

Integrated Unit Plan

Moving Toward Freedom

I. Unit Rationale:

A rationale for teaching this unit is that it fulfills the 6th grade Proficiency Learning Outcomes which are used by the Whitehall City Schools while providing students the opportunity to explore in depth issues related to those segments of our population who have been marginalized, namely African Americans, women and children. This unit is important because it shows students how our democracy is constantly changing and moving towards freedom for all. In addition, 6th graders are at the developmental stage where they can use empathy to understand how others lives may be different from theirs and this is a valuable facet of understanding.

This unit fulfills the following national social studies standards as enumerated by the National Council for the Social Studies and the Center for Civic Education:

- Civic Life, Politics, and Government
- Foundations of the American Political System
- Principles of Democracy
- Roles of the Citizen
- Individual Development and Identity
- Power, Authority, and Governance
- Civic Ideals and Practices

This unit promotes students to make connections between subject matters. Students can discover their own role in government as citizens of the United States and challenge their ideas of what it means to be an American.

II. Desired Outcomes:

Enduring Understandings:

Students will evaluate the meaning and significance of such historical documents as the Constitution and the Bill of Rights. Students will understand that you don't always get something right on the first try. Students will understand that it took a great deal of work and compromise to write the Constitution and how decisions made at the Constitutional Convention continue to affect us today. Students should have an understanding that what the framers meant in the preamble is not the way we interpret it today. That the Constitution is a "living" document and how it is interpreted has changed over time. Students should have an understanding that the Bill of Rights and the other Amendments to the Constitution protect the rights and liberties of Americans from the abuses of government.

Students will consider what it means to be an American and the responsibility each American citizen has to participate in government by exercising their right to vote.

Students will brainstorm on how they themselves can make a difference as individual citizens, not only of the United States, but of the world as a whole.

Essential Questions:

Why did the Articles of Confederation fail?

Why was the Constitution written?

What role did compromise play in the creation of the Constitution?

Why is the Constitution a “living” document?

How has the meaning of the Preamble changed?

How are the liberties of Americans protected?

Topical Questions:

What plan of government did the Articles of Confederation provide for the United States?

What were the weaknesses of the Articles of Confederation?

What was the most important achievement of the Congress under the Articles of Confederation?

What was the Great Compromise?

What was the Three-Fifth Compromise?

What was the Slave Trade Compromise?

What does the Preamble mean?

Who was not covered by the Preamble?

What dispute arose over ratification of the Constitution?

How is the Constitution changed/amended?

What were the first changes/additions to the Constitution?

Knowledge:

Key terms: first “constitution,” central government, the “Critical Period,” Constitution, compromise, federal system, Virginia Plan, New Jersey Plan, Great Compromise, slavery, Three-Fifth Compromise, Slave Trade Compromise, Preamble, “a more perfect union,” “common defense,” “promote the general welfare,” “liberty,” posterity, three-fifths of a person, ratify, amend, Federalists, Anti-Federalists, Bill of Rights, “paper barrier,” the Underground Railroad, free state, slave state, Fugitive Slave Laws, abolitionist, Quaker, 13th Amendment, 14th Amendment, 15th Amendment, suffrage, 19th Amendment, poll tax, 24th Amendment, child labor, Universal Declaration of Human Rights

Key events: Articles of Confederation, Northwest Ordinance, Shays’ Rebellion, Constitutional Convention, the Missouri Compromise, the Louisiana Purchase, Civil War

Key people: Daniel Shay, George Washington, James Madison, Alexander Hamilton, Gouverneur Morris, Benjamin Franklin, Frederick Douglass, Victoria Woodhull, Harriet Tubman, Sojourner Truth, William Lloyd Garrison, Harriet Beecher Stowe, Langston Hughes.

Skills:

Write a persuasive letter

Write a short story

Map the original 13 states, map the free states and the slave states, map the Missouri Compromise, and map the Louisiana Purchase

Calculate how many states had to ratify the Bill of Rights and calculate how many states would have to ratify an amendment today

Identify, describe and give examples of the weaknesses of the Articles of Confederation

Analyze and summarize an expository text

Use a Venn diagram to compare and contrast

Identify different perspectives on an issue and take to opposing positions and reach a compromise that is acceptable to both sides

III. Assessments

This unit will use the entire continuum of assessment methods from informal checks for understanding to performance projects. During the first three weeks of the eight week unit, three tests will be given to assess students for factual information before I want to make sure that they have the knowledge base from which to work on their performance tasks and projects. I will also utilize academic prompts on an almost daily basis to encourage students to think critically about the topics we are covering. After the first three weeks of the unit much class time will be devoted to students working on individual performance projects.

IV. Learning Experience

The following learning activities will be used with students:

Students will learn that African American songs and music are an important part of their cultural traditions and are passed down from generation to generation. Students will learn the black national anthem “Lift Ev’ry Voice and Sing,” students will collect songs that have the issue of freedom as a theme—a class CD will be burned using all of the songs collected. For copyright reasons this CD will only be able to be used in class.

Students will create maps of the underground railroad routes and will map free and slave states. Students will also map the Missouri Compromise and the Louisiana Purchase.

Students will complete an art project related to slavery. Students will be given options to make a quilt—showing how quilts were used by slaves as maps to escape from slave states, students will design a stamp for an abolitionist, and students will perform a drama about the life of Frederick Douglas.

Using the books *From Slave Ship to Freedom* and *Aunt Harriet's Underground Railroad* as prompts students will do creative writing.

Students will study astronomy and learn about the “Drinking Gourd” and how slaves used the north star to escape north to freedom.

V. Resources

Commager, H. (1961). *The Great Constitution: A Book for Young Americans*. Indianapolis, IN: The Bobbs-Merrill Company, Inc.; “The Constitutional Convention” worksheet pages 47A-47C from the Columbus Public Schools course of study for 6th grade social studies; “The Critical Period” worksheet pages 46A-46D from the Columbus Public Schools course of study for 6th grade social studies; “Democracy at Work” retrieved March 16, 2003 from <http://www.teacher.scholastic.com/activities/government/tguide.htm>; Elish, D. (1993). *Harriet Tubman and the Underground Railroad*. Brookfield, Connecticut: The Millbrook Press; Feinberg, B. (1996). *Inside Government: Constitutional Amendments*. New York: Twenty-First Century Books; “Freedom: A History of Us” online at <http://www.pbs.org/historyofus>; Fritz, J. (1987). *Shh! We're Writing the Constitution*. New York: G.P. Putnam's Sons; Hanson-Harding, A. ed. (1997). *Great American Speeches*. New York: Scholastic, Inc.; Hennessey, G. (2002). *Will the Real Paul Revere Please Stand Up?: and 14 Other American History Plays*. New York: Scholastic, Inc.; Lutz, N. (2001). *Famous Figures of the Civil War Era: Harriet Tubman: Leader of the Underground Railroad*. New York: Chelsea House Publishers; Maestro, Betsey & Giulio. (1987). *A More Perfect Union: The Story of our Constitution*. New York: Lothrop, Lee & Shepard Books; Mason, E. (1975). *Signers of the Constitution: Builders of a Nation Series Book Two*. Columbus, OH: The Dispatch Printing Company; “Powerful Words,” (2000). *The Basic/Not Boring Fifth Grade Book*. Nashville, TN: Incentive Publications, Inc.; Rhodehamel, J., Rhode, S. & Von Blum, P. (1991). *Foundations of Freedom*. Los Angeles, CA: Constitutional Rights Foundation; Spinale, L. (2000). *Journey to Freedom: The African American Library: Sojourner Truth*. New York: The Child's World, Inc.; Voss, F. (1995). *Majestic in his Wrath: A Pictorial Life of Frederick Douglass*. Washington, D.C.: Smithsonian Institution Press; “We the People,” retrieved January 17, 2003 from <http://www.school.discovery.com/lessonplans/activities/wethepeople/>.

Block Plan for Moving Toward Freedom Unit

Monday March 31st

Lesson: The Articles of Confederation and Their Failure

Facets of Understanding: Explanation, Interpretation and Perspective

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue, and Academic Prompts

Tuesday April 1st

Lesson: The Constitutional Convention and the Importance of Compromise

Facets of Understanding: Explanation, Interpretation, Application and Perspective

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue, and Performance Task

Wednesday April 2nd

Lesson: The Preamble to the Constitution and What the Constitution Does Not Say

Facets of Understanding: Explanation, Interpretation, Application and Perspective

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue, and Academic Prompts

Thursday April 3rd

Lesson: The Ratification of the Constitution and the Bill of Rights

Facets of Understanding: Explanation and Interpretation

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue and Academic Prompts

Friday April 4th

Lesson: Role Play: a Meeting with James Madison and Review Matching Game

Facets of Understanding: Explanation, Interpretation, Application, Perspective and Self-Knowledge

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue, Quiz Items, Academic Prompts and Performance Task

Monday April 7th

Lesson: Test (Covering material taught March 31st –April 4th) and “Sorry, No Rights for You” (The exclusion of black slaves, women and children)

Facets of Understanding: Explanation and Interpretation

Assessment Methods: Dialogue and Test Items

Tuesday April 8th

Lesson: Slavery in America

Facets of Understanding: Explanation, Interpretation, Perspective and Empathy

Assessment Methods: Observation and Dialogue, Academic Prompts and Performance Task

Wednesday April 9th

Lesson: Free vs. Slave State and the Missouri Compromise

Facets of Understanding: Explanation, Interpretation, Application, and Self-knowledge

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue, Academic Prompts and Performance Task

Thursday April 10th

Lesson: Frederick Douglass and the Abolitionist Movement

Facets of Understanding: Explanation, Interpretation, Perspective and Empathy

Assessment Methods: Informal Checks for Understanding, Observation and Dialogue, Academic Prompt, Performance Task

Friday April 11th

Same as Thursday April 10th

Lesson Plan One

Name of Lesson: The Articles of Confederation and Their Failure

Name of Unit: Moving Toward Freedom

Designer: Mona L. Cook

Essential Questions:

- Why did the Articles of Confederation fail?

Topical (Unit) Questions:

- What plan of government did the Articles of Confederation provide for the United States?
- What were the weaknesses of the Articles of Confederation?
- What was the most important achievement of the Congress under the Articles of Confederation?

Subject Areas Integrated: Social Studies, Reading, Writing

Grade Level: 6th Grade

Previous Knowledge

- **What do your students already know about what you are going to be teaching?** I conducted a pre-assessment of the students by giving them a one page handout asking them questions regarding the Articles of Confederation, the Constitution, the three branches of government, the Bill of Rights, the ability to change the Constitution, and whether slavery still exists today. In general, students did not know what the Articles of Confederation were; the students' knew that the Constitution was the basis for the government of the United States; students knew there are three branches of government and that our system has balanced power; students knew that the Bill of Rights are the first ten amendments; students did not know how you change the Constitution and students did not believe that slavery still exists today.
- **How will you accommodate for student differences?** There will be assigned research projects as part of this unit. Students will have a set frame work within which to work but will be free to make individual choices. For example, a white female student may choose to do her research on a white female who fought for voting rights for women, while a black male may choose to do his research on a black male abolitionist. In addition, students will be permitted to make choices through out the unit as to how to present their learned information. Permitting such choice and latitude in final product takes into consideration students' different genders, cultural backgrounds and ethnicities, ability levels, and special needs.
- **How does this lesson connect with previous and future lessons/learnings?** The students previously learned general information about the Consitution and the three branches of government. Students also learned that the Bill of Rights are the first ten Amendments to the Constitution. But students did not go into depth on any of the topics nor did they read any of the documents. This lesson will set the foundation for future lessons by teaching why a Constitution was needed in the first place.

Desired Outcomes/Objectives

- **What is the State standard or objective covered by the lesson?** Whitehall City Schools are using the Proficiency Learning Outcomes which were distributed by the Ohio Department of Education in August, 1995. Since this lesson is designed for a 6th grade level it is following the Learning Outcomes taken from the 6th grade Proficiency Tests. This lesson covers American Heritage L.O. 1; American Heritage L.O. 2; American Heritage L.O. 3; People in Societies L.O. 6; People in Societies L.O. 7; Democratic Processes L.O. 17; Writing L.O. a; Writing L.O. b; and Writing L.O. d.
- **What is worth being familiar with?** It is worth students being familiar with the knowledge that the treaty which ended the American Revolution was called the Treaty of Paris and was signed in 1783 and that students have general knowledge of The Land Ordinance of 1785 and the movement of pioneers westward following the American Revolution.

- **What will the students know and be able to do as a result of this lesson?** As a result of this lesson students will know the following: key terms- first “constitution,” central government, the “Critical Period;” key events- Articles of Confederation, Northwest Ordinance, Shays’ Rebellion; and key people-Daniel Shay. As a result of this lesson students will have the skills to identify, describe, and give examples of weaknesses of the Articles of Confederation; and write a persuasive letter.
- **What is worthy of enduring understanding?** The students should have an understanding that you don’t always get something right on the first try.

Assessments

- **What evidence will show that the students understand?** I will know the students understand by informal checks for understanding by asking students follow up questions after I lecture about the Articles of Confederation and the Northwest Ordinance. I will also use an open-ended question that requires critical thinking, not just knowledge recall (students will be asked in their opinion what were the five most serious weaknesses of the Articles of Confederation). Lastly, I will use another academic prompt by having students write a persuasive letter arguing for a new constitution.
- **What facets of understanding are demonstrated in the assessments?** The facets of understanding demonstrated in the assessments are explanation, interpretation, and perspective.

Learning Experiences

- **Introduction: How will you hook the students?** “Today we are going to talk about when our nation was a baby and the incompetent parents it had.”
Approximate time between transition from one subject to another? Social studies’ class is one hour long and it takes about five minutes for students to get settled in between classes. To keep them on task during this transition period I will have the overhead projector set up with the schedule for the day and key vocabulary words that I will instruct them to write down. In the meantime, I will get two volunteers to pass out worksheets that will be used later in the class.
- **Instructional strategies used:** Instruction will include direct expository strategies, lectures, and questions.
- **Plan:**
 1. I will have the students write in their planners the topic for the day: The Articles of Confederation and why it failed. I will make an analogy to our country being a newborn and our parents (the Articles of Confederation) not taking proper care of us, not meeting our needs. I will also have them write down key vocabulary terms: first “constitution”, central government, the “Critical Period,”Articles of Confederation, Northwest Ordinance, and Shays’ Rebellion. As they are doing this, two student volunteers will pass out the worksheets for the day.

2. I will then lecture on the Articles of Confederation and provide definitions for key vocabulary terms: first “constitution,” central government, and Critical Period. As I lecture I will make use of the overhead projector to write down key facts. Students will have a worksheet with information about the Articles of Confederation on it. (My social studies class does not have enough textbooks for everyone in the class to have one so I will be using handouts whenever I want students to read background information).
3. After the lecture and going over the vocabulary words, I will put an overhead up with seventeen questions on it. As a class we will go through the questions and answer them. The overhead will say “given the way the government was organized under the Articles of Confederation, which of the following could have happened in the United States during the Critical Period?” Students will be called upon to indicate yes if it could have happened and no if it could not have happened and explain why.
4. After discussing all questions, students will then be instructed to complete the part of their worksheet which states: “The Articles of Confederation had many serious weaknesses and eventually was replaced by the United States Constitution. In your opinion, what were the five most serious weaknesses of the Articles of Confederation?” Students will be given ten minutes in class to complete this assignment.
5. I will then lecture on the Land Ordinance of 1785 and the Northwest Ordinance in 1787. As I lecture I will make use of the overhead projector to write down key facts. Students will have a worksheet with information about the Land Ordinance of 1785 and the Northwest Ordinance of 1787 on it.
6. After the lecture I will put an overhead up with ten statements on it. As a class we will go through the statements. The overhead will say “based on the information in the section on the Land Ordinance of 1785 and the Northwest Ordinance in 1787, decide whether the following statements are true or false.” Students will be called upon to indicate whether they believe the statements are true or false and to explain why.
7. I will then lecture on the failure of the Articles using the Shays’ Rebellion as a primary example.
8. I will remind students of all the recent practice they had writing a persuasive letter when they were getting ready for the writing proficiency test. I will put up an overhead with reminder tips for how to write a persuasive letter. The students will then be instructed of their assignment to write a persuasive letter. They will be given the rest of the class period to work on it. If they do not complete it they are to take it home and complete it for homework. It is due the next day of class. The assignment is as follows: “Pretend that you are an American citizen living in Boston, Massachusetts in 1787. Shays’ Rebellion, in your opinion, is just another example of the many problems faced by the government under the Articles of Confederation. You believe that a Constitutional Convention should be held to draw up a new plan of government to replace the Articles of Confederation. You have decided to write a letter to the editor of the “Boston Gazette,” the state’s largest newspaper. You hope that your letter will convince other people of the need

to have a new constitution for the United States. Call attention to many of the problems that have developed under the Articles of Confederation.”

- **Conclusion/Summary: How will you provide closure? How will you connect this lesson with future lessons?** Two minutes before class is over I will inform them that tomorrow “our baby” is going to be removed from his parents and go into foster care. I will then explain that tomorrow we are going to discuss how many leaders of the war of Independence got together to try to “fix” the Articles of Confederation to make them acceptable parents for our new nation.

Materials: The materials necessary for the lesson will be an overhead projector; three overheads (one of questions on the Articles of Confederation, one on questions on the Northwest Ordinance, and one on tips for writing a persuasive letter); three teacher prepared worksheets, one per student (two worksheets with factual information, and one homework worksheet for writing their persuasive letter).

Resources: “The Critical Period” worksheet pages 46A-46D from the Columbus Public Schools course of study for 6th grade social studies; Feinberg, B. (1996). *Inside Government: Constitutional Amendments*. New York: Twenty-First Century Books; Maestro, Betsey & Giulio. (1987). *A More Perfect Union: The Story of our Constitution*. New York: Lothrop, Lee & Shepard Books.

Estimated Time for Lesson: I estimate that this lesson will take one hour class period to complete, with slower students having the opportunity to take their assignment home to complete if unable to do so during class time.

Teacher self-assessment: I will assess the unit by seeing if students looked engaged, by observing their responses to questions posed after the lectures, and by reading their persuasive letters.

ARTICLES OF CONFEDERATION

Articles of Confederation (1781-1789): In 1781 Congress adopted a plan of government called the Articles of Confederation. It was the first “constitution”—written plan of government—for the United States. Under the Articles of Confederation:

1. There was one branch of government—the “legislative branch” consisting of a Congress that made the laws. There was no “executive branch” (president) to carry out the laws, and no “judicial branch” (system of courts) to explain the laws and settle disputes between states.
2. Each state sent 2 to 7 delegates to Congress, but each state had just one vote.
3. Congress had the power to: a) declare war and make peace, b) send ambassadors to foreign countries, c) form alliances with other countries, d) manage Indian affairs, e) establish post offices, f) regulate trade with other countries, g) borrow money and ask the states to pay taxes, h) determine the size and use of the army and navy, i) pass new laws and make important decisions with the approval of 9 of 13 states, j) set up courts to hear cases involving piracy or capture on the high seas.
4. Congress did not have the power to: a) require the payment of taxes, b) control trade between states, c) make the states work together to solve problems affecting the whole country.
5. Each state had the right to: a) have its own constitution, b) organize its own armed force (the state militia), c) print its own money, d) hold complete control over all affairs within the state, e) make treaties with the Indians, other states, and foreign countries, f) have all powers not specifically granted to Congress.
6. Amendments (changes or additions) to the Articles of Confederation required the approval of all 13 states.

QUESTION ONE

Given the way the government was organized under the Articles of Confederation, which of the following could have happened in the United States during the Critical Period? Write YES if it could have happened. Write NO if it could not have happened.

1. Laws were not always enforced because there was no president to see that they were carried out.
2. Many disputes between states and between citizens of different states went unsettled because there were no federal courts to hear the cases.
3. Many states refused to pay the full amount of taxes requested by Congress.
4. Congress never had enough money to run the government, settle its debts, and pay its soldiers.

5. Congress and the individual states printed so much paper money that it became almost worthless.
6. Money in one state was different from money in another state.
7. States argued over navigation rights on rivers along their boundaries.
8. Foreign countries refused to make trade agreements with the United States because Congress could not get all of the states to obey them.
9. States placed heavy taxes on products from other states so that their citizens would buy cheaper goods from businessmen within their own state.
10. Virginia, Massachusetts, and other states with large populations resented the fact that each state regardless of its size had 1 vote in Congress.
11. It was difficult to get new laws passed.
12. Boundary disputes between states nearly led to armed conflict.
13. It was difficult to make changes in the Articles of Confederation.
14. The weak central government could not keep the states from acting like 13 independent countries.
15. Foreign countries had little respect for the United States.
16. George Washington, Alexander Hamilton, and other leaders became dissatisfied with the Articles of Confederation.
17. A meeting was held to write a new constitution for the United States.

QUESTION TWO

The Articles of Confederation had many serious weaknesses and eventually was replaced by the United States Constitution. In your opinion, what were the five most serious weaknesses of the Articles of Confederation?

THE LAND ORDINANCE OF 1785 AND THE NORTHWEST ORDINANCE IN 1787

Land Ordinance of 1785: After the Revolutionary War, many pioneers crossed the Appalachian Mountains and settled in the Northwest Territory. The Northwest Territory included the present-day states of Ohio, Indiana, Illinois, Michigan, and Wisconsin. Other pioneers moved into the Southwest Territory which today is made up of Kentucky, Tennessee, Mississippi, and Alabama. These two territories lay between the Appalachian Mountains and the Mississippi River, the western boundary of the United States.

For many years, seven states along the Atlantic Coast had claimed that their western boundaries extended to the Mississippi River and beyond. Some state claims overlapped and led to bitter disputes. Finally, the states agreed to give up their claims, and the western lands were taken over by the United States government.

To control the settlement and development of the Northwest Territory, Congress passed two important laws—the Land Ordinance of 1785 and the Northwest Ordinance. The Land Ordinance of 1785 established definite boundary lines so there would be no confusion and legal disputes over land ownership.

Northwest Ordinance (1787): The most important achievement of the Congress under the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This law set the guidelines for governing U.S. territories and admitting new states to the Union. The Northwest Ordinance was first written to provide a plan of government for the Northwest Territory but it extended to other territories as well. According to the Northwest Ordinance: a) a “territory”—land not yet a state—would have a temporary government chosen by Congress consisting of a governor and three judges; b) when 5,000 adult males had settled in the territory, the voters could elect representatives to a legislature that would make laws for the territory; c) when 60,000 people lived in one part of the territory, that area could ask Congress to become a state; d) the Northwest Territory was to be eventually divided into three, four, or five states; e) settlers were

guaranteed freedom of religion, freedom of speech, and other basic rights; f) slavery was not permitted in the territory; g) towns were encouraged to establish public schools.

QUESTION

Based on the information in the section on the Northwest Ordinance and the information in the section on the Land Ordinance of 1785, decide whether the following statements are true or false.

1. The Northwest Ordinance established a democratic form of government.
2. Slavery was forbidden in the Northwest Territory.
3. All government officials were elected by the people.
4. The Northwest Ordinance gave settlers a bill of rights.
5. The Northwest Ordinance was a major accomplishment of the Congress under the Articles of Confederation.
6. A territory could apply for statehood as soon as 5,000 adult males had settled there.
7. Congress wanted to see public schools established in the Northwest Territory.
8. The Supreme Court decided whether a territory could become a state.
9. Three states were eventually made from the Northwest Territory.
10. The Northwest Ordinance established guidelines for admitting new states into the Union.

THE CRITICAL PERIOD—FAILURE OF ARTICLES OF CONFEDERATION

Great Britain and the United States signed the Treaty of Paris in 1783 ending the Revolutionary War. In the years which followed, the new American government faced

many difficult problems. The U.S. was deep in debt because huge sums of money had been borrowed from France and other countries to carry on the Revolution. The “central government”—the government for all of the states—was weak because most of the power had been given to the individual states. Numerous disputes arose between the states. An economic depression threatened many citizens with the loss of their farms. These years of troubles from 1783 to 1789 came to be known as the “Critical Period.”

During the 1780’s, the farmers of western Massachusetts faced serious financial problems. They were having a difficult time paying back the money they had borrowed to buy their farms. High taxes made matters worse. Instead of helping the farmers, the government of Massachusetts ordered that hundreds of farms be sold to pay off debts and back taxes. Once their land had been taken away, the farmers lost the right to vote because they no longer were property owners.

Filled with frustration, more than a thousand angry farmers took up arms and closed a number of courts that had ordered the sale of their land. The leader of the rebels was Daniel Shays, a former Revolutionary War officer. After several skirmishes with the state militia, Shays’ Rebellion came to an end. Although the farmers were defeated, the rebellion added to the growing demand that the government under the Articles of Confederation be changed. Many Americans wanted a stronger central government that could keep order and solve problems.

QUESTION

Pretend that you are an American citizen living in Boston, Massachusetts in 1787. Shays’ Rebellion, in your opinion, is just another example of the many problems faced by the government under the Articles of Confederation. You believe that a Constitutional Convention should be held to draw up a new plan of government to replace the Articles of Confederation. You have decided to write a letter to the editor of the “Boston Gazette,” the state’s largest newspaper. You hope that your letter will convince other people of the need to have a new constitution for the United States. Call attention to the many problems that have developed under the Articles of Confederation.

Your editorial letter will be evaluated on the basis of these criteria:

1. The introduction grabs the reader’s attention.
2. Your position is clear early in the editorial.
3. The necessary background information is given.
4. Logical support is provided.
5. The reasoning is sound.
6. The letter contains appropriate emotional and ethical appeals.
7. The editorial presents and responds to opposing positions.
8. The organization is clear and effective.
9. The style is both suitable and persuasive.
10. The conclusion is strong and effective.

THE CONSTITUTIONAL CONVENTION 1787

History—Facts

Many leaders of the war of Independence were fearful that the fragile Confederation might dissolve. They had called a meeting in Philadelphia to discuss ways to strengthen and improve the Articles. In May, 1787, delegates from twelve states gathered at Independence Hall in Philadelphia, Pennsylvania. They had come together to discuss the young nation's problems and to consider making changes in the government. George Washington, Alexander Hamilton, and other leaders had grown dissatisfied with the weak central government established by the Articles of Confederation.

At first the delegates talked about ways of revising the Articles of Confederation. The agreement of all 13 member states was needed to pass formal changes, called amendments, to the Articles. Since the state of Rhode Island did not send delegates to the meeting, under the rigid unanimity rule the Articles could not be altered or rewritten. But soon they decided to replace the Articles with a new plan of government, the United States Constitution. The delegates at the meeting, which was called the Constitutional Convention, included many of the country's best known and most able men. Most of the 55 delegates were lawyers, planters, and merchants. Those present at the Convention included: George Washington—who served as president of the Convention; James Madison—the “Father of the Constitution,” who kept detailed notes of the meetings and suggested many of the ideas that led to the formation of a strong central government; Alexander Hamilton—another supporter of a strong central government that would have more power than the state governments; Gouverneur Morris—a skillful writer who gave the Constitution its final wording; and Benjamin Franklin—whose wisdom and timely humor helped ease tensions between delegates involved in the frustrating and sometimes heated debate.

Several distinguished Americans did not attend the Constitutional Convention. John Adams and Thomas Jefferson were foreign ministers representing the United States in Europe. Samuel Adams and Patrick Henry opposed changing the Articles of Confederation. They preferred a weaker central government with most of the power in the hands of the states.

The members of the Convention agreed from the outset that important powers had to be given to the central government that were lacking under the Articles of Confederation. Congress was given the authority to levy and collect taxes and to control trade among the states and with foreign countries. The delegates wanted an executive branch of government, headed by a president, to enforce the laws. They also agreed that a judicial branch, or system of courts, was needed to interpret the laws. But the delegates disagreed on the best ways to achieve their goals. On numerous occasions, a compromise, or agreement, had to be worked out between two opposing groups.

Geography

Students map states at time of Constitutional Convention—purpose for them to realize it is the 13 colonies.

Activity One

Individual Matching Lists of terms

Activity Two

Two different colored index cards. One has a term on it. Another has a definition. Students have to match up the cards that go together.

Activity Three

The main points of disagreement between the delegates are listed under opposing groups. Start with the conflict between the large and small states. Read what each side has to say, and then write a compromise that both sides might think is a fair agreement. Remember that in a compromise neither of the opposing groups can get everything that it wants.

Opposing groups: Large states—“We favor the Virginia Plan in which representation in Congress is based upon population. States with more people should have more representatives in Congress.” Small states—“We support the New Jersey Plan. All states should have the same number of representatives in Congress.” Your compromise: Actual compromise: Great Compromise. Opposing groups: Southern states—“When a ‘census’ - a count of the people- is taken to determine how many representatives each state gets in Congress, slaves should be included in the total.” Northern states—“Slaves should not be counted because they are not citizens and have no political rights.” Your compromise: Actual compromise: Three-fifth Compromise. Opposing groups: Slave states—“Congress should not be able to stop us from importing slaves to work on our plantations.” Free states—“Limits should be placed on the number of slaves being brought into the United States.” Your compromise: Actual compromise: Slave trade Compromise. Opposing groups: Agricultural states—“Congress should not be able to tax imports and exports. If imports are taxed, we will have to pay higher prices for foreign goods. If exports are taxed, it will be harder for us to sell our products to foreign countries.” Manufacturing states—“Congress should tax imports so that foreign goods won’t be cheaper than our manufactured products.” Your compromise: Actual compromise: Commerce Compromise. Opposing groups: Aristocrats—“The common

man cannot be trusted to choose capable leaders. So voters should elect leading citizens who will than elect the president and members of Congress.” Democrats—“We oppose a rich man’s government. The president and members of Congress should be elected by the voters.” Your compromise: Actual compromise: Election compromise.

THE CONSTITUTION:

THE PREAMBLE

History—Facts:

Explain that a preamble is something that comes at the beginning.

Activity:

Read the preamble aloud while students follow along with written text. Discuss what the preamble means. Then have students do Powerful Words worksheet and rewrite the preamble in their own words.

Activity

Discovery.com students will show how the meaning of the Preamble is reflected in current American culture. Do questions on page 2. Do our Constitution today activity. Do a media presentation page 3.

WHAT THE CONSTITUTION DID NOT SAY

1. Distribute the Student Sheet: What the Constitution Did Not Say. Read the 2 sections of the Constitution with the students and help them to understand their meaning.
2. Ask the students, working in their teams, to speculate on the answers to the following questions.
 - To whom do the phrases “three-fifths of all other persons” and “such persons” refer?
 - How could you guess that they refer to enslaved Africans?
 - Why did the writers of the Constitution avoid the terms slave and slavery?
3. Students share their answers in a class discussion.
4. Students role play, some as southern delegates and some as northern delegates to the Constitutional Convention. What might some of the arguments have been that resulted in the wording of the passages on the student sheet?

ABILITY TO AMEND CONSTITUTION

History—Facts:

The framers wanted their Constitution to be more flexible than the Articles of Confederation. Knowing that times and circumstances would change, they searched for a way the Constitution could be altered without requiring the consent of all the states. As early as June 11, 1787, George Mason, a delegate from Virginia, explained why this was important: “The plan now to be formed will certainly be defective, as the Confederation has been found on trial to be. Amendments therefore will be necessary, and it will be better to provide for them, in an easy, regular, and constitutional way than to trust to chance and violence.”

HOW THE CONSTITUTION IS AMENDED

History—Facts:

Article 5 states that amendments can be proposed by a 2/3 vote in both houses of Congress or by a convention called at the demand of 2/3 of the states. Ratification, or approval, requires the consent of 3/4 of the state legislatures or the consent of conventions in 3/4 of the states. The requirements are easier than the Articles, but difficult enough to discourage frequent use. Currently consent of 38 states is required for ratification.

RATIFICATION OF THE CONSTITUTION

History—Facts

After four months of hard work, the delegates finished writing the Constitution. But nine states had to approve of the new plan of government before it could go into effect. George Washington, Alexander Hamilton, James Madison, and others who favored adoption were called “Federalists.” They believed that a strong central government was best for the country.

Opponents of the Constitution were called “Anti-Federalists.” These people included Patrick Henry, Samuel Adams, and John Hancock. They feared that a strong central government might act as the king and Parliament did when Great Britain ruled the 13 colonies. The Anti-Federalists also were concerned that the Constitution did not contain a Bill of Rights to protect the basic freedoms and liberties of the people.

The Federalists wrote newspaper articles explaining the Constitution to the people. They also promised to add a Bill of Rights to the document. Opposition lessened and the Constitution was approved by the states.

In 1789 the United States Constitution went into effect. George Washington took the oath of office and became the first American president. The government began to grow stronger and earn the respect of foreign nations.

BILL OF RIGHTS

History—Facts

The Articles of Confederation did not contain a bill of rights. Since the central government had no direct power over the people, no safeguards for their freedom were thought necessary.

Three of the delegates refused to sign the Constitution largely because it contained no specific guarantee of individual liberties. Once in Congress, Madison worked hard to reduce to a reasonable list the more than 200 proposed amendments drawn from state ratifying conventions.

Explain James Madison's role with the Bill of Rights do discussion questions from Foundations of Freedom book.

Reading

Have students read profile article on James Madison. Preteach vocabulary.

Discussion Questions

1. How did Madison's background qualify him to write such an important document?
2. What changed Madison's mind about a national Bill of Rights?

Activity

A Meeting with Mr. Madison—Ask students to imagine that it is June 7, 1789. By the magic of time travel, students are going to visit James Madison in his New York City lodgings. He wants to ask students two questions before he delivers his famous speech on June 8. Then write the following two questions on the board:

1. What rights, if any, have been left out of the proposed amendments?
2. What are the most important issues in your own time?

Divide the class into groups of 3 or 4. Have students number off. Explain that all students with the number 1 will take the role of James Madison. The other students will answer his questions.

To prepare for role play, students playing Mr. Madison should review his profile to get into character. Working together, the other students should prepare answers to the questions on the board. When students are prepared, have Mr. Madison introduce himself to the students and ask the questions (make sure Mr. Madison takes notes on the answers given).

To debrief the activity, call on each Mr. Madison to report the group's answers. Make a cumulative list on the board and discuss.

On June 8, 1789 Madison presented the list of amendments to Congress. Within two years, 9 states ratified ten of the amendments, but since Vermont had entered the Union on March 4, 1791, approval by one more state was needed. Virginia supplied it on December 15, 1791. On March 1, 1792, Secretary of State Thomas Jefferson certified that the 10 amendments, otherwise known as the Bill of Rights, were part of the Constitution.

At first the Bill of Rights only applied to the federal government not the states.

Sorry, No Rights for You

Picture the people around that constitutional floor—white men who owned property. When they wrote the Bill of Rights, most had no intention of protecting the rights of the people who needed protection most: blacks, women, and poor people.

In the 1790's the liberties guaranteed by the Bill of Rights did not extend to everyone; the nation's black slaves and women were notable exceptions. Slaves were considered property, not citizens. In 1787, about 650,000 Africans were enslaved in the U.S. As the price of union between southern states and the rest of the nation, they received no protection from the Constitution. The nation's 1.5 million women were also denied citizenship and treated as dependents. The denial of political and legal rights to blacks and women was acceptable to most 18th century Americans. Young people were also treated as dependents.

Another reason that the Bill of Rights was so weak: During the 1800s, judges ruled again and again that the Bill of Rights related only to U.S. laws, not to state laws. That meant that under the Bill of Rights you could sue the U.S. government if it made a law limiting your freedom of speech, for example. But if your own home state told you to shut up, that was the state's business.

But all this changed in 1868, when the 14th amendment put the Bill of Rights on its feet. Written after the Civil War, the Amendment gave rights to blacks and declared: "No state shall make or enforce any law which shall abridge the privileges...of citizens of the U.S.; nor shall any state deprive any person of life, liberty, or property, without due process of law."

WORDS BEFORE WAR/UNDERGROUND RAILROAD

Concept: Tradition: Generalization:

African American songs and music are an important part of their cultural traditions and are passed down from generation to generation. From chapter 7 teach about the black anthem. Lift Ev'ry Voice and Sing.

Abolitionists/Underground Railroad

The Underground Railroad Packet

Ch 7 questions
The Big Argument/Slavery and Abolition worksheet

Art Connections

Quilting—role of quilt patters that served as maps for escape
Drama-play about Frederick Douglass
Stamp-design stamp for person in history

Geography

Mapping the underground railroad
Mapping free states and slave states

Science

Astronomy—teach about the Drinking Gourd and how slaves used the North Star to escape north to freedom

Writing

Use prompts *From Slave Ship to Freedom* for writing
Show illustrations from *Aunt Harriet's Underground Railroad* book as prompts for student creative writing

Freedom seg 2, web 5
Freedom seg 3, web 5
Freedom seg 4, web 5—Frederick Douglass/abolitionists
Freedom a History of Us teaching guide segment 5, webisode 5
Freedom seg 7, web 5—Dred Scott decision/John Brown
Freedom seg 6, web 5—“Moving Toward Freedom”

CIVIL WAR

Freedom seg 8, web 5—states decisions to secede
The Civil War—A literature unit—Nancy Hellickson

CONSTITUTIONAL AMENDMENTS

History—Facts—Rights for Blacks

5 Amendments were needed to help blacks gain the benefits of American citizenship; 3 were passed as a result of the Civil War (1861-1865). In 1863, more than 3 million black slaves lived in the Confederacy, the government formed by the 11 southern states that left the Union. Another 450,000 slaves lived in the 4 border states that did not secede, and some 500,000 free blacks were scattered throughout the nation.

In the North, free blacks had limited rights to petition, travel, organize, and publish, but because of racial prejudice against them, most were not allowed to vote. Often they held unskilled jobs. In the South, freed blacks had fewer rights but greater economic opportunities, as craftspeople and tradepeople.

13th Amendment—frees slaves and guarantees that people cannot be forced to work against their will unless they are being punished for a crime. Congress has the right to pass laws to carry out this amendment.

Some citizens condemned slavery since the early days of the American republic. By the 1830s, abolitionist groups began their crusade to free slaves. They received a setback in the controversial Dred Scott case of 1857, in which the Supreme Court ruled that slaves were the property of their owners and not citizens. Nevertheless, on his own, President Lincoln freed slaves living in the Confederacy with his 1863 Emancipation Proclamation. It was a war measure that would probably expire when the conflict ended.

An ordinary law passed by Congress wouldn't do because the Constitution recognized slavery. Article 1, Section 2 allowed the slave population to be counted as 3/5 of the white population for purposes of distributing seats in the House of Representatives and for determining taxes. To end slavery forever, the Constitution had to be changed, so the 13th amendment was proposed to the states.

14th Amendment—is remembered for its broad definition of the rights of citizenship, which were officially granted to blacks as well as to qualified immigrants. In addition, the amendment contained harsh penalties for states that failed to comply with its requirements, but these penalties were never carried out.

Section 1 of the 14th Amendment: extends citizenship in the US and in the state where they live to all people born in the US or who come from abroad and voluntarily swear to become Americans. Also forbids states to pass or carry out any law that restricts the rights of American citizens or takes away their lives, liberty, or property without due process of law. States may not deprive any person within their borders of the equal protection of the laws. In other words, they must treat everyone equally under the law.

The Amendment reversed the Dred Scott decision and gave blacks both state and national citizenship.

Section 2: Cancels the method of counting slave populations as 3/5 of the white population within a state for purposes of voting and taxation, found in Article 1, Section 2 of the Constitution.

15th Amendment—prohibits the federal government and the states from denying the right to vote to people because of their race, color, or previous status as slaves. Congress has the right to pass laws to enforce the amendment.

24th Amendment—forbids the federal government or the states from making citizens pay poll taxes or other taxes in order to vote in national elections. Congress has the power to enforce this amendment by law if necessary.

Poll taxes were once used to prove that colonial and revolutionary voters were financially independent and responsible citizens. After the Civil War, Southern officials used them to keep blacks and poor whites from voting.

History—Facts—Rights for Women

Women were another disadvantaged group denied the protection of the Bill of Rights and prevented from voting. Women were treated as dependents. According to John Adams, women and children lacked independent judgment, and “their delicacy renders them unfit for practice and experience in the great businesses of life.” Women could not sue or be sued in Court, sign legal documents, or own property. They were under the protection and direction of their fathers, brothers, or husbands.

19th Amendment—grants women the right to vote and gives Congress the power to pass whatever laws may be needed to secure this right.

Math Link

Calculate how many states had to ratify amendments then and now.

KEEPING THE CONSTITUTION UP TO DATE

History—Facts:

To discourage impulsive and poorly thought out changes to the Constitution, the framers made the amending process complicated and time consuming. As a result only 27 amendments have been added to the Constitution. They have secured individuals’ freedoms, extended voting rights to more citizens, and adjusted the presidency, courts, and Congress.

Some amendments defeated in the 20th century: The child labor amendment was introduced in Congress in 1924. The framers, who lived in a mostly agricultural society, could not have anticipated that children would be working in factories and mines for long hours in unsanitary conditions. This was a problem that developed in the late 19th and early 20th centuries, when the US became a highly industrialized nation. In 1920, more than 1 million children from ages 10 to 15 were part of the labor force. In 1918 and 1922, the Supreme Court struck down progressive federal laws that sought to eliminate child labor. When Congress proposed an amendment to overturn the Court’s decision, however, only 28 states ratified it. Manufacturing interests, along with people who resented federal interference in state matters, combined to defeat the measure. By 1938, an amendment was no longer needed. During the Great Depression, unemployed adults took over many jobs previously held by children. Also, the Fair Labor Standards Act of 1938—upheld by the Supreme Court—made child labor illegal.

Kids' Rights

Kids' Bill of Rights

MODERN SLAVERY

Child Labor

Universal Declaration of Human Rights

STANDARDS ADDRESSED: 6th GRADE OHIO PROFICIENCY LEARNING

OUTCOMES: The Proficiency Learning Outcomes were taken from the 6th Grade Proficiency Tests: Information Guide distributed by the Ohio Department of Education in August 1995.

Citizenship—American Heritage

American Heritage L.O. 1: Demonstrate knowledge of and ability to think about the relationship among events: Group significant individuals by broadly defined historical eras; utilize multiple-tier time lines; recognize significance of individuals or historical events in the context of other individuals or events and various time periods; reflect on the contributions of ordinary people as well as of famous individuals.

American Heritage L.O. 2: Utilize a variety of resources to consider information from different perspectives about North America; identify the central idea an historical narrative attempts to address and inquire into the relative credibility of sources: a) analyze information from a variety of sources including primary and secondary sources; b) distinguish the main idea of a passage; c) analyze the reliability of views contained in different statements or documents.

American Heritage L.O. 3: Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

- Identify contributions of individuals who helped create the Constitution.

Citizenship—People in Societies

People in Societies L.O. 6: Draw inferences about the experiences, problems, and opportunities that cultural groups have encountered in the past: a) examine past experiences of various cultural groups—racial groups.

People in Societies L.O. 7: Describe how the customs and traditions of immigrant and other groups have shaped American life.

Citizenship—Democratic Processes

Democratic Processes L.O. 17: Interpret how examples of political activity illustrate characteristics of American democracy: a) identify key characteristics of U.S. democracy: 5) all people have basic rights guaranteed to them by the Constitution.

- Summarize the reasons for the creation of the Bill of Rights
- Describe important individual rights
- Summarize selected amendments

Citizenship--Rights and Responsibilities

Citizenship Rights and Responsibilities L.O.19: Analyze information on civic issues by organizing key ideas with their supporting facts.

Citizenship Rights and Responsibilities L.O. 20: Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.

Citizenship Rights and Responsibilities L.O. 21: Identify ways to resolve private and public conflicts based on principles of fairness and justice.

DESIRED RESULTS

Enduring Understandings:

- The Constitution was written to create a more effective government for the United States.
- The Constitution endures because it balances power, fosters compromise, and provides for change.
- The Bill of Rights protects the rights and liberties of Americans from the abuses of government.

Essential Questions:

- Why was the Constitution written?
- Why does the Constitution still work?
- How are the liberties of Americans protected?

Knowledge and Skills:

- Knowledge
 - Key terms: constitution, democracy, compromise, ratify, federal system, amendment
 - Key events: Articles of Confederation, Shay's Rebellion, Constitutional Convention
 - Key people:
 - The first ten amendments

Skills

- Identify, describe, and give examples of amendments
- Define and use analogy
- Create a flow chart
- Write an acrostic
- Create an analogy between the Constitution and a sports game
- Participate in Writer’s Workshop and write a children’s book

EVIDENCE OF UNDERSTANDING

Performance Task:

You are an author of children’s books. You have been asked to write a story for younger children explaining why the Constitution was written and why it still works today. To appeal to this audience, your story needs to explain the Constitution through an analogy of a sports team, such as football.

Student Directions:

- Goal: To write a book that helps younger children understand the Constitution by using an analogy between the Constitution and a sports game.
- Role: You are an author of children’s books who has been asked to write about the Constitution.
- Audience: Your audience is 3rd grade students studying the Constitution.
- Situation: You have been asked by a textbook company to write a 3rd grade children’s book in a way that helps young children understand the importance of the Constitution.
- Product: Write a children’s book explaining the Constitution by comparing it to a sports team. Your analogy needs to show the following:
 - How the game is like the Constitution
 - Why the players must have a plan like the U.S. needed a plan
 - The consequences of not having a “game plan” for both sports and the U.S.
 - How and why sports games have been around for a long time like the constitution (what makes each endure over time)
 - How compromises between offense and defense teams are like the compromises made at the Constitutional Convention
 - What part the coaches, referees, and players play in the game, like the legislative, executive, and judicial branches play in government, and how they all act as checks and balances
 - How rules of the game are like the Bill of Rights

Standards: Your book must be written so that 3rd graders can understand why the constitution was needed, why it was written, how the government was organized, how compromise led to a successful plan that was accepted by all thirteen states, and why the Bill of Rights protects our freedoms.

LEARNING EXPERIENCES AND INSTRUCTION – W.H.E.R.E.:

Where the work is headed and the purpose of day to day work

Hook the students with engaging work that makes them more eager to explore key ideas.

Explore the subject in depth, equip the students with the required knowledge and skill to perform successfully on final tasks, and help them experience key ideas.

Rethink with students the big ideas; students rehearse and revise their work.

Evaluate results and develop action plans through self-assessment of results

- Explain to students that the entire class will decide what rules they will play for a game of kick ball. They must come to a consensus by voting on the rules. Allow them ample time to discuss which rules to apply to the game. (H)
- After 15 minutes, students write how they worked together to formulate the rules and whether they were successful or not. Debrief the activity and explore problems they encountered and options that might have led to success. (H)
- Introduce Enduring Understandings and Essential Questions. (W)
- Introduce key vocabulary. (W)
- Present lesson on difficulties the United States encountered under the Articles of Confederation. (E)
- Students create a time line showing the sequence of events that led to the need for a new constitution, beginning with the Declaration of Independence and ending with Shays’ Rebellion. (E)
- Students create a Constitution folder to keep materials and analogies for Performance Task. (E)
- Students write an analogy for why the new nation, like players in a game, needed a plan. Including the consequences of having no plan. (E)
- Introduce key vocabulary, “compromise.” (E)
- Present a lesson on the Constitutional Convention and the Great Compromise. (E)
- Students write an acrostic using the word “compromise” that describes the impact of compromise on the ratification of the Constitution. (R)
- Read aloud the Preamble of the Constitution and discuss meaning of phrases such as, “promote the general welfare.” (E)
- Students write an analogy for the compromise made at the Constitutional Convention, like the compromises made between the offensive and defensive teams. Include the importance of compromise and the consequences of failing to compromise. (R)
- Students describe the events that led to the writing of the Constitution, identify the three branches of government and their responsibilities, and explain the system of checks and balances. (E)
- Students write an analogy for how the three branches of government work together, like coaches, players, and referees work together. Include how checks and balances work, like in a sports game. (R)
- Students explain how the Bill of Rights protects individuals, describe key rights protected under the Bill of Rights, and interpret images that represent key amendments. (E)

- Students write an analogy for how the Bill of Rights protects people, like the game rules protect the players. Include examples of amendments and examples of game rules. (R)
- Students write an analogy between the Constitution and a sports game. (Ev)
- Students write an analogy of what aspects make the Constitution endure over time, like a sports game endures over time. (Ev)
- Model examples of using analogies in a story, and how to create an introduction. (E)
- Allow students time to write a rough draft, revise, edit, and publish their book. (R)
- Students read aloud their books to the class. (Ev)

RESOURCES:

Nonfiction

Adler, D.A. (1993). *A Picture Book of Frederick Douglass*. New York: Holiday House.

Shh! We're Writing the Constitution by Jean Fritz (Scholastic, 1987)

Fiction

- *Jump Ship to Freedom* by James Lincoln Collier and Christopher Collier (Delacorte Press, 1981)

Hopkinson, D. (1993). *Sweet Clara and the Freedom Quilt*. New York: Knopf.

Lyons, M.E. (1992). *Letters from a Slave Girl: The Story of Harriet Jacobs*. New York: Scribner's.

Books for Teachers

Hughes, L., Meltzer, M., Lincoln, C.E., & Spencer, J.M. (1995). *A Pictorial History of African Americans: From 1619 to the Present* (6th ed.). New York: Crown.

Rampersad, A. & Roessel, D. (eds.). (1994). *The Collected Poems of Langston Hughes*, New York: Knopf.

Lesson Plan Two

Name of Lesson: The Constitutional Convention and the Importance of Compromise

Name of Unit: Moving Toward Freedom

Designer: Mona L. Cook

Essential Questions:

- Why was the Constitution written?
- What role did compromise play in the creation of the Constitution?

Topical Questions:

- What was the Great Compromise?
- What was the Three-Fifth Compromise?
- What was the Slave Trade Compromise?
- What was the Commerce Compromise?
- What was the Election Compromise?

Subject Areas Integrated: Social Studies, Reading, Writing

Grade Level: 6th Grade

Previous Knowledge

- **What do your students already know about what you are going to be teaching?** I conducted a pre-assessment of the students by giving them a one page handout asking them questions regarding the Articles of Confederation, the Constitution, the three branches of government, the Bill of Rights, the ability to change the Constitution, and whether slavery still exists today. In general, students did not know what the Articles of Confederation were; the students' knew that the Constitution was the basis for the government of the United States; students knew there are three branches of government and that our system has balanced power; students knew that the Bill of Rights are the first ten amendments; students did not know how you change the Constitution and students did not believe that slavery still exists today.
- **How will you accommodate for student differences?** There will be assigned research projects as part of this unit. Students will have a set frame work within which to work but will be free to make individual choices. For example, a white female student may choose to do her research on a white female who fought for voting rights for women, while a black male may choose to do his research on a black male abolitionist. In addition, students will be permitted to make choices through out the unit as to how to present their learned information. Permitting such choice and latitude in final product takes into consideration students' different genders, cultural backgrounds and ethnicities, ability levels, and special needs.
- **How does this lesson connect with previous and future lessons/learnings?** Yesterday students learned about the Articles of Confederation, the Northwest Ordinance, and the Critical Period—Failure of the Articles of Confederation. The students have now learned background information on why a Constitution was needed. Today's lesson will teach about the Constitutional Convention and all the "compromising" that went on to write a "second constitution." Students will see what effect these compromises had in future lessons.

Desired Outcomes/Objectives

- **What is the State standard or objective covered by the lesson?** Whitehall City Schools are using the Proficiency Learning Outcomes which were distributed by the Ohio Department of Education in August, 1995. Since this lesson is designed for a 6th grade level it is following the Learning Outcomes taken from the 6th grade Proficiency Tests. This lesson covers American Heritage L.O. 1; American Heritage L.O. 2; American Heritage L.O. 3; People in Societies L.O. 6; People in Societies L.O. 7; and Democratic Processes L.O. 17.
- **What is worth being familiar with?** It is worth students being familiar with the knowledge that the site of the Constitutional Convention in 1787 took place in Philadelphia at Independence Hall, that Benjamin Franklin proposed the turkey for our national symbol, that Rhode Island was the only state not to send

delegates to the Constitutional Convention, and that there were 55 delegates that participated at the Constitutional Convention.

- **What will the students know and be able to do as a result of this lesson?** As a result of this lesson students will know the following: key terms- constitution, compromise, federal system, Virginia Plan, New Jersey Plan, Great Compromise, three-fifth compromise, slave trade compromise, commerce compromise, and election compromise; key people-George Washington (who served as president of the Convention), James Madison (the “Father of the Constitution,” who kept detailed notes of the meetings and suggested many of the ideas that led to the formation of a strong central government), Alexander Hamilton (another supporter of a strong central government that would have more power than the state governments), Gouverneur Morris (a skillful writer who gave the Constitution its final wording), and Benjamin Franklin (whose wisdom and timely humor helped ease tensions between delegates involved in frustrating and sometimes heated debate). As a result of this lesson students will be able to see how different people have different perspectives and students will learn how to take two opposing positions and reach a compromise that is acceptable to both sides.
- **What is worthy of enduring understanding?** The students should have an understanding that it took a great deal of work and compromise to write the Constitution and how decisions made at the Constitutional Convention continue to affect us today.

Assessments

- **What evidence will show that the students understand?** I will know the students understand by informal checks for understanding by asking students follow up questions after I lecture about the Constitutional Convention. I will also use a performance task (students will work in groups and come up with a compromise for one of five areas of contention at the Constitutional Convention), and students will share their compromises with me and the class.
- **What facets of understanding are demonstrated in the assessments?** The facets of understanding demonstrated in the assessments are explanation, interpretation, application and perspective.

Learning Experiences

- **Introduction: How will you hook the students?** “Today we are going to talk about our nation baby that is in foster care. We are going to work on a plan for his parents to follow so they can get their baby back and do their parenting job better.” **Approximate time between transitions from one subject to another?** Social studies’ class is one hour long and it takes about five minutes for students to get settled in between classes. To keep them on task during this transition period I will have the overhead projector set up with the schedule for the day and key vocabulary words that I will instruct them to write down. In the meantime, I will get two volunteers to pass out worksheets that will be used later in the class.

- **Instructional strategies used:** I will use direct expository instruction, lectures, questioning, and cooperative learning strategies.
- **Plan:**
 1. I will have the students write in their planners the topic for the day: The Constitutional Convention. I will continue our analogy of our country being a newborn and our parents (the Articles of Confederation) not taking proper care of us, not meeting our needs. I will also have them write down key vocabulary terms: constitution, compromise, federal system, Virginia Plan, New Jersey Plan, Great Compromise, 3/5 Compromise, Slave Trade Compromise, Commerce Compromise, and Election Compromise. As they are doing this, two student volunteers will pass out the worksheets and copies of the Constitution to be used during the class.
 2. I will then lecture on the Constitutional Convention and provide definitions for key vocabulary terms. As I lecture I will make use of the overhead projector to write down key facts. Students will have a worksheet with information about the Constitutional Convention on it. (My social studies class does not have enough textbooks for everyone in the class to have one so I will be using handouts whenever I want students to read background information).
 3. After the lecture and going over the vocabulary words, I will explain that we are going to hold a mini Constitutional Convention and see if we can come up with some of our own compromises. I will put up an overhead which shows five areas that need to be worked out and have a number 1-5 assigned to each problem. I will then explain that one person in their group is to be the recorder like James Madison, that one person is to make sure the group stays on track like George Washington, and that a third person is to be the reporter for the group and will report the group's compromise solution to rest of the class like Gouverneur Morris. I will then have students count off 1-5. I will have them get into their five groups and each of the five groups will then work on their assigned compromise, for example large states vs. small states.
 4. The students will be given 15 minutes to work in their groups to reach a compromise.
 5. After the 15 minutes is up we will go through all five areas of compromise one by one having each group share the compromise that it came up with. After each group has shared I will then go back and give what actual compromise was worked out by the delegates to the Constitutional Convention.
 6. Students will then be directed to look at their copy of the Constitution and independently find where the five compromises appear in the text of the Constitution.
- **Conclusion/Summary: How will you provide closure? How will you connect this lesson with future lessons?** Two minutes before class is over I will inform them that it appears a plan has been worked out so our baby can be returned to his parents but that we are going to be the baby's case worker and make sure the parents do what they are suppose to do. I will state that tomorrow we are going to

learn more about our baby. I will then explain that by that I mean we are going to be learning some important information that was contained in the Constitution and what the Constitution did not say.

Materials: The materials necessary for the lesson will be an overhead projector; two overheads (the same as the worksheet handed out to students regarding the five areas of compromise); two teacher prepared worksheets, one per student (one worksheet with factual information, and one double-sided worksheet with five compromises to be worked out); and a copy of the Constitution for every student.

Resources: Commager, H. (1961). *The Great Constitution: A Book for Young Americans*. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc.; “The Constitutional Convention” worksheet pages 47A-47C from the Columbus Public Schools course of study for 6th grade social studies; Feinberg, B. (1996). *Inside Government: Constitutional Amendments*. New York: Twenty-First Century Books; Fritz, J. (1987). *Shh! We’re Writing the Constitution*. New York: G.P. Putnam’s Sons; Maestro, Betsey & Giulio. (1987). *A More Perfect Union: The Story of our Constitution*. New York: Lothrop, Lee & Shepard Books; and Mason, E. (1975). *Signers of the Constitution: Builders of a Nation Series Book Two*. Columbus, Ohio: The Dispatch Printing Company.

Estimated Time for Lesson: I estimate that this lesson will take one hour class period to complete, with any extra time being used by students to read the Constitution.

Teacher self-assessment: I will assess the unit by seeing if students looked engaged and by observing their responses to the group assignments to come up with compromises to the five issues assigned.

THE CONSTITUTIONAL CONVENTION 1787

Many leaders of the war of Independence were fearful that the fragile Confederation might dissolve. They had called a meeting in Philadelphia to discuss ways to strengthen and improve the Articles. In May, 1787, delegates from twelve states gathered at Independence Hall in Philadelphia, Pennsylvania. They had come together to discuss the young nation's problems and to consider making changes in the government. George Washington, Alexander Hamilton, and other leaders had grown dissatisfied with the weak central government established by the Articles of Confederation.

At first the delegates talked about ways of revising the Articles of Confederation. The agreement of all 13 member states was needed to pass formal changes, called amendments, to the Articles. Since the state of Rhode Island did not send delegates to the meeting, under the rigid unanimity rule the Articles could not be altered or rewritten. But soon they decided to replace the Articles with a new plan of government, the United States Constitution. The delegates at the meeting, which was called the Constitutional Convention, included many of the country's best known and most able men. Most of the 55 delegates were lawyers, planters, and merchants. Those present at the Convention included: George Washington—who served as president of the Convention; James Madison—the “Father of the Constitution,” who kept detailed notes of the meetings and suggested many of the ideas that led to the formation of a strong central government; Alexander Hamilton—another supporter of a strong central government that would have more power than the state governments; Gouverneur Morris—a skillful writer who gave the Constitution its final wording; and Benjamin Franklin—whose wisdom and timely humor helped ease tensions between delegates involved in the frustrating and sometimes heated debates.

Several distinguished Americans did not attend the Constitutional Convention. John Adams and Thomas Jefferson were foreign ministers representing the United States in Europe. Samuel Adams and Patrick Henry opposed changing the Articles of Confederation. They preferred a weaker central government with most of the power in the hands of the states.

The members of the Convention agreed from the outset that important powers had to be given to the central government that were lacking under the Articles of Confederation. Congress was given the authority to levy and collect taxes and to control trade among the states and with foreign countries. The delegates wanted an executive branch of government, headed by a president, to enforce the laws. They also agreed that a judicial branch, or system of courts, was needed to interpret the laws. But the delegates disagreed on the best ways to achieve their goals. On numerous occasions, a compromise, or agreement, had to be worked out between two opposing groups.

EXERCISE

The main points of disagreement between the delegates are listed on the provided chart. Start with the conflict between the large and small states. Read what each side has to say then write a compromise that both sides might think is a fair agreement. Remember that in a compromise neither of the opposing groups can get everything that it wants. Put

your compromise in column 2 on the chart. Do not write in column 3 at this time. Later, the actual compromise agreed upon by the delegates will be written in this column.

m students will show how the meaning of the Preamble is reflected in current American culture. Do questions on page 2. Do our Constitution today activity. Do a media presentation page 3.

WHAT THE CONSTITUTION DID NOT SAY

1. Distribute the Student Sheet: What the Constitution Did Not Say. Read the 2 sections of the Constitution with the students and help them to understand their meaning.
2. Ask the students, working in their teams, to speculate on the answers to the following questions.
 - o To whom do the phrases “three-fifths of all other persons” and “such persons” refer?
 - o How could you guess that they refer to enslaved Africans?
 - o Why did the writers of the Constitution avoid the terms slave and slavery?
3. Students share their answers in a class discussion.
4. Students role play, some as southern delegates and some as northern delegates to the Constitutional Convention. What might some of the arguments have been that resulted in the wording of the passages on the student sheet?

ABILITY TO AMEND CONSTITUTION

History—Facts:

The framers wanted their Constitution to be more flexible than the Articles of Confederation. Knowing that times and circumstances would change, they searched for a way the Constitution could be altered without requiring the consent of all the states. As early as June 11, 1787, George Mason, a delegate from Virginia, explained why this was important: “The plan now to be formed will certainly be defective, as the Confederation has been found on trial to be. Amendments therefore will be necessary, and it will be better to provide for them, in an easy, regular, and constitutional way than to trust to chance and violence.”

HOW THE CONSTITUTION IS AMENDED

History—Facts:

Article 5 states that amendments can be proposed by a 2/3 vote in both houses of Congress or by a convention called at the demand of 2/3 of the states. Ratification, or approval, requires the consent of ¾ of the state legislatures or the consent of conventions in ¾ of the states. The requirements are easier than the Articles, but difficult enough to discourage frequent use. Currently consent of 38 states is required for ratification.

RATIFICATION OF THE CONSTITUTION

History—Facts

After four months of hard work, the delegates finished writing the Constitution. But nine states had to approve of the new plan of government before it could go into effect. George Washington, Alexander Hamilton, James Madison, and others who favored adoption were called “Federalists.” They believed that a strong central government was best for the country.

Opponents of the Constitution were called “Anti-Federalists.” These people included Patrick Henry, Samuel Adams, and John Hancock. They feared that a strong central government might act as the king and Parliament did when Great Britain ruled the 13 colonies. The Anti-Federalists also were concerned that the Constitution did not contain a Bill of Rights to protect the basic freedoms and liberties of the people.

The Federalists wrote newspaper articles explaining the Constitution to the people. They also promised to add a Bill of Rights to the document. Opposition lessened and the Constitution was approved by the states.

In 1789 the United States Constitution went into effect. George Washington took the oath of office and became the first American president. The government began to grow stronger and earn the respect of foreign nations.

BILL OF RIGHTS

History—Facts

The Articles of Confederation did not contain a bill of rights. Since the central government had no direct power over the people, no safeguards for their freedom were thought necessary.

Three of the delegates refused to sign the Constitution largely because it contained no specific guarantee of individual liberties. Once in Congress, Madison worked hard to reduce to a reasonable list the more than 200 proposed amendments drawn from state ratifying conventions.

Explain James Madison’s role with the Bill of Rights do discussion questions from Foundations of Freedom book.

Reading

Have students read profile article on James Madison. Preteach vocabulary.

Discussion Questions

1. How did Madison's background qualify him to write such an important document?
2. What changed Madison's mind about a national Bill of Rights?

Activity

A Meeting with Mr. Madison—Ask students to imagine that it is June 7, 1789. By the magic of time travel, students are going to visit James Madison in his New York City lodgings. He wants to ask students two questions before he delivers his famous speech on June 8. Then write the following two questions on the board:

1. What rights, if any, have been left out of the proposed amendments?
2. What are the most important issues in your own time?

Divide the class into groups of 3 or 4. Have students number off. Explain that all students with the number 1 will take the role of James Madison. The other students will answer his questions.

To prepare for role play, students playing Mr. Madison should review his profile to get into character. Working together, the other students should prepare answers to the questions on the board. When students are prepared, have Mr. Madison introduce himself to the students and ask the questions (make sure Mr. Madison takes notes on the answers given).

To debrief the activity, call on each Mr. Madison to report the group's answers. Make a cumulative list on the board and discuss.

On June 8, 1789 Madison presented the list of amendments to Congress. Within two years, 9 states ratified ten of the amendments, but since Vermont had entered the Union on March 4, 1791, approval by one more state was needed. Virginia supplied it on December 15, 1791. On March 1, 1792, Secretary of State Thomas Jefferson certified that the 10 amendments, otherwise known as the Bill of Rights, were part of the Constitution.

At first the Bill of Rights only applied to the federal government not the states.

Sorry, No Rights for You

Picture the people around that constitutional floor—white men who owned property. When they wrote the Bill of Rights, most had no intention of protecting the rights of the people who needed protection most: blacks, women, and poor people.

In the 1790's the liberties guaranteed by the Bill of Rights did not extend to everyone; the nation's black slaves and women were notable exceptions. Slaves were considered property, not citizens. In 1787, about 650,000 Africans were enslaved in the U.S. As the price of union between southern states and the rest of the nation, they

received no protection from the Constitution. The nation's 1.5 million women were also denied citizenship and treated as dependents. The denial of political and legal rights to blacks and women was acceptable to most 18th century Americans. Young people were also treated as dependents.

Another reason that the Bill of Rights was so weak: During the 1800s, judges ruled again and again that the Bill of Rights related only to U.S. laws, not to state laws. That meant that under the Bill of Rights you could sue the U.S. government if it made a law limiting your freedom of speech, for example. But if your own home state told you to shut up, that was the state's business.

But all this changed in 1868, when the 14th amendment put the Bill of Rights on its feet. Written after the Civil War, the Amendment gave rights to blacks and declared: "No state shall make or enforce any law which shall abridge the privileges...of citizens of the U.S.; nor shall any state deprive any person of life, liberty, or property, without due process of law."

WORDS BEFORE WAR/UNDERGROUND RAILROAD

Concept: Tradition: Generalization:

African American songs and music are an important part of their cultural traditions and are passed down from generation to generation. From chapter 7 teach about the black anthem. Lift Ev'ry Voice and Sing.

Abolitionists/Underground Railroad

The Underground Railroad Packet

Ch 7 questions

The Big Argument/Slavery and Abolition worksheet

Art Connections

Quilting-role of quilt patters that served as maps for escape

Drama-play about Frederick Douglass

Stamp-design stamp for person in history

Geography

Mapping the underground railroad

Mapping free states and slave states

Science

Astronomy—teach about the Drinking Gourd and how slaves used the North Star to escape north to freedom

Writing

Use prompts *From Slave Ship to Freedom* for writing

Show illustrations from *Aunt Harriet's Underground Railroad* book as prompts for student creative writing

Freedom seg 2, web 5

Freedom seg 3, web 5

Freedom seg 4, web 5—Frederick Douglass/abolitionists

Freedom a History of Us teaching guide segment 5, webisode 5

Freedom seg 7, web 5—Dred Scott decision/John Brown

Freedom seg 6, web 5—“Moving Toward Freedom”

CIVIL WAR

Freedom seg 8, web 5—states decisions to secede

The Civil War—A literature unit—Nancy Hellickson

CONSTITUTIONAL AMENDMENTS

History—Facts—Rights for Blacks

5 Amendments were needed to help blacks gain the benefits of American citizenship; 3 were passed as a result of the Civil War (1861-1865). In 1863, more than 3 million black slaves lived in the Confederacy, the government formed by the 11 southern states that left the Union. Another 450,000 slaves lived in the 4 border states that did not secede, and some 500,000 free blacks were scattered throughout the nation.

In the North, free blacks had limited rights to petition, travel, organize, and publish, but because of racial prejudice against them, most were not allowed to vote. Often they held unskilled jobs. In the South, freed blacks had fewer rights but greater economic opportunities, as craftspeople and tradepeople.

13th Amendment—frees slaves and guarantees that people cannot be forced to work against their will unless they are being punished for a crime. Congress has the right to pass laws to carry out this amendment.

Some citizens condemned slavery since the early days of the American republic. By the 1830s, abolitionist groups began their crusade to free slaves. They received a setback in the controversial Dred Scott case of 1857, in which the Supreme Court ruled that slaves were the property of their owners and not citizens. Nevertheless, on his own, President Lincoln freed slaves living in the Confederacy with his 1863 Emancipation Proclamation. It was a war measure that would probably expire when the conflict ended.

An ordinary law passed by Congress wouldn't do because the Constitution recognized slavery. Article 1, Section 2 allowed the slave population to be counted as 3/5 of the white population for purposes of distributing seats in the House of Representatives and for determining taxes. To end slavery forever, the Constitution had to be changed, so the 13th amendment was proposed to the states.

14th Amendment—is remembered for its broad definition of the rights of citizenship, which were officially granted to blacks as well as to qualified immigrants. In addition, the amendment contained harsh penalties for states that failed to comply with its requirements, but these penalties were never carried out.

Section 1 of the 14th Amendment: extends citizenship in the US and in the state where they live to all people born in the US or who come from abroad and voluntarily swear to become Americans. Also forbids states to pass or carry out any law that restricts the rights of American citizens or takes away their lives, liberty, or property without due process of law. States may not deprive any person within their borders of the equal protection of the laws. In other words, they must treat everyone equally under the law.

The Amendment reversed the Dred Scott decision and gave blacks both state and national citizenship.

Section 2: Cancels the method of counting slave populations as 3/5 of the white population within a state for purposes of voting and taxation, found in Article 1, Section 2 of the Constitution.

15th Amendment—prohibits the federal government and the states from denying the right to vote to people because of their race, color, or previous status as slaves. Congress has the right to pass laws to enforce the amendment.

24th Amendment—forbids the federal government or the states from making citizens pay poll taxes or other taxes in order to vote in national elections. Congress has the power to enforce this amendment by law if necessary.

Poll taxes were once used to prove that colonial and revolutionary voters were financially independent and responsible citizens. After the Civil War, Southern officials used them to keep blacks and poor whites from voting.

History—Facts—Rights for Women

Women were another disadvantaged group denied the protection of the Bill of Rights and prevented from voting. Women were treated as dependents. According to John Adams, women and children lacked independent judgment, and “their delicacy renders them unfit for practice and experience in the great businesses of life.” Women could not sue or be sued in Court, sign legal documents, or own property. They were under the protection and direction of their fathers, brothers, or husbands.

19th Amendment—grants women the right to vote and gives Congress the power to pass whatever laws may be needed to secure this right.

Math Link

Calculate how many states had to ratify amendments then and now.

KEEPING THE CONSTITUTION UP TO DATE

History—Facts:

To discourage impulsive and poorly thought out changes to the Constitution, the framers made the amending process complicated and time consuming. As a result only 27 amendments have been added to the Constitution. They have secured individuals' freedoms, extended voting rights to more citizens, and adjusted the presidency, courts, and Congress.

Some amendments defeated in the 20th century: The child labor amendment was introduced in Congress in 1924. The framers, who lived in a mostly agricultural society, could not have anticipated that children would be working in factories and mines for long hours in unsanitary conditions. This was a problem that developed in the late 19th and early 20th centuries, when the US became a highly industrialized nation. In 1920, more than 1 million children from ages 10 to 15 were part of the labor force. In 1918 and 1922, the Supreme Court struck down progressive federal laws that sought to eliminate child labor. When Congress proposed an amendment to overturn the Court's decision, however, only 28 states ratified it. Manufacturing interests, along with people who resented federal interference in state matters, combined to defeat the measure. By 1938, an amendment was no longer needed. During the Great Depression, unemployed adults took over many jobs previously held by children. Also, the Fair Labor Standards Act of 1938—upheld by the Supreme Court—made child labor illegal.

Kids' Rights

Kids' Bill of Rights

MODERN SLAVERY

Child Labor

Universal Declaration of Human Rights

STANDARDS ADDRESSED: 6th GRADE OHIO PROFICIENCY LEARNING

OUTCOMES: The Proficiency Learning Outcomes were taken from the 6th Grade Proficiency Tests: Information Guide distributed by the Ohio Department of Education in August 1995.

Citizenship—American Heritage

American Heritage L.O. 1: Demonstrate knowledge of and ability to think about the relationship among events: Group significant individuals by broadly defined historical eras; utilize multiple-tier time lines; recognize significance of individuals or historical

events in the context of other individuals or events and various time periods; reflect on the contributions of ordinary people as well as of famous individuals.

American Heritage L.O. 2: Utilize a variety of resources to consider information from different perspectives about North America; identify the central idea an historical narrative attempts to address and inquire into the relative credibility of sources: a) analyze information from a variety of sources including primary and secondary sources; b) distinguish the main idea of a passage; c) analyze the reliability of views contained in different statements or documents.

American Heritage L.O. 3: Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

- Identify contributions of individuals who helped create the Constitution.

Citizenship—People in Societies

People in Societies L.O. 6: Draw inferences about the experiences, problems, and opportunities that cultural groups have encountered in the past: a) examine past experiences of various cultural groups—racial groups.

People in Societies L.O. 7: Describe how the customs and traditions of immigrant and other groups have shaped American life.

Citizenship—Democratic Processes

Democratic Processes L.O. 17: Interpret how examples of political activity illustrate characteristics of American democracy: a) identify key characteristics of U.S. democracy: 5) all people have basic rights guaranteed to them by the Constitution.

- Summarize the reasons for the creation of the Bill of Rights
- Describe important individual rights
- Summarize selected amendments

Citizenship--Rights and Responsibilities

Citizenship Rights and Responsibilities L.O.19: Analyze information on civic issues by organizing key ideas with their supporting facts.

Citizenship Rights and Responsibilities L.O. 20: Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.

Citizenship Rights and Responsibilities L.O. 21: Identify ways to resolve private and public conflicts based on principles of fairness and justice.

DESIRED RESULTS

Enduring Understandings:

- The Constitution was written to create a more effective government for the United States.
- The Constitution endures because it balances power, fosters compromise, and provides for change.
- The Bill of Rights protects the rights and liberties of Americans from the abuses of government.

Essential Questions:

- Why was the Constitution written?
- Why does the Constitution still work?
- How are the liberties of Americans protected?

Knowledge and Skills:

- Knowledge
 - Key terms: constitution, democracy, compromise, ratify, federal system, amendment
 - Key events: Articles of Confederation, Shay's Rebellion, Constitutional Convention
 - Key people:
 - The first ten amendments

Skills

- Identify, describe, and give examples of amendments
- Define and use analogy
- Create a flow chart
- Write an acrostic
- Create an analogy between the Constitution and a sports game
- Participate in Writer's Workshop and write a children's book

EVIDENCE OF UNDERSTANDING

Performance Task:

You are an author of children's books. You have been asked to write a story for younger children explaining why the Constitution was written and why it still works today. To appeal to this audience, your story needs to explain the Constitution through an analogy of a sports team, such as football.

Student Directions:

- Goal: To write a book that helps younger children understand the Constitution by using an analogy between the Constitution and a sports game.
- Role: You are an author of children’s books who has been asked to write about the Constitution.
- Audience: Your audience is 3rd grade students studying the Constitution.
- Situation: You have been asked by a textbook company to write a 3rd grade children’s book in a way that helps young children understand the importance of the Constitution.
- Product: Write a children’s book explaining the Constitution by comparing it to a sports team. Your analogy needs to show the following:
 - How the game is like the Constitution
 - Why the players must have a plan like the U.S. needed a plan
 - The consequences of not having a “game plan” for both sports and the U.S.
 - How and why sports games have been around for a long time like the constitution (what makes each endure over time)
 - How compromises between offense and defense teams are like the compromises made at the Constitutional Convention
 - What part the coaches, referees, and players play in the game, like the legislative, executive, and judicial branches play in government, and how they all act as checks and balances
 - How rules of the game are like the Bill of Rights

Standards: Your book must be written so that 3rd graders can understand why the constitution was needed, why it was written, how the government was organized, how compromise led to a successful plan that was accepted by all thirteen states, and why the Bill of Rights protects our freedoms.

LEARNING EXPERIENCES AND INSTRUCTION – W.H.E.R.E.:

Where the work is headed and the purpose of day to day work

Hook the students with engaging work that makes them more eager to explore key ideas.

Explore the subject in depth, equip the students with the required knowledge and skill to perform successfully on final tasks, and help them experience key ideas.

Rethink with students the big ideas; students rehearse and revise their work.

Evaluate results and develop action plans through self-assessment of results

- Explain to students that the entire class will decide what rules they will play for a game of kick ball. They must come to a consensus by voting on the rules. Allow them ample time to discuss which rules to apply to the game. (H)
- After 15 minutes, students write how they worked together to formulate the rules and whether they were successful or not. Debrief the activity and explore problems they encountered and options that might have led to success. (H)
- Introduce Enduring Understandings and Essential Questions. (W)
- Introduce key vocabulary. (W)
- Present lesson on difficulties the United States encountered under the Articles of Confederation. (E)

- Students create a time line showing the sequence of events that led to the need for a new constitution, beginning with the Declaration of Independence and ending with Shays’ Rebellion. (E)
- Students create a Constitution folder to keep materials and analogies for Performance Task. (E)
- Students write an analogy for why the new nation, like players in a game, needed a plan. Including the consequences of having no plan. (E)
- Introduce key vocabulary, “compromise.” (E)
- Present a lesson on the Constitutional Convention and the Great Compromise. (E)
- Students write an acrostic using the word “compromise” that describes the impact of compromise on the ratification of the Constitution. (R)
- Read aloud the Preamble of the Constitution and discuss meaning of phrases such as, “promote the general welfare.” (E)
- Students write an analogy for the compromise made at the Constitutional Convention, like the compromises made between the offensive and defensive teams. Include the importance of compromise and the consequences of failing to compromise. (R)
- Students describe the events that led to the writing of the Constitution, identify the three branches of government and their responsibilities, and explain the system of checks and balances. (E)
- Students write an analogy for how the three branches of government work together, like coaches, players, and referees work together. Include how checks and balances work, like in a sports game. (R)
- Students explain how the Bill of Rights protects individuals, describe key rights protected under the Bill of Rights, and interpret images that represent key amendments. (E)
- Students write an analogy for how the Bill of Rights protects people, like the game rules protect the players. Include examples of amendments and examples of game rules. (R)
- Students write an analogy between the Constitution and a sports game. (Ev)
- Students write an analogy of what aspects make the Constitution endure over time, like a sports game endures over time. (Ev)
- Model examples of using analogies in a story, and how to create an introduction. (E)
- Allow students time to write a rough draft, revise, edit, and publish their book. (R)
- Students read aloud their books to the class. (Ev)

RESOURCES:

Nonfiction

Adler, D.A. (1993). *A Picture Book of Frederick Douglass*. New York: Holiday House.

Shh! We’re Writing the Constitution by Jean Fritz (Scholastic, 1987)

Fiction

- *Jump Ship to Freedom* by James Lincoln Collier and Christopher Collier (Delacorte Press, 1981)

Hopkinson, D. (1993). *Sweet Clara and the Freedom Quilt*. New York: Knopf.

Lyons, M.E. (1992). *Letters from a Slave Girl: The Story of Harriet Jacobs*. New York: Scribner's.

Books for Teachers

Hughes, L., Meltzer, M., Lincoln, C.E., & Spencer, J.M. (1995). *A Pictorial History of African Americans: From 1619 to the Present* (6th ed.). New York: Crown.

Rampersad, A. & Roessel, D. (eds.). (1994). *The Collected Poems of Langston Hughes*, New York: Knopf.

Lesson Plan Three

Name of Lesson: The Preamble to the Constitution and What the Constitution Does Not Say

Name of Unit: Moving Toward Freedom

Designer: Mona L. Cook

Essential Questions:

- Why is the Constitution a “living” document?
- How has the meaning of the Preamble changed?

Topical Questions:

- What does the Preamble mean?
- Who was not covered by the Preamble?

Subject Areas Integrated: Social Studies, Reading, Writing

Grade Level: 6th Grade

Previous Knowledge

- **What do your students already know about what you are going to be teaching?** I conducted a pre-assessment of the students by giving them a one page handout asking them questions regarding the Articles of Confederation, the Constitution, the three branches of government, the Bill of Rights, the ability to change the Constitution, and whether slavery still exists today. In general, students did not know what the Articles of Confederation were; the students' knew that the Constitution was the basis for the government of the United States; students knew there are three branches of government and that our system has balanced power; students knew that the Bill of Rights are the first ten amendments; students did not know how you change the Constitution and students did not believe that slavery still exists today. On the previous two days I have instructed the students and assessed them on the topics of the Articles of Confederation and the Constitutional Convention.
- **How will you accommodate for student differences?** There will be assigned research projects as part of this unit. Students will have a set frame work within which to work but will be free to make individual choices. For example, a white female student may choose to do her research on a white female who fought for voting rights for women, while a black male may choose to do his research on a black male abolitionist. In addition, students will be permitted to make choices through out the unit as to how to present their learned information. Permitting such choice and latitude in final product takes into consideration students' different genders, cultural backgrounds and ethnicities, ability levels, and special needs.
- **How does this lesson connect with previous and future lessons/learnings?** Yesterday students learned about the Constitutional Convention and all the "compromising" that went on to write a "second constitution." Today students will learn some specific information about what was included and what was left out of the Constitution. Future lessons will show students what issues arose as a result of the failure to deal with certain items in the Constitution.

Desired Outcomes/Objectives

- **What is the State standard or objective covered by the lesson?** Whitehall City Schools are using the Proficiency Learning Outcomes which were distributed by the Ohio Department of Education in August, 1995. Since this lesson is designed for a 6th grade level it is following the Learning Outcomes taken from the 6th grade Proficiency Tests. This lesson covers American Heritage L.O. 1; American Heritage L.O. 2; American Heritage L.O. 3; People in Societies L.O. 6; People in Societies L.O. 7; Democratic Processes L.O. 17; Reading L.O. 10; Reading L.O. 11, Reading L.O. 12; Writing L.O. d; Writing L.O. f; and Writing L.O. g.

- **What is worth being familiar with?** This is a very detailed lesson about a small amount of information as such I do not believe that any of the lesson falls in this category.
- **What will the students know and be able to do as a result of this lesson?** As a result of this lesson students will know the following: key terms- preamble, “a more perfect union,” “common defense,” “promote the general welfare,” liberty, posterity, and three-fifths of a person. Students will analyze a text and be able to summarize a text. In addition, as a result of this lesson students will be able to see how different people have different perspectives of what the preamble means and what it should mean. Students will be able to do a comparison between what the preamble meant when it was written and how it is interpreted differently by them today. Students will communicate in writing making inferences from their readings to come up with their own idea as to “what was left out of the Constitution.”
- **What is worthy of enduring understanding?** The students should have an understanding that what the framers meant in the preamble is not the way we interpret it today. That the Constitution is a “living” document and how it is interpreted has changed over time.

Assessments

- **What evidence will show that the students understand?** I will know the students understand by informal checks for understanding by asking students follow up questions after I lecture about the Preamble. I will also be using academic prompts. Students will rewrite the preamble in their own words, by reading what they have written I will have a better idea if they understand what we have discussed. After the students work in their teams on the second reading, I will know if they understand based upon the classroom dialogue. The writing assignment which requires them to write what was left out of the Constitution requires critical thinking, not just knowledge recall as they are producing an original response.
- **What facets of understanding are demonstrated in the assessments?** The facets of understanding demonstrated in the assessments are explanation, interpretation, application and perspective.

Learning Experiences

- **Introduction: How will you hook the students?** Today we are going to let our nation baby that is in foster care go back to his parents since a plan has been worked out for his parents to follow. We are going to look at some specifics of the plan. **Approximate time between transitions from one subject to another?** Social studies’ class is one hour long and it takes about five minutes for students to get settled in between classes. To keep them on task during this transition period I will have the overhead projector set up with the schedule for the day and key vocabulary words that I will instruct them to write down. In the meantime, I will get two volunteers to pass out worksheets that will be used later in the class.

- **Instructional strategies used:** I will use direct expository instruction, lectures, questioning, small group discussions and whole class discussions when teaching this lesson.
- **Plan:**
 1. I will have the students write in their planners the topic for the day: The Preamble to the Constitution and What the Constitution Did Not Say. I will also have them write down key vocabulary terms: preamble, “a more perfect union,” “promote the general welfare,” “justice,” “common defense,” and three-fifths of a person. As they are doing this, two student volunteers will pass out the worksheets to be used during the class.
 2. I will have students read along as they listen to me read the Preamble to the Constitution.
 3. After the reading I will ask students the following questions: Why do you think the framers chose phrases like “a more perfect union” and “promote the general welfare?” What did these terms mean to the framers? What do they mean today? How does one go about promoting the general welfare? What constitutes justice and how is it established? What is “common defense?” What are the “blessings of liberty” and why do they need to be secured? (These questions will be on an overhead that the students can see during our discussions.)
 4. After our discussion as to what the preamble means the students will reread the Preamble and then rewrite it in common, everyday language (students will use the worksheet form entitled “Powerful Words.” The students will be given 15 minutes to work on this assignment.
 5. After the 15 minutes is up I will read the worksheet “What the Constitution Does Not Say” as students read along on their copy.
 6. I will then have students work with the student sitting next to them to speculate on the answers to the following questions: To whom do the phrases “three-fifths of all other persons” and “such persons” refer? How could you guess that they refer to enslaved Africans? Why did the writers of the Constitution avoid the terms slave and slavery? (These questions will be on an overhead where the students can see them during their discussions.)
 7. Students will share their answers in a class discussion.
 8. Students then will be asked to write a 3 to 5 sentence paragraph explaining “What the Constitution Did Not Say”—that the words of the Preamble and the Rights of the Constitution did not apply to African Americans. Students will be given the rest of the class period to complete this assignment. If not completed in class, students will complete it for homework.
- **Conclusion/Summary: How will you provide closure? How will you connect this lesson with future lessons?** Two minutes before class is over I will inform them that it appears that the parents are following their case plan and our baby is doing well so we are going to ok the baby to stay with his parents but we want to add a few points to our plan for added protection. I will then explain that by that I mean tomorrow we will learn about the Constitution being ratified and the addition of a Bill of Rights.

Materials: The materials necessary for the lesson will be an overhead projector; two overheads (the questions that I will be asking after each of the two readings); and two worksheets, one per student (one called “Powerful Words” and one called “What the Constitution Does Not Say”).

Resources: Commager, H. (1961). *The Great Constitution: A Book for Young Americans*. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc.; Feinberg, B. (1996). *Inside Government: Constitutional Amendments*. New York: Twenty-First Century Books; “Freedom: A History of Us” online at <http://www.pbs.org/historyofus>; Fritz, J. (1987). *Shh! We’re Writing the Constitution*. New York: G.P. Putnam’s Sons; Maestro, Betsey & Giulio. (1987). *A More Perfect Union: The Story of our Constitution*. New York: Lothrop, Lee & Shepard Books; “Powerful Words,” (2000) *The Basic/Not Boring Fifth Grade Book*. Nashville, Tennessee: Incentive Publications, Inc.; and “We the People,” retrieved January 17, 2003 from <http://school.discovery.com/lessonplans/activities/wethepeople/>.

Estimated Time for Lesson: I estimate that this lesson will take one hour class period to complete.

Teacher self-assessment: I will assess the unit by seeing if students looked engaged and by observing their responses during class discussions. I will also further assess the success of the lesson by reading students' rewrites of the preamble and their paragraphs about what was left out of the Constitution.

THE CONSTITUTION

THE PREAMBLE:

“We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, 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.”

QUESTION ONE

1. Why do you think the framers chose phrases like “a more perfect union” and “promote the general welfare?”
2. What did these terms mean to the framers?
3. What do they mean today?
4. How does one go about promoting general welfare?
5. What constitutes justice and how is it established?
6. What is “common defense?”
7. What are the “blessings of liberty” and why do they need to be secured/

EXERCISE ONE

Reread the Preamble silently to yourself. Then rewrite it in common, everyday language on a separate sheet of paper to be turned in. Worth 10 points.

ABILITY TO AMEND CONSTITUTION

The framers wanted their Constitution to be more flexible than the Articles of Confederation. Knowing that times and circumstances would change, they searched for a way the Constitution could be altered without requiring the consent of all the states. As early as June 11, 1787, George Mason a delegate from Virginia, explained why this was important: “The plan now to be formed will certainly be defective, as the Confederation has been found on trial to be. Amendments therefore will be necessary, and it will be better to provide for them, in an easy, regular, and constitutional way than to trust to chance and violence.”

Article 5 states that amendments can be proposed by a 2/3 vote in both houses of Congress or by a convention called at the demand of 2/3 of the states. Ratification, or approval, requires the consent of 3/4 of the state legislatures or the consent of conventions in 3/4 of the states. The requirements are easier than the Articles, but difficult enough to discourage frequent use.

WHAT THE CONSTITUTION DID NOT SAY

ARTICLE I. SECTION 2.

Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, **three-fifths of all other persons.**

ARTICLE I. SECTION 9.

The migration or importation of **such persons** as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year 1808, but a tax or duty may be imposed on such importations, not exceeding 10 dollars for each person.

QUESTION TWO

1. To whom do the phrases “three-fifths of all other persons” and “such persons” refer?
2. How could you guess that they refer to enslaved Africans?
3. Why did the writers of the Constitution avoid the terms slave and slavery?

EXERCISE TWO

- Thomas Jefferson owned more than one hundred slaves. He did not set them free. He knew slavery was wrong and said, “I tremble for my country when I reflect that God is just. His justice cannot sleep forever.”
- John Rutledge, a wealthy lawyer who lost his fortune in the American Revolution represented South Carolina at the Constitutional Convention. He fought to protect slavery saying that slavery had nothing at all to do with morality, that, “Interest alone is the governing principle with nations.” He owned sixty slaves. He freed all but one.

On a separate sheet of paper (to be handed in, worth 20 points) write 1) a response explaining how the words and actions of these men conflict and 2) if you were a slave owner at the time of the Constitution was written, what would you think and do.

BILL OF RIGHTS

History—Facts

The Articles of Confederation did not contain a bill of rights. Since the central government had no direct power over the people, no safeguards for their freedom were thought necessary.

Three of the delegates refused to sign the Constitution largely because it contained no specific guarantee of individual liberties. Once in Congress, Madison worked hard to reduce to a reasonable list the more than 200 proposed amendments drawn from state ratifying conventions.

Explain James Madison's role with the Bill of Rights do discussion questions from Foundations of Freedom book.

Reading

Have students read profile article on James Madison. Preteach vocabulary.

Discussion Questions

1. How did Madison's background qualify him to write such an important document?
2. What changed Madison's mind about a national Bill of Rights?

Activity

A Meeting with Mr. Madison—Ask students to imagine that it is June 7, 1789. By the magic of time travel, students are going to visit James Madison in his New York City lodgings. He wants to ask students two questions before he delivers his famous speech on June 8. Then write the following two questions on the board:

1. What rights, if any, have been left out of the proposed amendments?
2. What are the most important issues in your own time?

Divide the class into groups of 3 or 4. Have students number off. Explain that all students with the number 1 will take the role of James Madison. The other students will answer his questions.

To prepare for role play, students playing Mr. Madison should review his profile to get into character. Working together, the other students should prepare answers to the questions on the board. When students are prepared, have Mr. Madison introduce himself to the students and ask the questions (make sure Mr. Madison takes notes on the answers given).

To debrief the activity, call on each Mr. Madison to report the group's answers. Make a cumulative list on the board and discuss.

On June 8, 1789 Madison presented the list of amendments to Congress. Within two years, 9 states ratified ten of the amendments, but since Vermont had entered the Union on March 4, 1791, approval by one more state was needed. Virginia supplied it on December 15, 1791. On March 1, 1792, Secretary of State Thomas Jefferson certified that the 10 amendments, otherwise known as the Bill of Rights, were part of the Constitution.

At first the Bill of Rights only applied to the federal government not the states.

Sorry, No Rights for You

Picture the people around that constitutional floor—white men who owned property. When they wrote the Bill of Rights, most had no intention of protecting the rights of the people who needed protection most: blacks, women, and poor people.

In the 1790's the liberties guaranteed by the Bill of Rights did not extend to everyone; the nation's black slaves and women were notable exceptions. Slaves were considered property, not citizens. In 1787, about 650,000 Africans were enslaved in the U.S. As the price of union between southern states and the rest of the nation, they received no protection from the Constitution. The nation's 1.5 million women were also denied citizenship and treated as dependents. The denial of political and legal rights to blacks and women was acceptable to most 18th century Americans. Young people were also treated as dependents.

Another reason that the Bill of Rights was so weak: During the 1800s, judges ruled again and again that the Bill of Rights related only to U.S. laws, not to state laws. That meant that under the Bill of Rights you could sue the U.S. government if it made a law limiting your freedom of speech, for example. But if your own home state told you to shut up, that was the state's business.

But all this changed in 1868, when the 14th amendment put the Bill of Rights on its feet. Written after the Civil War, the Amendment gave rights to blacks and declared: “No state shall make or enforce any law which shall abridge the privileges...of citizens of the U.S.; nor shall any state deprive any person of life, liberty, or property, without due process of law.”

WORDS BEFORE WAR/UNDERGROUND RAILROAD

Concept: Tradition: Generalization:

African American songs and music are an important part of their cultural traditions and are passed down from generation to generation. From chapter 7 teach about the black anthem. Lift Ev’ry Voice and Sing.

Abolitionists/Underground Railroad

The Underground Railroad Packet

Ch 7 questions

The Big Argument/Slavery and Abolition worksheet

Art Connections

Quilting—role of quilt patters that served as maps for escape

Drama-play about Frederick Douglass

Stamp-design stamp for person in history

Geography

Mapping the Underground Railroad

Mapping Free states and slave states

Science

Astronomy—teach about the Drinking Gourd and how slaves used the North Star to escape north to freedom

Writing

Use prompts *From Slave Ship to Freedom* for writing

Show illustrations from *Aunt Harriet’s Underground Railroad* book as prompts for student creative writing

Freedom seg 2, web 5

Freedom seg 3, web 5

Freedom seg 4, web 5—Frederick Douglass/abolitionists

Freedom a History of Us teaching guide segment 5, webisode 5

Freedom seg 7, web 5—Dred Scott decision/John Brown

Freedom seg 6, web 5—“Moving Toward Freedom”

CIVIL WAR

Freedom seg 8, web 5—states decisions to secede
The Civil War—A literature unit—Nancy Hellickson
CONSTITUTIONAL AMENDMENTS

History—Facts—Rights for Blacks

5 Amendments were needed to help blacks gain the benefits of American citizenship; 3 were passed as a result of the Civil War (1861-1865). In 1863, more than 3 million black slaves lived in the Confederacy, the government formed by the 11 southern states that left the Union. Another 450,000 slaves lived in the 4 border states that did not secede, and some 500,000 free blacks were scattered throughout the nation.

In the North, free blacks had limited rights to petition, travel, organize, and publish, but because of racial prejudice against them, most were not allowed to vote. Often they held unskilled jobs. In the South, freed blacks had fewer rights but greater economic opportunities, as craftspeople and tradepeople.

13th Amendment—frees slaves and guarantees that people cannot be forced to work against their will unless they are being punished for a crime. Congress has the right to pass laws to carryout this amendment.

Some citizens condemned slavery since the early days of the American republic. By the 1830s, abolitionist groups began their crusade to free slaves. They received a setback in the controversial Dred Scott case of 1857, in which the Supreme Court ruled that slaves were the property of their owners and not citizens. Nevertheless, on his own, President Lincoln freed slaves living in the Confederacy with his 1863 Emancipation Proclamation. It was a war measure that would probably expire when the conflict ended.

An ordinary law passed by Congress wouldn't do because the Constitution recognized slavery. Article 1, Section 2 allowed the slave population to be counted as 3/5 of the white population for purposes of distributing seats in the House of Representatives and for determining taxes. To end slavery forever, the Constitution had to be changed, so the 13th amendment was proposed to the states.

14th Amendment—is remembered for its broad definition of the rights of citizenship, which were officially granted to blacks as well as to qualified immigrants. In addition, the amendment contained harsh penalties for states that failed to comply with its requirements, but these penalties were never carried out.

Section 1 of the 14th Amendment: extends citizenship in the US and in the state where they live to all people born in the US or who come from abroad and voluntarily swear to become Americans. Also forbids states to pass or carry out any law that restricts the rights of American citizens or takes away their lives, liberty, or property without due process of law. States may not deprive any person within their borders of the equal protection of the laws. In other words, they must treat everyone equally under the law.

The Amendment reversed the Dred Scott decision and gave blacks both state and national citizenship.

Section 2: Cancels the method of counting slave populations as 3/5 of the white population within a state for purposes of voting and taxation, found in Article 1, Section 2 of the Constitution.

15th Amendment—prohibits the federal government and the states from denying the right to vote to people because of their race, color, or previous status as slaves. Congress has the right to pass laws to enforce the amendment.

24th Amendment—forbids the federal government or the states from making citizens pay poll taxes or other taxes in order to vote in national elections. Congress has the power to enforce this amendment by law if necessary.

Poll taxes were once used to prove that colonial and revolutionary voters were financially independent and responsible citizens. After the Civil War, Southern officials used them to keep blacks and poor whites from voting.

History—Facts—Rights for Women

Women were another disadvantaged group denied the protection of the Bill of Rights and prevented from voting. Women were treated as dependents. According to John Adams, women and children lacked independent judgment, and “their delicacy renders them unfit for practice and experience in the great businesses of life.” Women could not sue or be sued in Court, sign legal documents, or own property. They were under the protection and direction of their fathers, brothers, or husbands.

19th Amendment—grants women the right to vote and gives Congress the power to pass whatever laws may be needed to secure this right.

Math Link

Calculate how many states had to ratify amendments then and now.

KEEPING THE CONSTITUTION UP TO DATE

History—Facts:

To discourage impulsive and poorly thought out changes to the Constitution, the framers made the amending process complicated and time consuming. As a result only 27 amendments have been added to the Constitution. They have secured individuals’ freedoms, extended voting rights to more citizens, and adjusted the presidency, courts, and Congress.

Some amendments defeated in the 20th century: The child labor amendment was introduced in Congress in 1924. The framers, who lived in a mostly agricultural society, could not have anticipated that children would be working in factories and mines for long hours in unsanitary conditions. This was a problem that developed in the late 19th and early 20th centuries, when the US became a highly industrialized nation. In 1920, more than 1 million children from ages 10 to 15 were part of the labor force. In 1918 and 1922, the Supreme Court struck down progressive federal laws that sought to eliminate child labor. When Congress proposed an amendment to overturn the Court's decision, however, only 28 states ratified it. Manufacturing interests, along with people who resented federal interference in state matters, combined to defeat the measure. By 1938, an amendment was no longer needed. During the Great Depression, unemployed adults took over many jobs previously held by children. Also, the Fair Labor Standards Act of 1938—upheld by the Supreme Court—made child labor illegal.

Kids' Rights

Kids' Bill of Rights

MODERN SLAVERY

Child Labor

Universal Declaration of Human Rights

STANDARDS ADDRESSED: 6th GRADE OHIO PROFICIENCY LEARNING OUTCOMES: The Proficiency Learning Outcomes were taken from the 6th Grade Proficiency Tests: Information Guide distributed by the Ohio Department of Education in August 1995.

Citizenship—American Heritage

American Heritage L.O. 1: Demonstrate knowledge of and ability to think about the relationship among events: Group significant individuals by broadly defined historical eras; utilize multiple-tier time lines; recognize significance of individuals or historical events in the context of other individuals or events and various time periods; reflect on the contributions of ordinary people as well as of famous individuals.

American Heritage L.O. 2: Utilize a variety of resources to consider information from different perspectives about North America; identify the central idea an historical narrative attempts to address and inquire into the relative credibility of sources: a) analyze information from a variety of sources including primary and secondary sources; b) distinguish the main idea of a passage; c) analyze the reliability of views contained in different statements or documents.

American Heritage L.O. 3: Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

- Identify contributions of individuals who helped create the Constitution.

Citizenship—People in Societies

People in Societies L.O. 6: Draw inferences about the experiences, problems, and opportunities that cultural groups have encountered in the past: a) examine past experiences of various cultural groups—racial groups.

People in Societies L.O. 7: Describe how the customs and traditions of immigrant and other groups have shaped American life.

Citizenship—Democratic Processes

Democratic Processes L.O. 17: Interpret how examples of political activity illustrate characteristics of American democracy: a) identify key characteristics of U.S. democracy: 5) all people have basic rights guaranteed to them by the Constitution.

- Summarize the reasons for the creation of the Bill of Rights
- Describe important individual rights
- Summarize selected amendments

Citizenship--Rights and Responsibilities

Citizenship Rights and Responsibilities L.O.19: Analyze information on civic issues by organizing key ideas with their supporting facts.

Citizenship Rights and Responsibilities L.O. 20: Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.

Citizenship Rights and Responsibilities L.O. 21: Identify ways to resolve private and public conflicts based on principles of fairness and justice.

DESIRED RESULTS

Enduring Understandings:

- The Constitution was written to create a more effective government for the United States.
- The Constitution endures because it balances power, fosters compromise, and provides for change.
- The Bill of Rights protects the rights and liberties of Americans from the abuses of government.

Essential Questions:

- Why was the Constitution written?
- Why does the Constitution still work?
- How are the liberties of Americans protected?

Knowledge and Skills:

- Knowledge
 - Key terms: constitution, democracy, compromise, ratify, federal system, amendment
 - Key events: Articles of Confederation, Shay's Rebellion, Constitutional Convention
 - Key people:
 - The first ten amendments

Skills

- Identify, describe, and give examples of amendments
- Define and use analogy
- Create a flow chart
- Write an acrostic
- Create an analogy between the Constitution and a sports game
- Participate in Writer's Workshop and write a children's book

EVIDENCE OF UNDERSTANDING

Performance Task:

You are an author of children's books. You have been asked to write a story for younger children explaining why the Constitution was written and why it still works today. To appeal to this audience, your story needs to explain the Constitution through an analogy of a sports team, such as football.

Student Directions:

- Goal: To write a book that helps younger children understand the Constitution by using an analogy between the Constitution and a sports game.
- Role: You are an author of children's books who has been asked to write about the Constitution.
- Audience: Your audience is 3rd grade students studying the Constitution.
- Situation: You have been asked by a textbook company to write a 3rd grade children's book in a way that helps young children understand the importance of the Constitution.
- Product: Write a children's book explaining the Constitution by comparing it to a sports team. Your analogy needs to show the following:
 - How the game is like the Constitution
 - Why the players must have a plan like the U.S. needed a plan

- The consequences of not having a “game plan” for both sports and the U.S.
 - How and why sports games have been around for a long time like the constitution (what makes each endure over time)
 - How compromises between offense and defense teams are like the compromises made at the Constitutional Convention
 - What part the coaches, referees, and players play in the game, like the legislative, executive, and judicial branches play in government, and how they all act as checks and balances
 - How rules of the game are like the Bill of Rights
- Standards: Your book must be written so that 3rd graders can understand why the constitution was needed, why it was written, how the government was organized, how compromise led to a successful plan that was accepted by all thirteen states, and why the Bill of Rights protects our freedoms.

LEARNING EXPERIENCES AND INSTRUCTION – W.H.E.R.E.:

Where the work is headed and the purpose of day to day work

Hook the students with engaging work that makes them more eager to explore key ideas. Explore the subject in depth, equip the students with the required knowledge and skill to perform successfully on final tasks, and help them experience key ideas.

Rethink with students the big ideas; students rehearse and revise their work.

Evaluate results and develop action plans through self-assessment of results

- Explain to students that the entire class will decide what rules they will play for a game of kick ball. They must come to a consensus by voting on the rules. Allow them ample time to discuss which rules to apply to the game. (H)
- After 15 minutes, students write how they worked together to formulate the rules and whether they were successful or not. Debrief the activity and explore problems they encountered and options that might have led to success. (H)
- Introduce Enduring Understandings and Essential Questions. (W)
- Introduce key vocabulary. (W)
- Present lesson on difficulties the United States encountered under the Articles of Confederation. (E)
- Students create a time line showing the sequence of events that led to the need for a new constitution, beginning with the Declaration of Independence and ending with Shays’ Rebellion. (E)
- Students create a Constitution folder to keep materials and analogies for Performance Task. (E)
- Students write an analogy for why the new nation, like players in a game, needed a plan. Including the consequences of having no plan. (E)
- Introduce key vocabulary, “compromise.” (E)
- Present a lesson on the Constitutional Convention and the Great Compromise. (E)
- Students write an acrostic using the word “compromise” that describes the impact of compromise on the ratification of the Constitution. (R)

- Read aloud the Preamble of the Constitution and discuss meaning of phrases such as, “promote the general welfare.” (E)
- Students write an analogy for the compromise made at the Constitutional Convention, like the compromises made between the offensive and defensive teams. Include the importance of compromise and the consequences of failing to compromise. (R)
- Students describe the events that led to the writing of the Constitution, identify the three branches of government and their responsibilities, and explain the system of checks and balances. (E)
- Students write an analogy for how the three branches of government work together, like coaches, players, and referees work together. Include how checks and balances work, like in a sports game. (R)
- Students explain how the Bill of Rights protects individuals, describe key rights protected under the Bill of Rights, and interpret images that represent key amendments. (E)
- Students write an analogy for how the Bill of Rights protects people, like the game rules protect the players. Include examples of amendments and examples of game rules. (R)
- Students write an analogy between the Constitution and a sports game. (Ev)
- Students write an analogy of what aspects make the Constitution endure over time, like a sports game endures over time. (Ev)
- Model examples of using analogies in a story, and how to create an introduction. (E)
- Allow students time to write a rough draft, revise, edit, and publish their book. (R)
- Students read aloud their books to the class. (Ev)

RESOURCES:

Nonfiction

Adler, D.A. (1993). *A Picture Book of Frederick Douglass*. New York: Holiday House.

Shh! We're Writing the Constitution by Jean Fritz (Scholastic, 1987)

Fiction

- *Jump Ship to Freedom* by James Lincoln Collier and Christopher Collier (Delacorte Press, 1981)

Hopkinson, D. (1993). *Sweet Clara and the Freedom Quilt*. New York: Knopf.

Lyons, M.E. (1992). *Letters from a Slave Girl: The Story of Harriet Jacobs*. New York: Scribner's.

Books for Teachers

Hughes, L., Meltzer, M., Lincoln, C.E., & Spencer, J.M. (1995). *A Pictorial History of African Americans: From 1619 to the Present* (6th ed.). New York: Crown.

Rampersad, A. & Roessel, D. (eds.). (1994). *The Collected Poems of Langston Hughes*, New York: Knopf.

Lesson Plan Four

Name of Lesson: The Ratification of the Constitution and the Bill of Rights

Name of Unit: Moving Toward Freedom

Designer: Mona L. Cook

Essential Questions:

- How are the liberties of Americans protected?

Topical Questions:

- What dispute arose over ratification of the Constitution?
- How is the Constitution changed/amended?
- What were the first changes/additions to the Constitution?

Subject Areas Integrated: Social Studies, Reading, Writing

Grade Level: 6th Grade

Previous Knowledge

- **What do your students already know about what you are going to be teaching?** I conducted a pre-assessment of the students by giving them a one page handout asking them questions regarding the Articles of Confederation, the Constitution, the three branches of government, the Bill of Rights, the ability to change the Constitution, and whether slavery still exists today. In general, students did not know what the Articles of Confederation were; the students' knew that the Constitution was the basis for the government of the United States; students knew there are three branches of government and that our system has balanced power; students knew that the Bill of Rights are the first ten amendments; students did not know how you change the Constitution and students did not believe that slavery still exists today. On the previous three days I have instructed the students and assessed them on the topics of the Articles of Confederation, the Constitutional Convention, the Preamble to the Constitution, and the issue of African Americans not being covered by the Preamble.
- **How will you accommodate for student differences?** There will be assigned research projects as part of this unit. Students will have a set frame work within which to work but will be free to make individual choices. For example, a white female student may choose to do her research on a white female who fought for voting rights for women, while a black male may choose to do his research on a black male abolitionist. In addition, students will be permitted to make choices through out the unit as to how to present their learned information. Permitting such choice and latitude in final product takes into consideration students' different genders, cultural backgrounds and ethnicities, ability levels, and special needs.
- **How does this lesson connect with previous and future lessons/learnings?** Yesterday students learned about the Preamble to the Constitution and the fact that slaves were not covered by the Constitution's protections. Today students will learn that the Constitution was ratified even though people had misgivings about individual rights not specifically being protected by the Constitution and students will learn about the Bill of Rights and the role James Madison played in their development. Even though a Bill of Rights was added many people were not protected by its provisions, namely African Americans, women and poor people. Future lessons will show students what issues arose as a result of the failure to deal with certain items in the Constitution.

Desired Outcomes/Objectives

- **What is the State standard or objective covered by the lesson?** Whitehall City Schools are using the Proficiency Learning Outcomes which were distributed by the Ohio Department of Education in August, 1995. Since this lesson is designed for a 6th grade level it is following the Learning Outcomes taken from the 6th grade Proficiency Tests. This lesson covers American

Heritage L.O. 1; American Heritage L.O. 2; American Heritage L.O. 3; People in Societies L.O. 6; People in Societies L.O. 7; Democratic Processes L.O. 17; Reading L.O. 10; Reading L.O. 11, Reading L.O. 12; Writing L.O. d; Writing L.O. f; and Writing L.O. g.

- **What is worth being familiar with?** It is worth students being familiar with how the Constitution (Article 5) is amended. It is also worth students knowing that it was not a guarantee that the new Constitution would be ratified.
- **What will the students know and be able to do as a result of this lesson?** As a result of this lesson students will know the following: key terms- ratify, amend, Federalists, Anti-federalists, Bill of Rights and “paper barrier;” key people: James Madison. Students will analyze an expository text and be able to answer open ended questions that require critical thinking, not just knowledge recall.
- **What is worthy of enduring understanding?** The students should have an understanding that the Bill of Rights offered protection to individuals from the government.

Assessments

- **What evidence will show that the students understand?** I will know the students understand by reviewing their answers to the academic prompts provided with their reading assignment.
- **What facets of understanding are demonstrated in the assessments?** The facets of understanding demonstrated in the assessments are explanation and interpretation.

Learning Experiences

- **Introduction: How will you hook the students?** Today we are going to develop some additional protections to add to our plan for the baby that we let go back to his parents yesterday. **Approximate time between transitions from one subject to another?** Social studies’ class is one hour long and it takes about five minutes for students to get settled in between classes. To keep them on task during this transition period I will have the overhead projector set up with the schedule for the day and key vocabulary words that I will instruct them to write down. In the meantime, I will get two volunteers to pass out worksheets that will be used later in the class.
- **Instructional strategies used:** I will use direct expository instruction, lectures, questioning, and whole class discussions when teaching this lesson.
- **Plan:**
 1. I will have the students write in their planners the topic for the day: The Ratification of the Constitution, the Ability to Amend the Constitution, and the Bill of Rights. I will also have them write down key vocabulary terms: ratify, amend, Federalist, Anti-Federalist, and paper barrier. As they are doing this, two student volunteers will pass out the worksheets to be used during the class.

2. I will explain the ratification of the United States Constitution.
 3. I will explain how the Constitution may be amended and remind students that the Bill of Rights were the first ten amendments.
 4. I will then preteach vocabulary that will appear in the reading.
 5. I will ask for volunteers to take turns reading the two page expository text on the Bill of Rights while the rest of the class follows along on their copies.
 6. After the reading I will ask students to answer the questions on the “Bill of Rights” worksheet independently. Describe the First Congress. Why was it up to its members, instead of a special convention, to write the Bill of Rights? What other issues faced them? Why were the Anti-Federalists opposed to a Bill of Rights? Why was James Madison a good choice to draft the Bill of Rights? What is the impact of changing “ought” and “ought not” to “shall” and “shall not?” Has the “paper barrier” protected our rights through time? Why or why not?
 7. Students will be given rest of the class period to complete the assignment; if it is not completed in class then students will complete it for homework.
- **Conclusion/Summary: How will you provide closure? How will you connect this lesson with future lessons?** Two minutes before class is over I will inform them that tomorrow we will be doing a role play where we go back into time to speak with James Madison and that the last 20 minutes of the class that we are going to play a review matching game covering what we have discussed since Monday to help us to prepare for the test that will be on Monday, April 7th.

Materials: The materials necessary for the lesson will be an overhead projector; two worksheets, one per student (one the reading on a double sided page and one with the questions that are to be completed by the students).

Resources: Commager, H. (1961). *The Great Constitution: A Book for Young Americans*. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc.; Feinberg, B. (1996). *Inside Government: Constitutional Amendments*. New York: Twenty-First Century Books; Rhodehamel, J., Rhode, S. & Von Blum, P. (1991). *Foundations of Freedom*. Los Angeles, CA: Constitutional Rights Foundation.

Estimated Time for Lesson: I estimate that this lesson will take one hour class period to complete. Students who do not complete answering their questions in class will finish them at home for homework.

Teacher self-assessment: I will assess the unit by seeing if students looked engaged and by observing their responses during class discussions. I will also further assess the success of the lesson by reading students' answers to the assigned questions.

BILL OF RIGHTS

The Articles of Confederation did not contain a bill of rights. Since the central government had no direct power over the people, no safeguards for their freedom were thought necessary.

Three of the delegates refused to sign the Constitution largely because it contained no specific guarantee of individual liberties. Once in Congress, James Madison worked hard to reduce to a reasonable list the more than 200 proposed amendments drawn from state ratifying conventions.

On June 8, 1789 Madison presented the list of amendments to Congress. Within two years, 9 states ratified ten of the amendments, but since Vermont had entered the Union on March 4, 1791, approval by one more state was needed. Virginia supplied it on December 15, 1791. On March 1, 1792, Secretary of State Thomas Jefferson certified that the 10 amendments, otherwise known as the Bill of Rights, were part of the Constitution.

SORRY, NO RIGHTS FOR YOU

Picture the people around that constitutional floor—white men who owned property. When they wrote the Bill of Rights, most had no intention of protecting the rights of the people who needed protection most: blacks, women, and poor people.

In the 1790's the liberties guaranteed by the Bill of Rights did not extend to everyone; the nation's African Americans and women were notable exceptions.

Slaves were considered property, not citizens. In 1787, about 650,000 Africans were enslaved in the U.S. As the price of union between southern states and the rest of the nation, they received no protection from the Constitution. The nation's 1.5 million women were also denied citizenship and treated as dependents. The denial of political and legal rights to blacks and women was acceptable to most 18th century Americans. Young people were also treated as dependents.

SLAVERY

The English who settled the North American colonies did not invent slavery. Slavery was already as old as time. However, during the seventeenth century, the English colonists redefined slavery in ways that had a brutal impact on the unwilling and enslaved immigrants from Africa, with lasting consequences for the nation the colonies would become.

Every colony had an interest in slavery. The New England colonists came to North America in search of political and religious freedom, yet they denied freedom to the Africans. The New Englanders' shrewd Yankee economics allowed them to amass wealth through commerce in enslaved peoples. The triangular trade, by which colonial products went to England in exchange for guns, cloth, and trinkets which were traded for human cargoes to work the Caribbean and southern plantations, began and ended in New England. Africans, both free and not free, played important roles in the building of the

middle colonies. The southern colonies' large plantation economy depended on a huge, low cost labor force, which led to the importation of Africans.

As the African population grew in some areas to outnumber the white population, both groups lost some degree of freedom. Southern whites became prisoners of their fear and distrust of the enslaved. African Americans lived under increasingly brutal laws intended to keep them under control.

NORTH CAROLINA LAW

“The teaching of slaves has a tendency to excite dissatisfaction in their minds. Therefore, any free person who shall teach any slave to read and write shall be liable to indictment. If any slave shall teach, or attempt to teach any other slave, he or she shall receive thirty-nine lashes on his or her bare back.”

QUESTION ONE

1. What does the phrase “dissatisfaction in their minds” mean?
2. Do you think that a person who has education would remain enslaved as willingly as a person who has no education? Explain your answer.
3. Why were the punishments for teaching an enslaved person so harsh?
4. Why were punishments different and unequal for free and unfree people?

TWO SIDES OF A STORY

The first person accounts give two different views of how people were captured in Africa and placed on ships to be sold into slavery in America. John Barbot, a European slave trader, made voyages to the West Coast of Africa for the French Royal African Company. Olaudah Equiano, the youngest son of a wealthy African family, was kidnapped at the age of eleven, sold into slavery, and eventually became educated and free.

EXERCISE ONE

Compare and contrast the two first person accounts of the slave trade according to a slave trader and a kidnapped African. Use the provided Venn diagram. After completing the Venn diagram answer the following questions on a separate sheet of paper:

1. About what things did John Barbot and Olaudah Equiano agree?
2. About what things did they agree but explain differently?
3. About what things did they disagree?
4. Why would they see the same events differently?
5. Which account do you think is nearest the truth?
6. Would either author purposely not tell the truth?
7. Why did each author write his account?

8. What conclusions can you draw about how people viewed slavery when these accounts were written?

Despite laws against educating enslaved Africans in every colony, some courageous people taught African Americans to read. A group called the Associates of Dr. Thomas Bray raised funds and established schools for African Americans. Dr. Bray was an English minister who promoted libraries and schools in the colonies. Benjamin Franklin belonged to the Associates of Dr. Thomas Bray. Quakers also worked to educate African Americans, including Anthony Benezet in Philadelphia and African Americans secretly educated themselves by listening to the lessons of white children and by seizing any bit of written material that they could lay their hands on to learn to read.

QUESTION TWO

1. Why was teaching African Americans to read so important to people who cared about their rights and well-being?
2. Why were African Americans so eager to learn how to read?
3. How does the ability to read move people toward freedom?
4. Why is a nation of educated people likely to remain free?

EXERCISE TWO

Think about the opportunities and activities that you enjoy because you can read. Write a paragraph (on a separate sheet of paper to be turned in—worth 20 points) explaining what choices and privileges you have that would not be available to you if you could not read.

But all this changed in 1868, when the 14th amendment put the Bill of Rights on its feet. Written after the Civil War, the Amendment gave rights to blacks and declared: “No state shall make or enforce any law which shall abridge the privileges...of citizens of the U.S.; nor shall any state deprive any person of life, liberty, or property, without due process of law.”

WORDS BEFORE WAR/UNDERGROUND RAILROAD

Concept: Tradition: Generalization:

African American songs and music are an important part of their cultural traditions and are passed down from generation to generation. From chapter 7 teach about the black anthem. Lift Ev’ry Voice and Sing.

Abolitionists/Underground Railroad

The Underground Railroad Packet

Ch 7 questions

The Big Argument/Slavery and Abolition worksheet

Art Connections

Quilting—role of quilt patters that served as maps for escape

Drama-play about Frederick Douglass

Stamp-design stamp for person in history

Geography

Mapping the Underground Railroad

Mapping Free states and slave states

Science

Astronomy—teach about the Drinking Gourd and how slaves used the North Star to escape north to freedom

Writing

Use prompts *From Slave Ship to Freedom* for writing

Show illustrations from *Aunt Harriet’s Underground Railroad* book as prompts for student creative writing

Freedom seg 2, web 5

Freedom seg 3, web 5

Freedom seg 4, web 5—Frederick Douglass/abolitionists

Freedom a History of Us teaching guide segment 5, webisode 5

Freedom seg 7, web 5—Dred Scott decision/John Brown

Freedom seg 6, web 5—“Moving Toward Freedom”

CIVIL WAR

Freedom seg 8, web 5—states decisions to secede
The Civil War—A literature unit—Nancy Hellickson
CONSTITUTIONAL AMENDMENTS

History—Facts—Rights for Blacks

5 Amendments were needed to help blacks gain the benefits of American citizenship; 3 were passed as a result of the Civil War (1861-1865). In 1863, more than 3 million black slaves lived in the Confederacy, the government formed by the 11 southern states that left the Union. Another 450,000 slaves lived in the 4 border states that did not secede, and some 500,000 free blacks were scattered throughout the nation.

In the North, free blacks had limited rights to petition, travel, organize, and publish, but because of racial prejudice against them, most were not allowed to vote. Often they held unskilled jobs. In the South, freed blacks had fewer rights but greater economic opportunities, as craftspeople and tradepeople.

13th Amendment—frees slaves and guarantees that people cannot be forced to work against their will unless they are being punished for a crime. Congress has the right to pass laws to carryout this amendment.

Some citizens condemned slavery since the early days of the American republic. By the 1830s, abolitionist groups began their crusade to free slaves. They received a setback in the controversial Dred Scott case of 1857, in which the Supreme Court ruled that slaves were the property of their owners and not citizens. Nevertheless, on his own, President Lincoln freed slaves living in the Confederacy with his 1863 Emancipation Proclamation. It was a war measure that would probably expire when the conflict ended.

An ordinary law passed by Congress wouldn't do because the Constitution recognized slavery. Article 1, Section 2 allowed the slave population to be counted as 3/5 of the white population for purposes of distributing seats in the House of Representatives and for determining taxes. To end slavery forever, the Constitution had to be changed, so the 13th amendment was proposed to the states.

14th Amendment—is remembered for its broad definition of the rights of citizenship, which were officially granted to blacks as well as to qualified immigrants. In addition, the amendment contained harsh penalties for states that failed to comply with its requirements, but these penalties were never carried out.

Section 1 of the 14th Amendment: extends citizenship in the US and in the state where they live to all people born in the US or who come from abroad and voluntarily swear to become Americans. Also forbids states to pass or carry out any law that restricts the rights of American citizens or takes away their lives, liberty, or property without due process of law. States may not deprive any person within their borders of the equal protection of the laws. In other words, they must treat everyone equally under the law.

The Amendment reversed the Dred Scott decision and gave blacks both state and national citizenship.

Section 2: Cancels the method of counting slave populations as 3/5 of the white population within a state for purposes of voting and taxation, found in Article 1, Section 2 of the Constitution.

15th Amendment—prohibits the federal government and the states from denying the right to vote to people because of their race, color, or previous status as slaves. Congress has the right to pass laws to enforce the amendment.

24th Amendment—forbids the federal government or the states from making citizens pay poll taxes or other taxes in order to vote in national elections. Congress has the power to enforce this amendment by law if necessary.

Poll taxes were once used to prove that colonial and revolutionary voters were financially independent and responsible citizens. After the Civil War, Southern officials used them to keep blacks and poor whites from voting.

History—Facts—Rights for Women

Women were another disadvantaged group denied the protection of the Bill of Rights and prevented from voting. Women were treated as dependents. According to John Adams, women and children lacked independent judgment, and “their delicacy renders them unfit for practice and experience in the great businesses of life.” Women could not sue or be sued in Court, sign legal documents, or own property. They were under the protection and direction of their fathers, brothers, or husbands.

19th Amendment—grants women the right to vote and gives Congress the power to pass whatever laws may be needed to secure this right.

Math Link

Calculate how many states had to ratify amendments then and now.

KEEPING THE CONSTITUTION UP TO DATE

History—Facts:

To discourage impulsive and poorly thought out changes to the Constitution, the framers made the amending process complicated and time consuming. As a result only 27 amendments have been added to the Constitution. They have secured individuals’ freedoms, extended voting rights to more citizens, and adjusted the presidency, courts, and Congress.

Some amendments defeated in the 20th century: The child labor amendment was introduced in Congress in 1924. The framers, who lived in a mostly agricultural society, could not have anticipated that children would be working in factories and mines for long hours in unsanitary conditions. This was a problem that developed in the late 19th and early 20th centuries, when the US became a highly industrialized nation. In 1920, more than 1 million children from ages 10 to 15 were part of the labor force. In 1918 and 1922, the Supreme Court struck down progressive federal laws that sought to eliminate child labor. When Congress proposed an amendment to overturn the Court's decision, however, only 28 states ratified it. Manufacturing interests, along with people who resented federal interference in state matters, combined to defeat the measure. By 1938, an amendment was no longer needed. During the Great Depression, unemployed adults took over many jobs previously held by children. Also, the Fair Labor Standards Act of 1938—upheld by the Supreme Court—made child labor illegal.

Kids' Rights

Kids' Bill of Rights

MODERN SLAVERY

Child Labor

Universal Declaration of Human Rights

STANDARDS ADDRESSED: 6th GRADE OHIO PROFICIENCY LEARNING OUTCOMES: The Proficiency Learning Outcomes were taken from the 6th Grade Proficiency Tests: Information Guide distributed by the Ohio Department of Education in August 1995.

Citizenship—American Heritage

American Heritage L.O. 1: Demonstrate knowledge of and ability to think about the relationship among events: Group significant individuals by broadly defined historical eras; utilize multiple-tier time lines; recognize significance of individuals or historical events in the context of other individuals or events and various time periods; reflect on the contributions of ordinary people as well as of famous individuals.

American Heritage L.O. 2: Utilize a variety of resources to consider information from different perspectives about North America; identify the central idea an historical narrative attempts to address and inquire into the relative credibility of sources: a) analyze information from a variety of sources including primary and secondary sources; b) distinguish the main idea of a passage; c) analyze the reliability of views contained in different statements or documents.

American Heritage L.O. 3: Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

- Identify contributions of individuals who helped create the Constitution.

Citizenship—People in Societies

People in Societies L.O. 6: Draw inferences about the experiences, problems, and opportunities that cultural groups have encountered in the past: a) examine past experiences of various cultural groups—racial groups.

People in Societies L.O. 7: Describe how the customs and traditions of immigrant and other groups have shaped American life.

Citizenship—Democratic Processes

Democratic Processes L.O. 17: Interpret how examples of political activity illustrate characteristics of American democracy: a) identify key characteristics of U.S. democracy: 5) all people have basic rights guaranteed to them by the Constitution.

- Summarize the reasons for the creation of the Bill of Rights
- Describe important individual rights
- Summarize selected amendments

Citizenship--Rights and Responsibilities

Citizenship Rights and Responsibilities L.O.19: Analyze information on civic issues by organizing key ideas with their supporting facts.

Citizenship Rights and Responsibilities L.O. 20: Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.

Citizenship Rights and Responsibilities L.O. 21: Identify ways to resolve private and public conflicts based on principles of fairness and justice.

DESIRED RESULTS

Enduring Understandings:

- The Constitution was written to create a more effective government for the United States.
- The Constitution endures because it balances power, fosters compromise, and provides for change.
- The Bill of Rights protects the rights and liberties of Americans from the abuses of government.

Essential Questions:

- Why was the Constitution written?
- Why does the Constitution still work?
- How are the liberties of Americans protected?

Knowledge and Skills:

- Knowledge
 - Key terms: constitution, democracy, compromise, ratify, federal system, amendment
 - Key events: Articles of Confederation, Shay's Rebellion, Constitutional Convention
 - Key people:
 - The first ten amendments

Skills

- Identify, describe, and give examples of amendments
- Define and use analogy
- Create a flow chart
- Write an acrostic
- Create an analogy between the Constitution and a sports game
- Participate in Writer's Workshop and write a children's book

EVIDENCE OF UNDERSTANDING

Performance Task:

You are an author of children's books. You have been asked to write a story for younger children explaining why the Constitution was written and why it still works today. To appeal to this audience, your story needs to explain the Constitution through an analogy of a sports team, such as football.

Student Directions:

- Goal: To write a book that helps younger children understand the Constitution by using an analogy between the Constitution and a sports game.
- Role: You are an author of children's books who has been asked to write about the Constitution.
- Audience: Your audience is 3rd grade students studying the Constitution.
- Situation: You have been asked by a textbook company to write a 3rd grade children's book in a way that helps young children understand the importance of the Constitution.
- Product: Write a children's book explaining the Constitution by comparing it to a sports team. Your analogy needs to show the following:
 - How the game is like the Constitution
 - Why the players must have a plan like the U.S. needed a plan

- The consequences of not having a “game plan” for both sports and the U.S.
- How and why sports games have been around for a long time like the constitution (what makes each endure over time)
- How compromises between offense and defense teams are like the compromises made at the Constitutional Convention
- What part the coaches, referees, and players play in the game, like the legislative, executive, and judicial branches play in government, and how they all act as checks and balances
- How rules of the game are like the Bill of Rights

Standards: Your book must be written so that 3rd graders can understand why the constitution was needed, why it was written, how the government was organized, how compromise led to a successful plan that was accepted by all thirteen states, and why the Bill of Rights protects our freedoms.

LEARNING EXPERIENCES AND INSTRUCTION – W.H.E.R.E.:

Where the work is headed and the purpose of day to day work

Hook the students with engaging work that makes them more eager to explore key ideas. Explore the subject in depth, equip the students with the required knowledge and skill to perform successfully on final tasks, and help them experience key ideas.

Rethink with students the big ideas; students rehearse and revise their work.

Evaluate results and develop action plans through self-assessment of results

- Explain to students that the entire class will decide what rules they will play for a game of kick ball. They must come to a consensus by voting on the rules. Allow them ample time to discuss which rules to apply to the game. (H)
- After 15 minutes, students write how they worked together to formulate the rules and whether they were successful or not. Debrief the activity and explore problems they encountered and options that might have led to success. (H)
- Introduce Enduring Understandings and Essential Questions. (W)
- Introduce key vocabulary. (W)
- Present lesson on difficulties the United States encountered under the Articles of Confederation. (E)
- Students create a time line showing the sequence of events that led to the need for a new constitution, beginning with the Declaration of Independence and ending with Shays’ Rebellion. (E)
- Students create a Constitution folder to keep materials and analogies for Performance Task. (E)
- Students write an analogy for why the new nation, like players in a game, needed a plan. Including the consequences of having no plan. (E)
- Introduce key vocabulary, “compromise.” (E)
- Present a lesson on the Constitutional Convention and the Great Compromise. (E)
- Students write an acrostic using the word “compromise” that describes the impact of compromise on the ratification of the Constitution. (R)

- Read aloud the Preamble of the Constitution and discuss meaning of phrases such as, “promote the general welfare.” (E)
- Students write an analogy for the compromise made at the Constitutional Convention, like the compromises made between the offensive and defensive teams. Include the importance of compromise and the consequences of failing to compromise. (R)
- Students describe the events that led to the writing of the Constitution, identify the three branches of government and their responsibilities, and explain the system of checks and balances. (E)
- Students write an analogy for how the three branches of government work together, like coaches, players, and referees work together. Include how checks and balances work, like in a sports game. (R)
- Students explain how the Bill of Rights protects individuals, describe key rights protected under the Bill of Rights, and interpret images that represent key amendments. (E)
- Students write an analogy for how the Bill of Rights protects people, like the game rules protect the players. Include examples of amendments and examples of game rules. (R)
- Students write an analogy between the Constitution and a sports game. (Ev)
- Students write an analogy of what aspects make the Constitution endure over time, like a sports game endures over time. (Ev)
- Model examples of using analogies in a story, and how to create an introduction. (E)
- Allow students time to write a rough draft, revise, edit, and publish their book. (R)
- Students read aloud their books to the class. (Ev)

RESOURCES:

Nonfiction

Adler, D.A. (1993). *A Picture Book of Frederick Douglass*. New York: Holiday House.

Shh! We're Writing the Constitution by Jean Fritz (Scholastic, 1987)

Fiction

- *Jump Ship to Freedom* by James Lincoln Collier and Christopher Collier (Delacorte Press, 1981)

Hopkinson, D. (1993). *Sweet Clara and the Freedom Quilt*. New York: Knopf.

Lyons, M.E. (1992). *Letters from a Slave Girl: The Story of Harriet Jacobs*. New York: Scribner's.

Books for Teachers

Hughes, L., Meltzer, M., Lincoln, C.E., & Spencer, J.M. (1995). *A Pictorial History of African Americans: From 1619 to the Present* (6th ed.). New York: Crown.

Rampersad, A. & Roessel, D. (eds.). (1994). *The Collected Poems of Langston Hughes*, New York: Knopf.