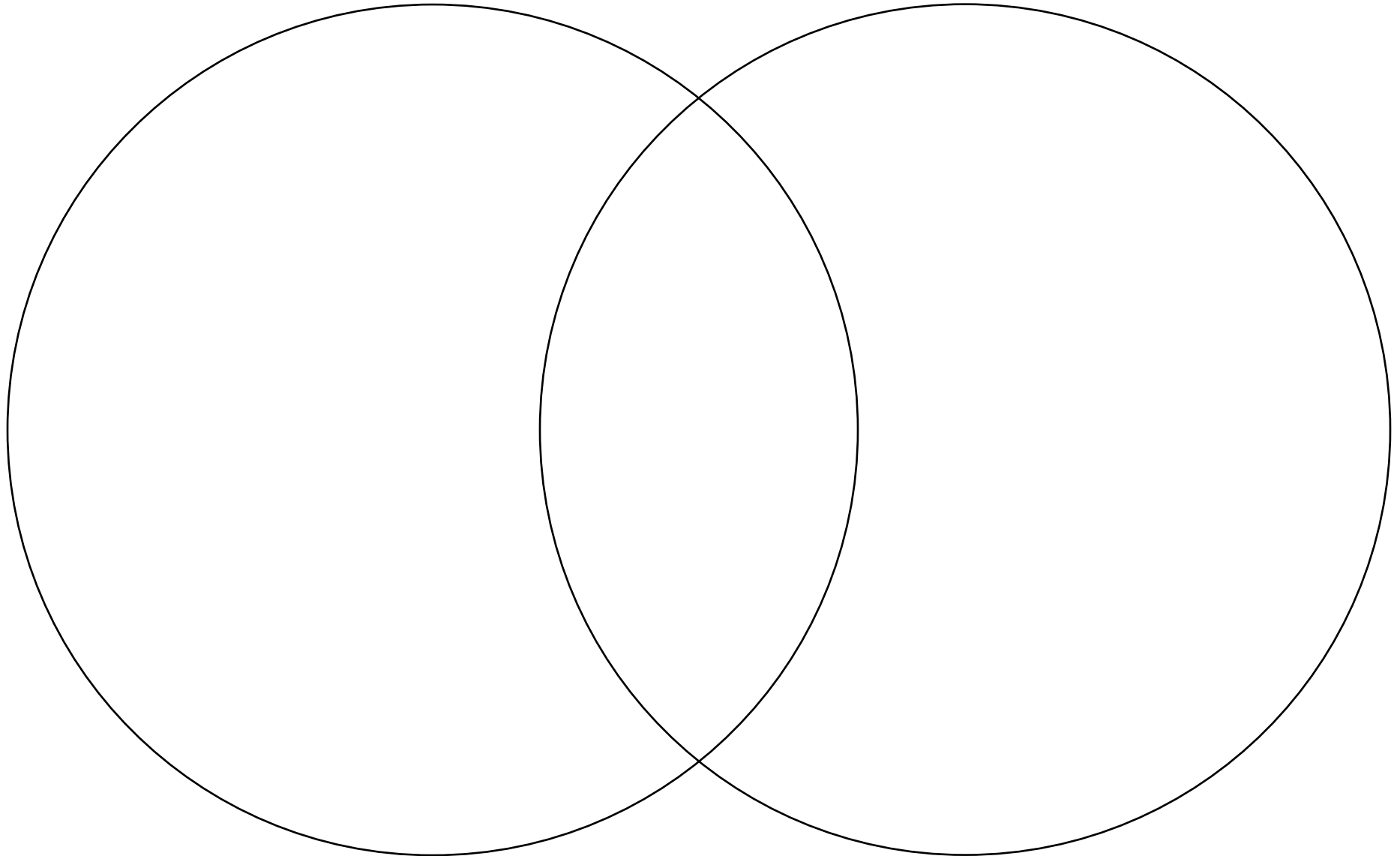
GSE Standards and Elements	<p>SS4CG1 Describe the meaning of:</p> <p>b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty</p> <p>d. Representative democracy/republic</p>
Connection to GSE for ELA/Science/Math	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
Social Studies Matrices	<p>Information Processing Skills: Compare similarities and differences; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p>
Enduring Understanding(s)	<p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions</p>



I pledge allegiance to the flag
of the United States of
America, and to the republic
for which it stands...

Democracy

Republic



Georgia Department of Education

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First Amendment – Cartoon / Image Analysis

Description:

In this activity, students will evaluate and interpret various First Amendment political cartoons or images.

Opening:

The teacher will show the Bart Simpson cartoon below (humor is very subjective and dependent on many factors including maturity, please preview all resources to determine suitability for your specific group of students), or choose another 1st Amendment related school age appropriate cartoon, or choose one from the activity itself, however that will remove that cartoon from the activity image pool.

The teacher will lead a class discussion of what makes a political cartoon different from other cartoons. The teacher will ask students, “What message is the artist trying to convey?” “What makes it funny, or even if it is funny?” “What knowledge might you need to have, that is not directly given in the cartoon, to understand it?” “How does fact and opinion come into play? persuasion? etc.”

Activity:

The teacher will group children as desired, and allow them to choose one of the political cartoons or images attached below. Students will discuss and analyze the cartoons using the cartoon or image analysis worksheet(s) attached below this activity.

After the group has completed their analysis, they will meet with another group that chose a different cartoon or image and share their findings with that group, and vice versa.

Closing:

The teacher will lead a classroom discussion of what the students discovered, what the cartoons or images all had in common, and how they feel about the First Amendment.

<https://tnlawyerlee.files.wordpress.com/2014/04/freedom-of-speech-megaphone2.jpg>.

GSE Standards and Elements	SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.
Connection to GSE for ELA/Science/Math	The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.
Social Studies Matrices	Information Processing Skills: Compare similarities and differences; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations; interpret political cartoons
Enduring Understanding(s)	Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions

Resources:

Cartoon Images:

Freedom of Speech Megaphone:

<https://allthingslearning.files.wordpress.com/2012/11/freedom-of-speech-megaphone-cartoon.jpg>.

All others attached below:

For Opening Activity



The First Amendment does not cover burping. By William F. Yurasko, Public Domain, CC 2.0, <https://creativecommons.org/licenses/by/2.0/>. From <https://www.flickr.com/photos/wfyurasko/2385674185>.



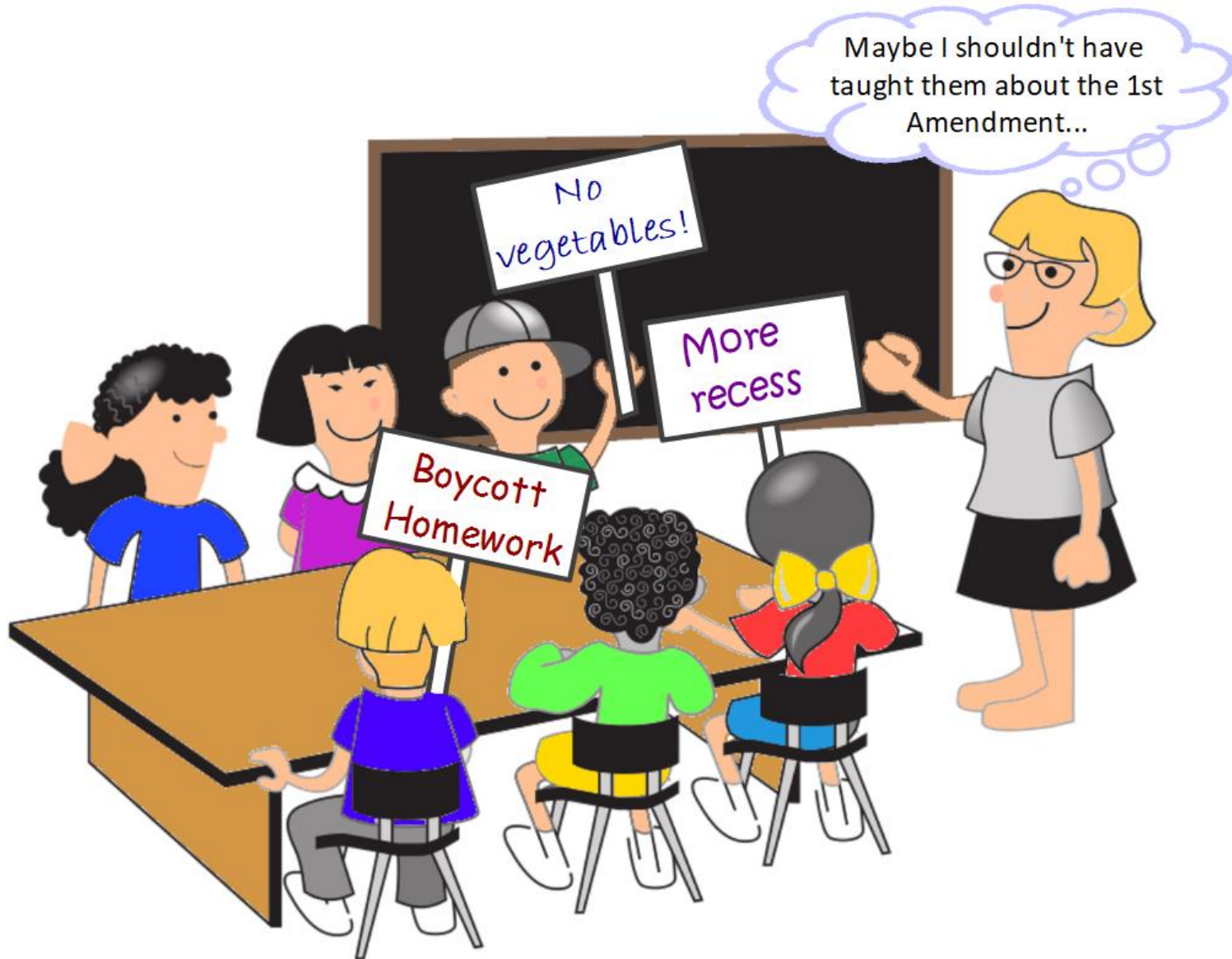
First Amendment: Freedom of Speech

By OpenClipart- Vectors / 27452. Public Domain, CC0,
<https://creativecommons.org/publicdomain/zero/1.0/deed.en>. From
<https://pixabay.com/en/freedom-of-speech-freedom-156029/>

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2017-01-28 - protest at JFK (80938). By Rhododendrites (Own work) [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0>)], via Wikimedia Commons. From [https://commons.wikimedia.org/wiki/File%3A2017-01-28_-_protest_at_JFK_\(80938\).jpg](https://commons.wikimedia.org/wiki/File%3A2017-01-28_-_protest_at_JFK_(80938).jpg).

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What Does the Bill of Rights Mean to Me Today?

Description:

In this activity, students will watch a video / rap song, and participate in a close read of an article about the Bill of Rights, and create a collage, illustration, or write a reflection on what the Bill of Rights means to them today.

Opening:

The teacher will show the Bill of Rights Rap from Smart Songs:

<https://www.youtube.com/watch?v=tl6R1KD4E0>.

The teacher will lead a discussion of the Bill of Rights to find out what students already know and what misconceptions they may hold.

Activity:

The teacher will do a close read of one of the following reading passages about the Bill of Rights. (If you are unfamiliar with the close reading method, here is a link that explains how to do a close read: https://web.cn.edu/kwheeler/reading_lit.html.)

Readworks article for 4th grade, “The Bill of Rights, Part 1” (registration is required, but completely free):

<https://www.readworks.org/article/American-Government---The-Bill-of-Rights-Part-I/9c54b60a-65ea-4ff3-a049-36111fdc5b00#!articleTab:content/>.

Readworks article for 4th grade, “The Bill of Rights, Part II”:

<https://www.readworks.org/article/American-Government---The-Bill-of-Rights-Part-II/162cc3b5-8ce7-4a73-b884-4139ff20e673#!articleTab:content/>.

Civickids article:

https://constitutioncenter.org/media/files/CK130001_CivicsKids-2013-PAGES-FNL-Lesson3.pdf (the passage is on the 2nd page. There is an activity at the end that teachers may choose to show however it is not intended to be included in this lesson – just the reading passage.)

NewsELA article “The Bill of Rights” (also requires the teacher to register, but is completely free and you can set texts to a specific Lexile level):

<https://newsela.com/read/primary-source-billofrights/id/18272>.

Students will then create a collage, illustration, PowerPoint, or written response to the question, “Why is the Bill of Rights important today?”

Closing: Students will share their creations.

<p>GSE Standards and Elements</p>	<p>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</p> <p>SS4CG3 Describe the structure of government and the Bill of Rights. a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.</p>
<p>Connection to GSE for ELA/Science/Math</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p>
<p>Social Studies Matrices</p>	<p>Information Processing Skills: Identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations</p>

Enduring Understanding(s)	Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions
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How Does the Constitution Keep Power Balanced Between the 3 Branches?

Description:

Students work in small groups to investigate how the Constitution established the 3 branches of the US Government and kept power balanced between them at the federal, state, and local levels.

This activity would work well as a stations or centers rotation with the following centers:

✓ **Guided or Independent reading**

- Readworks article (registration is required, but completely free):
 - <https://www.readworks.org/article/The-Three-Branches-of-Government/6f2e905c-1e05-4962-b0a7-5a7f29e8ad9d#!articleTab:content/>.
- The Three Levels of Government Reading Comprehension Passage:
 - http://www.k12reader.com/reading-comprehension/Gr3_Wk34_Three_Levels_of_Government.pdf.

✓ **Computer Research Center:**

- Georgia Government: <https://georgia.gov/georgia-government>.
- Check for your county government website

✓ **Textbook or Trade Book Research Center:**

[How the U.S. Government Works](#)

by Syl Sobel

[Branches of Government \(Government in Action!\)](#)

by John Hamilton

[What Is Government? \(First Step Nonfiction\)](#)

by Ann-Marie Kishel

[A New Nation Is Born \(The Three Branches of U. S. Government\)](#)

by Moehle and Mitchell, Helen Hausner, and Larry Weaver

[What's the State Judicial Branch? \(First Guide to Government\)](#)

by Nancy Harris

[What's the State Legislative Branch? \(First Guide to Government\)](#)

by Nancy Harris

[The President's Work: A Look at the Executive Branch \(How Government Works\)](#)

by Elaine Landau

[Order in the Court: A Look at the Judicial Branch \(How Government Works\)](#)

by Kathiann M. Kowalski

[The President And the Executive Branch \(Our Government\)](#)

by Bryon Giddens-white

[How Congress Works: A Look at the Legislative Branch \(How Government Works\)](#)

by Ruth Tenzer Feldman

[U.S. Constitution and You, The](#)

by Syl Sobel

[The Congress of the United States \(True Books\)](#)

by Christine Taylor-Butler

[The Supreme Court \(True Books: Government\)](#)

by Patricia Ryon Quiri

✓ **Video Center:**

- Brain Pop: 3 Branches of the Government: <https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/>
- Smart Songs: 3 Branches of Government: <https://www.youtube.com/watch?v=ZCB8EOY5d48>
- Branches of Government Rap (contains some extra information about requirements but still good): <https://www.youtube.com/watch?v=mt5K4ZK0ILY>.

Students work together to complete the attached graphic organizers.

<p>GSE Standards and Elements</p>	<p>SS4CG3 Describe the structure of government and the Bill of Rights. a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.</p>
<p>Connection to GSE for ELA/Science/Math</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information</p> <p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions; Location</p>

Resources:

3 Branches Graphic Organizer

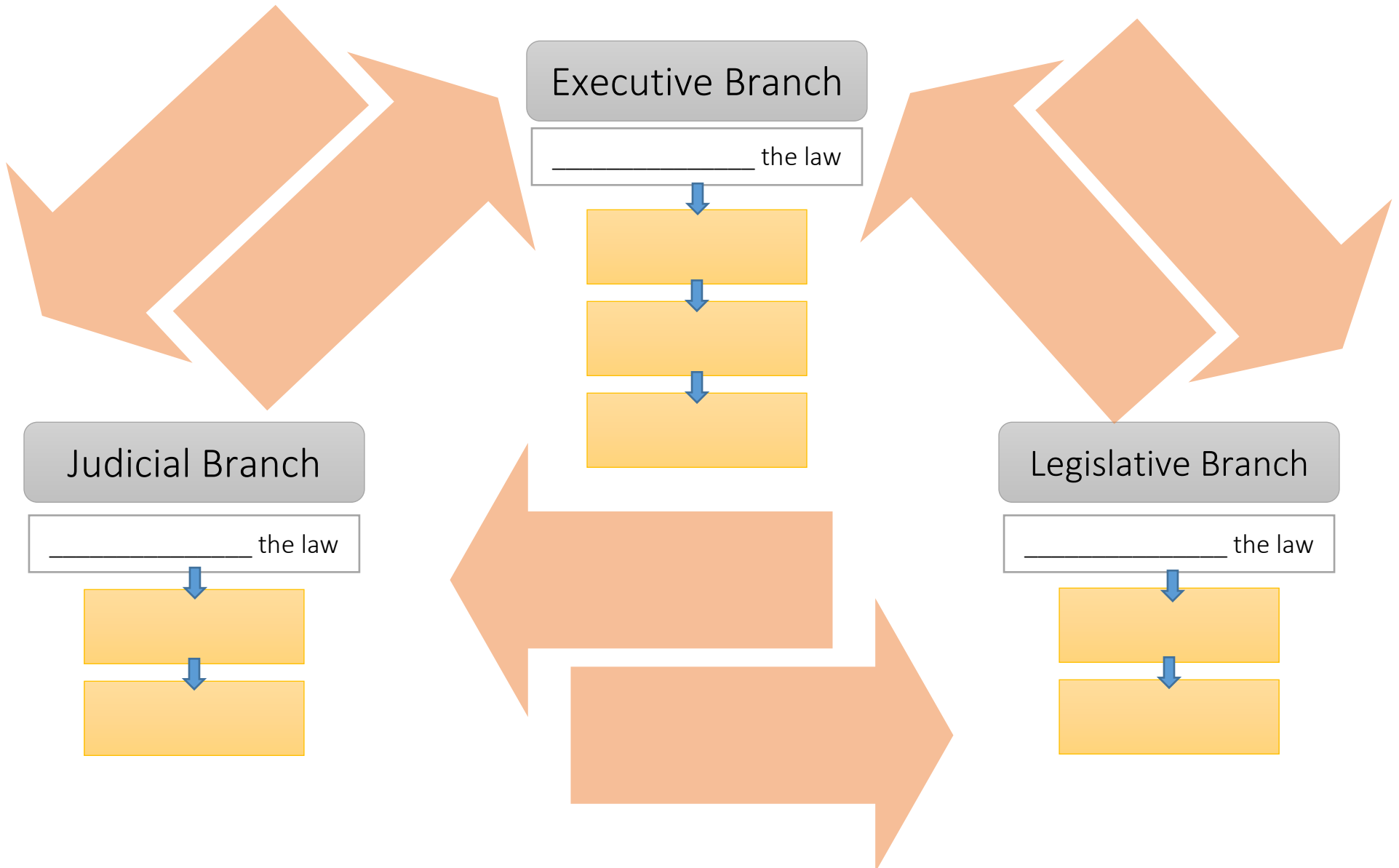
3 Branches Graphic Organizer – Answer Key (students may have additional items that are still correct)

Federal, State, and Local Graphic Organizer

Federal, State, and Local Graphic Organizer - Answer Key (students may have additional items that are still correct)

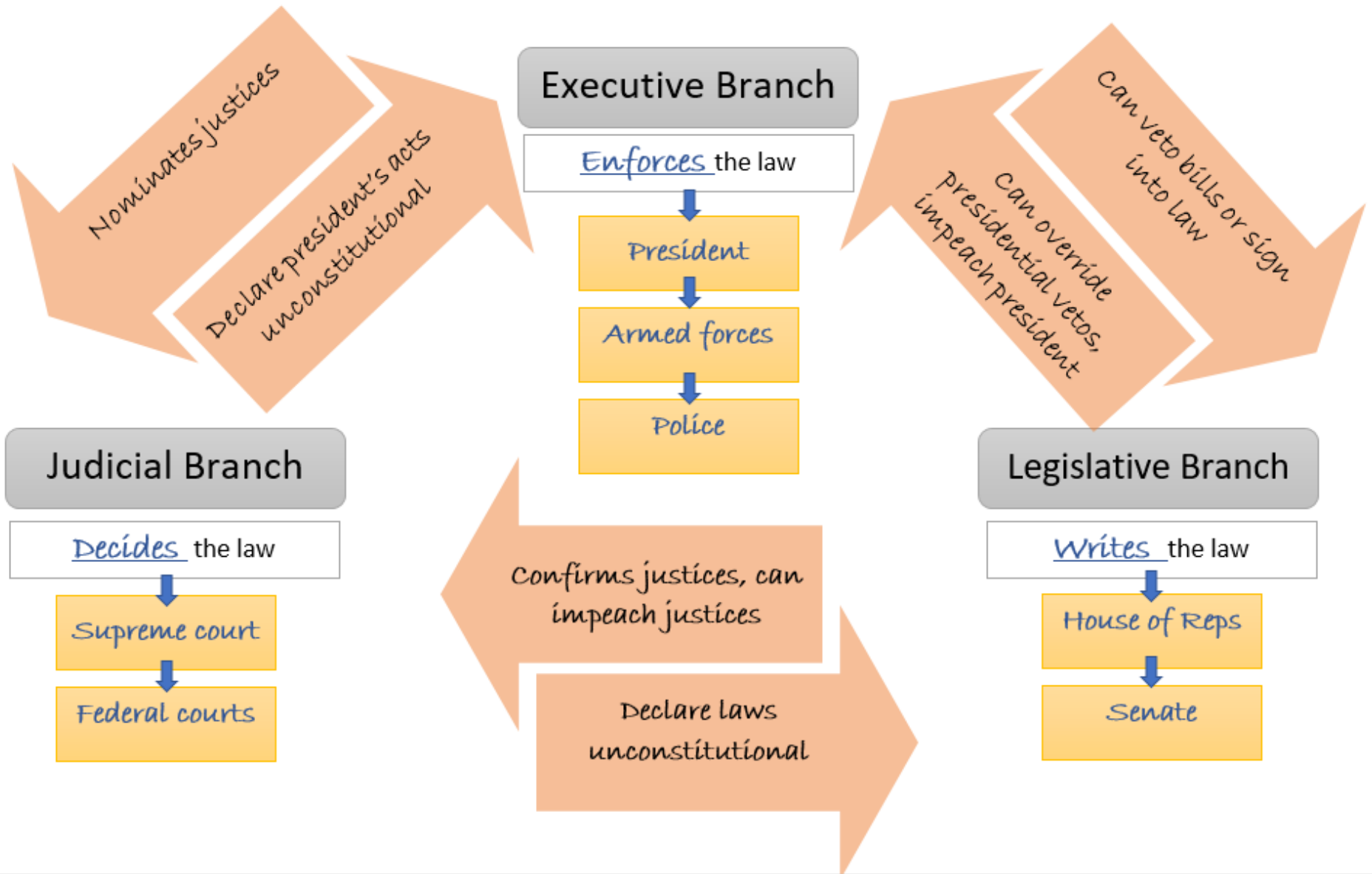
3 Branches of Government Graphic Organizer

Name: _____



3 Branches of Government Graphic Organizer

Name: _____



	Federal	State	Local
Executive Branch Enforces the law			
Legislative Branch Writes the law			
Judicial Branch Decides the law			

	Federal	State	Local
Executive Branch Enforces the law	President Vice President Cabinet / Advisors Armed Forces FBI	Governor Lt. Governor Advisors State Patrol GBI	Mayor Advisors County Commissioner Police Fire Department
Legislative Branch Writes the law	US Senators US Representatives	State Senators State Representatives	City Council Representatives
Judicial Branch Decides the law	Supreme Court	State Court	County / Local Court

Culminating Unit Performance Task

“4th Grade Presents: The Constitutional Convention” – a Play

Description:

In this culminating performance task we will be taking the “performance” quite literally! Medium sized groups will create a play (or puppet show) in which they act out the basic events of the Constitutional Convention.

Activity:

Divide the class into mid-sized groups (6 to 10 students depending on your class size). The teacher will explain to the students that they are to take all of the knowledge they have gained throughout this unit, and use it to create their own reenactment of the important people and events of the Constitutional Convention. Encourage creativity and humor if desired, however their play should include the following:

Characters

At a minimum, their play should include:

- James Madison
- George Washington
- Benjamin Franklin

Events / Decisions

At a minimum, their play should include the following events or major decisions:

- Why they decided to scrap the Articles of Confederation and write a new Constitution instead
- Why they chose a republic
- Debate resulting in the Great Compromise
- Debate resulting in the Three Fifths Compromise
- The inclusion of the Pre-Amble with its opening phrase, “We the people...”
- The decisions to make three branches of government at all levels (federal, state and local) and why
- The decision to add the Bill of Rights and why

The teacher may wish to assign, or have students choose, jobs that can be done in parallel to be sure all students participate. Some ideas include:

- ✓ Setting designers
- ✓ Script writers
- ✓ Props and / or costume designers

Everyone should be an actor.

Invite in parents and guests and let the shows begin!

Close:

Once the performances have run, lead a discussion about what really worked well in their performances. Give them a bit of time to bask in their accomplishment!

A rubric for grading is attached below:

GSE Standards and Elements	<p>SS4H2 Analyze the challenges faced by the framers of the Constitution.</p> <p>a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).</p> <p>b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).</p>
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	<p>SS4CG1 Describe the meaning of: b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty c. The federal system of government in the U.S. (federal powers, state powers, and shared powers) d. Representative democracy/republic</p> <p>SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.</p> <p>SS4CG3 Describe the structure of government and the Bill of Rights. a. Describe how the three branches of government interact with each other (checks and balances and separation of powers), and how they relate to local, state, and federal government.</p>
<p>Connection to GSE for ELA/Science/Math</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>The activities in this unit are predominantly inquiry based and, as such, have significant reading, writing, speaking, listening, illustrating, and research components, and so, nearly all of the GSE for ELA will be accessed.</p> <p>Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; identify social studies reference resources to use for a specific purpose; analyze artifacts; draw conclusions and make generalizations; analyze graphs and diagrams; formulate appropriate research questions; determine adequacy and/or relevancy of information; check for consistency of information; interpret political cartoons</p> <p>Beliefs and Ideals; Conflict and Change; Distribution of Power; Individuals, Groups, and Institutions; Location</p>

Additional Information, Rubrics for the Performance Task

“4th Grade Presents: The Constitutional Convention” Rubric for Content

Group member names: _____

Points Awarded	Possible Points	Requirement
	0 – 10 total	Our play accurately represented the contributions to the Constitutional Convention of the following people: James Madison, George Washington, and Benjamin Franklin
Our play accurately represented the following events or decisions made at the Constitutional Convention:		
	0 – 10 pts	Why they decided to scrap the Articles of Confederation
	0 – 10 pts	Why they chose a republic
	0 – 10 pts	Debate resulting in the Great Compromise
	0 – 10 pts	Debate resulting in the Three Fifths Compromise
	0 – 10 pts	The inclusion of the Pre-Amble with its opening phrase, “We the people...”
	0 – 10 pts	The decision to make three branches of government at all levels (federal, state and local) and why
	0 – 10 pts	The decision to add the Bill of Rights and why
	0 – 20 pts	It is clear that everyone put forth their best effort.
	< ----- Total Points	