UNIT 3: FORMING A NEW NATION

CREATING THE CONSTITUTION

We the People
• Today we will listen to music

• The class will choose the channel/station

• To make the decision-making process easier, the class will divide into 13 groups

• Each group will come up with a proposal for a channel/station and present it to the class
• One group will propose a station

• All 13 groups will get to vote

• Each group will have one vote

• To be chosen, a station must receive 9 votes

• Move into 13 groups
Your group has two minutes to prepare your proposal with reasons to support it.

Begin your discussion now!
It is time for the class to choose a station/channel!

Follow these steps to make the decision:

• One group proposes a radio station
• The class discusses the proposal for two minutes
• The groups vote on the proposal
• If the proposal doesn’t pass, repeat this process
• Let’s begin...Which group would like to be first to present their proposal?
• How did you feel as you tried to reach an agreement?

• What are the weaknesses of this type of decision-making system?

• What are the benefits?

• What might be a better way to have the class make a decision?
• Use a separate sheet of paper to create a T-chart.

• How was our classroom experience similar to the United States under the Articles of Confederation? Let's click on each row to find out. As each row is revealed, copy it on your own T-charts.
ARTICLES OF CONFEDERATION

Congress was composed of 13 states.

CLASSROOM EXPERIENCE

The class was divided into 13 groups.
ARTICLES OF CONFEDERATION

Congress was composed of 13 states.

Congress dealt with many problems, such as how to develop the western lands acquired by the United States in the Treaty of Paris.

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The class was divided into 13 groups.

We tried to choose a station to listen to
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**ARTICLES OF CONFEDERATION** | **CLASSROOM EXPERIENCE**

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Congress failed to resolve disputes between states over taxes and boundaries. | The class failed to choose a station.

Many citizens were concerned that the government was too weak. | Some students became frustrated.
• The ineffectiveness of the federal government under the Articles of Confederation caused concern among many Americans.

• In the summer of 1787, fifty-five delegates from 12 states met in Philadelphia to revise the Articles.

• The delegates quickly concluded that there was no hope for the old system of government and began working on a plan for a new one.
The delegates confronted several challenging issues as they worked out this new plan for our government.

In this lesson, we’ll learn about these issues and how the delegates had to compromise in order to resolve them.

The result was the creation of our nation's Constitution.
GEOGRAPHY CHALLENGE

• Complete the Geography Challenge: The United States, 1790
SECTION 8.1

Read p. 145 of *History Alive!, Creating the Constitution*

Essential question: *What compromises emerged from the Constitutional Convention?*

Be prepared to answer the following questions:

- What worried James Madison about the future of the United States?
- Why did many members of Congress fear a strong central government?
- What were some of the powers of the government?
- What were some of its limitations?
SECTIONS 8.2—8.5

1. Form 12 groups this time—delegate tags will be placed on desk

2. Read a section as a group, then complete that section together on your handout

3. Once your group has finished, move on to the next section

4. Do not go past section 8.5

5. For the review, groups will present their findings (also be prepared to summarize the sections in your own words)
GROUPS, come up and use the doc cam to do three things:

1. Briefly summarize the section you read
2. Explain why this is relevant or important
3. Show answers on the doc cam and read them off
The Land Ordinance of 1785 addressed the issue of how to divide the western lands acquired by the United States in the Treaty of Paris.

2. Complete this list of rules for the Northwest Territory.

• When a territory has 5,000 free adult males, it can elect its own legislature.
• When the population reaches 60,000, a territory can apply for statehood.
• Settlers have the same rights and privileges as other citizens.
• Slavery is banned.
Causes of Shay’s Rebellion

• Congress didn't have enough gold or silver to mint coins, which caused a money shortage.
• Farmers had difficulty earning enough to pay their debts and taxes.
• Farmers were required to sell their land and livestock to pay their debts.

Effects of Shay’s Rebellion

• Many Americans saw these things as signs that the nation was falling apart.
• Congress called for a convention to revise the Articles of Confederation.
• People like Madison concluded that a nation made up of many groups needs a strong central government.
SECTION 8.4 REVIEW

1. **George Washington:** He presided over the convention and made sure the rules were enforced.

   **James Madison:** He was the best-prepared delegate and spoke numerous times. His influence was so great that he became known as the "Father of the Constitution." He also kept the best records.

2. Adams, Hancock, and Henry feared that a stronger national government would hurt the rights of the states.

3. If you agree, the focus might be on keeping the public calm or being able to speak freely. If you disagree, the focus might be on being able to monitor the proceedings for fairness.
4. Possible answers:

Delegates for stronger national government: Government should protect "life, liberty, and the pursuit of happiness." The government's powers come from the people. The best way to protect rights is with a republic.

Delegates for stronger state governments: A strong national government could threaten individual liberty. The state governments are closer to the people's control and so should have more power than the national government.

Shared beliefs: The national government should have more power so it can do its job of protecting the people's rights. Under the Articles of Confederation, which gives more power to states, the nation is falling apart.
SECTION 8.5 REVIEW

1. Articles of Confederation: The government's power to rule should come from the states.

James Madison: The government's power to rule should come from the people.
How many branches of government?
- Virginia Plan: three
- New Jersey plan: three

How was the legislature organized?
- Virginia Plan: two houses: House of Representatives and Senate
- New Jersey plan: one house

Which states did this plan favor? Why?
- Virginia Plan: States with larger populations; they would have more representatives in both houses of Congress.
- New Jersey Plan: States with smaller populations; each state would get an equal number of votes in Congress.
ACTIVITY

We will now examine the factors that led to the creation of a stronger central government under the U.S. Constitution.

We will do this by re-creating a key debate from the Constitutional Convention.
ACTIVITY

In your groups of 12—the following delegates are represented:

1. New Hampshire - 2
2. Virginia - 3
3. Connecticut - 3
4. New York - 3
5. New Jersey - 3
6. Pennsylvania - 3
7. Delaware - 3
8. Maryland - 3
9. Massachusetts - 3
11. South Carolina - 2
12. Georgia - 2

*Rhode Island did not send delegates to the convention (desk will be empty)
ACTIVITY

• Pass out role cards

John Langdon
New Hampshire (small state)

Personal Background and Character  You were an early supporter of the American Revolution. You represented your state in the Continental Congress and fought in the war. Since that time, you have held important political positions in your state, including speaker of the New Hampshire assembly and governor of New Hampshire. You are optimistic, cheerful, and an active speaker in the debates at the Constitutional Convention.

Views  You agree with Proposal B. You believe that all states should have an equal vote in Congress. You think Congress should have one house. (Note: You will receive 10 extra credit points if the proposal you support at the convention is chosen.)

Points to Raise During the Convention  The larger states could "gang up" on the smaller states.

Sign the Constitution?  Yes.
ACTIVITY

• Sit with the state delegation to which you have been assigned
It is the hot and sticky summer of 1787 and you are the delegates to the Constitutional Convention. Some of you are optimistic about the decision to throw out the Articles of Confederation and others are angered by it. In fact, Rhode Island has boycotted this convention because it opposes a stronger central government.
Read your role card carefully. During the convention, you are responsible for taking on the persona of your assigned delegate and accurately representing his views.
ACTIVITY

Create a nametag for your delegate. Include the following information:

• Your delegate’s name in large letters

• Your delegate’s state

• A simple visual that represents an aspect of the delegate’s personal background and character
ACTIVITY

• Pass out delegate masks

• Cut out the mask and decorate it

• Place your mask over your face using masking tape

• Make sure you can breathe, see, and speak through the mask
ACTIVITY

• General Washington was elected president of the convention and was in charge of the daily proceedings at the meetings

• I will play the role of George Washington during the convention
ACTIVITY

• When General Washington calls you to order, stop all discussion and listen carefully to his instructions.

• If you want to speak, raise your hand and wait to be acknowledged by General Washington before addressing the convention.
ACTIVITY

• The delegates generally greeted each other with formal phrases

• Take on the persona of your delegate by referring to each other in this manner during the convention and acting out any of their personal characteristics
ACTIVITY

• Its time to meet your fellow delegates! Get out of your seat and circulate through the room

• Introduce yourself and greet delegates from other states

• Return to your seats
ACTIVITY

Today, you, the delegates of the Constitutional Convention, are working to resolve this issue: *How should states be represented in the new government?*
ACTIVITY

There are the three main proposals being offered to resolve this issue:

How should states be represented in the new government?

Proposal A  The number of representatives a state sends to Congress will depend on the size of the state’s population.

Proposal B  Each state will have an equal number of representatives in Congress, regardless of the state’s size.

Proposal C  The number of representatives a state sends to Congress will depend partially on the wealth of the citizens of the state.
ACTIVITY

Read your role card to learn about your delegate’s views on the issue of how states should be represented in the new government. You will defend this view and try to convince other delegates to join your side during the Constitutional Convention.

You must accurately portray your delegate’s view. If your proposal is chosen, you will receive some candy. So represent your delegate’s view faithfully!
• Delegates will now prepare for the debate.

• Go to the corner of the room where other delegates who agree with your proposal are meeting (views on role card). If you agree with more than one proposal, choose one corner.

• You have 5 minutes to mingle with like-minded delegates in your corner to quickly discuss ways to defend your proposal.
ACTIVITY

• 5 minutes is up!

• Return to your state delegations.

• Each state will now choose a proposal. Each state delegation will get to cast one vote.

• ALL of the delegates in each group must agree on a proposal or the delegation will not be allowed to cast its vote.
ACTIVITY

• In your state’s delegation, decide which proposal you will support during the debate and prepare arguments in favor of it.

• Remember to accurately represent your delegate’s view on the issue.

How should states be represented in the new government?

Proposal A: The number of representatives a state sends to Congress will depend on the size of the state’s population.

Proposal B: Each state will have an equal number of representatives in Congress, regardless of the state’s size.

Proposal C: The number of representatives a state sends to Congress will depend partially on the wealth of the citizens of the state.
Give your attention to General Washington - It is time to make a decision on how states should be represented in the new government! Follow the steps shown here for each proposal:

**How should states be represented in the new government?**

**Step 1** One state delegation nominates one of the proposals.

**Step 2** The nomination is seconded by another state.

**Step 3** The nomination is discussed and debated for 3 to 5 minutes.

**Step 4** The nomination is voted upon. In order to pass, the nomination must be approved by more than half of the states.

**Step 5** If the proposal does not pass, repeat the process with a new nomination.
ACTIVITY

We are deadlocked! Since none of these three proposals have passed we must come up with a compromise or our nation will fail!

If a compromise is not reached within 10 minutes, each student will lose 5 points on this assignment.
For the next few minutes, meet in your state delegations and create a compromise to propose to the convention. Make sure your compromise will satisfy all the states.
Your attention to General Washington please!

Let us try again to make a decision on how states should be represented. There are only a few more minutes to find a compromise before everyone will lose 5 points!

Use the steps shown here for each proposal of a compromise:

How should states be represented in the new government?

Step 1 One state delegation nominates one of the proposals.

Step 2 The nomination is seconded by another state.

Step 3 The nomination is discussed and debated for 3 to 5 minutes.

Step 4 The nomination is voted upon. In order to pass, the nomination must be approved by more than half of the states.

Step 5 If the proposal does not pass, repeat the process with a new nomination.
Your attention to General Washington please!

Did it pass?

If you were able to reach a compromise—congratulations!

Now let’s find out what really happened back in the summer of 1789

**How should states be represented in the new government?**

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**Step 5** If the proposal does not pass, repeat the process with a new nomination.
SECTIONS 8.6—8.10

1. Read section 8.6-8.10 beginning on p. 152

2. Fill out Sections 6-10 of your handout
1. Who created the plan known as the Great Compromise?

Roger Sherman
2. According to the Great Compromise, how are the states represented in each house of Congress?

**In House:** The number of representatives from each state depends on population. This favors the people.

**In Senate:** Each state has two senators elected by the state's legislature. This favors the states.
1. Possible answer:

Delegate from the North: "You treat slaves as property. They should be counted only as property and not for representation."

Delegate from the South: "Slaves should be counted the same way as every other person is counted."

2. Possible answer:

Delegate from the North: "Many states have passed laws against slavery, and some Northerners are involved in activities to end slavery."

Delegate from the South: "The South is not ready to abolish slavery. Our economy is too dependent upon it."
1. Sketches will vary. Slaves were counted as three fifths of a person when determining a state's population.

2. Congress could not tax exports to other countries. It could not interfere with the slave trade for 20 years. The fugitive slave clause required that escaped slaves had to be returned to their owners even if captured in a free state.
1. Possible answer:

One executive: A single executive can give clear, timely leadership.

Three-member executive: Three executives can protect against one executive abusing his power.

2. Congress appoints the president. The people elect the president. A specially chosen group of electors from each state elects the president. Opinions about the best proposal will vary.
1. Each state has as many electors as the number of representatives it sends to Congress.

2. • Originally, state legislatures chose the electors in the Electoral College. Today, the people choose their state's electors.

• Originally, the candidate receiving the most votes became president, and the runner-up became vice-president. Today, the president and vice president run and are elected together.

• Originally, voters knew little about candidates outside their own states. Today, instant communication has changed the amount of knowledge we can access about candidates.
Today is the last day of the convention and it is time to sign the Constitution
Read your role card to see if your delegate signed the Constitution. If your delegate did not sign, be prepared to explain why.
Now it’s time to sign the Constitution. When General Washington calls on your state, come forward and sign the Constitution by tracing over your delegate’s signature.

If you refuse to sign the Constitution, explain the reason to the class. Then, stand at the back of the classroom and scornfully watch as the rest of the delegates sign.
ACTIVITY DISCUSSION

• How did it feel to act as a delegate to the Constitutional Convention?

• What was the most challenging part of being a delegate to the Constitutional Convention? What was the most rewarding part?

• What issues did the delegates have to resolve at the convention? How did they resolve them?

• Why was it important for the delegates to be able to compromise on certain issues?

• What compromises emerged from the Constitutional Convention?

• In what ways do you think your experience was different from that of the actual delegates? In what ways do you think your experience was similar?
SECTIONS 8.11—8.12

1. Read sections 8.11 – 8.12 beginning on p. 157

2. Fill out Sections 11 & 12 of your handout

*Yes. Even though I don't like...*
Franklin: "Yes. Even though I don’t like everything about this plan, it is as close to perfect as we will get."

Mason: "No. It gives too much power to the national government."

Gerry: "No. It does not protect the rights of the people."
**In support of ratification:** We need a strong central government that can unite our quarreling states. Under the Articles of Confederation, we had a weak central government and the nation was falling apart. This powerful government will not be able to take away the rights of the people as some fear it might. The powers are limited and divided among three branches of power. This is the only way to ensure the survival of our young country. We must give it strength!
Opposing ratification: The Constitution is a horrible plan for government. Congress will ruin our nation with taxes, just like Parliament tried to do two decades ago. The president will rule like a king, and the Supreme Court will swallow up the power of our state courts. Worst of all, this plan does not protect our individual liberties! The Constitution will do nothing but take power from our state governments and its people. It must not be ratified.
CHAPTER ASSESSMENT

Create a poster that would have been used to encourage Americans to support ratification of the Constitution. Form groups of 2-3 and use poster paper.

Refer to the activity doc for requirements and guidelines.