Grade: 7th
Unit Name: Confederation to Constitution (1776-1791)
The Constitution and Citizenship

Suggested Timeline: 6 weeks

Social Studies Standards

6.1.B.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.B.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.B.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.B.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.B.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.C.3.g

Cross Curricular Standards:

Technology Standards:

21st Century Skills:

_X_Creativity and Innovation
_X_Critical Thinking and Problem Solving
_X_Communication
_X_Collaboration

Comment [1]: Changes in the standards and/or wording is indicated in BOLD print.
Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Enduring Understandings:</th>
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<tbody>
<tr>
<td><strong>Confederation to Constitution (1776-1791)</strong></td>
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<tr>
<td>Into which areas did American settlement expand in the late 1700's?</td>
<td>1. The weakness of the Articles of Confederation led to the writing of the U.S. Constitution.</td>
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<tr>
<td>What is a republic?</td>
<td>2. The Constitutional Convention formed the plan of government that the United States still has today.</td>
</tr>
<tr>
<td>Why is the United States a republic?</td>
<td>3. American liberties today are protected by the U.S. Constitution, including the Bill of Rights.</td>
</tr>
<tr>
<td>What were the strengths and weaknesses of the Articles of Confederation?</td>
<td><strong>Enduring Understandings:</strong></td>
</tr>
<tr>
<td>Why was debt a critical problem from the national government under the Articles of Confederation?</td>
<td><strong>The Constitution and Citizenship</strong></td>
</tr>
<tr>
<td>Why was the Northwest Ordinance important to the growth of the United States?</td>
<td>1. The first ten amendments, known as the Bill of Rights, protect such basic liberties as freedom of religion and free speech.</td>
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<tr>
<td>What events encouraged leaders to call a Constitutional Convention?</td>
<td>2. Later amendments help the Constitution adapt to social changes and historical trends.</td>
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<tr>
<td>Who were some of the key delegates?</td>
<td>3. Citizenship includes many rights and responsibilities.</td>
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<td>What were the challenges facing the delegates?</td>
<td><strong>The Constitution and Citizenship</strong></td>
</tr>
<tr>
<td>Why was George Washington selected as President of the Convention?</td>
<td>What are the five most important freedoms listed in the Bill of Rights?</td>
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<tr>
<td>How did the Virginia Plan and New Jersey Plan differ?</td>
<td>How do search and seizure laws protect your rights as a citizen?</td>
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<tr>
<td>How did the Great Compromise satisfy the concerns of the large and smaller states?</td>
<td><strong>Enduring Understandings:</strong></td>
</tr>
<tr>
<td>How did the states compromise over the issue of slave trade?</td>
<td>The Constitution and Citizenship</td>
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<tr>
<td>What are the differences between the Federalists and Anti-Federalists?</td>
<td>What are the five most important freedoms listed in the Bill of Rights?</td>
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<tr>
<td>What was the purpose of the Bill of Rights?</td>
<td>How do search and seizure laws protect your rights as a citizen?</td>
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<td>Can you explain your Miranda Rights?</td>
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<td>How do state and federal laws differ?</td>
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<td>How do you differentiate cruel and unusual punishments used during the early year of our new nation and today?</td>
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<td>Why does a country have rules about who is considered a citizen?</td>
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<td>What are two ways to become a United States citizen?</td>
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<tr>
<td>What are the three categories of rights and responsibilities of a citizen?</td>
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<tr>
<td>How can you contribute to your community?</td>
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</tbody>
</table>

**Vocabulary:**
- Confederation to Constitution (1776-1791)
- Republic
- Articles of Confederation
- Northwest Ordinance
- Shay's Rebellion
- Constitutional Convention
- James Madison
- Great Compromise
- Three-fifths Compromise
- Federalists
- Anti-Federalists
- Bill of Rights

**The Constitution and Citizenship**
- The Bill of Rights
- Electors
- Impeachment
- Naturalization
- Felonies
- Bill of Attainder
- Ex Post Facto Law
- Due Process of Law
- Primary
- Servitude

**Social Studies Skills:**

**Chronological Thinking (CH)**
- Explain how major events are related to one another in time.

**Spatial Thinking (SP)**
- Use maps and other documents to explain the historical migration of people, expansion, and disintegration of empires, and growth of economic and political systems.

**Critical Thinking (CR)**
- Compare and contrast differing interpretations of current and historical events.
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

**Presentational Skills (PS)**
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<tr>
<th>Learning Targets</th>
<th>Content</th>
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<tr>
<td>Confederation to Constitution (1776-1791)</td>
<td>Students will describe the expansion of the nation and the development of state governments. Discuss reasons why people began to move out west. Discuss the tensions that began to rise between the Native Americans and settlers. Point out how while settlers headed into the Western territories, the people in the East began to create new state governments.</td>
<td>McDougal Littell: Creating America Textbook: The Confederation Era (p. 221-227) Moving West p. 221 New State Governments p. 222 Study- Island <a href="http://www.studyisland.com">www.studyisland.com</a> Middle School Social Studies U.S. History Lesson: U.S. Constitution Lesson: Early Political and Economic Issues</td>
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<td>Students will identify what makes up a republic. Discuss that once the American colonies declared independence, each of the states created their own government. Point out that the framers or creators of the state constitutions did not want to lose the political systems they had as colonies. Note how states created separate branches of governments and Americans hoped by created these branches, Americans hoped to prevent the government from becoming too powerful. Discuss how the United States became a republic, in which the people choose representatives to govern them. Students can compare the U.S. republicanism to Roman Republicanism through Cicero connections.</td>
<td>McDougal Littell: Creating America Textbook: New State Governments p. 222 Republic Forms of Republicanism: Connections <a href="http://www2.cicerohistory.com/Cicero/c/5/Activities/Connections/Republicanism/Republicanism.pdf">http://www2.cicerohistory.com/Cicero/c/5/Activities/Connections/Republicanism/Republicanism.pdf</a> Cicero Dialogue: A New Government <a href="http://www2.cicerohistory.com/Cicero/c/5/Activities/Dialogues/ANewGovernment/NewGovernment.pdf">http://www2.cicerohistory.com/Cicero/c/5/Activities/Dialogues/ANewGovernment/NewGovernment.pdf</a> Study- Island <a href="http://www.studyisland.com">www.studyisland.com</a> Middle School Social Studies U.S. History Lesson: U.S. Constitution Lesson: Early Political and Economic Issues</td>
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<td>Students will analyze the Articles of Confederation. Review with students that the Continental Congress began to develop</td>
<td>McDougal Littell: Creating America Textbook: A) The Article of Confederation p. 222-223</td>
</tr>
</tbody>
</table>
Students will understand why Shays' Rebellion took place.

Discuss that that debt was a critical problem for the national government under the Articles of Confederation. Note that many states like Massachusetts were facing economic problems. Refer to page 224 and discuss how farmers were greatly impacted and fell into great debt. Introduce the uprising led by Daniel Shay and have students think of the reason why this event took place.

Analyze Primary Source quotes from Key political figures of the time and their reactions to Shay's Rebellion.

School Tube:
Shay's Rebellion Video
http://www.schooltube.com/video/8fe0828e504b4c75ab5d/Shays%20Rebellion

McDougal Littell: Creating America Textbook:
A) Shay's Rebellion p. 224-225
SHAY’S REBELLION PRIMARY SOURCE
Shay's Rebellion
https://www.youtube.com/watch?v=YOR909mUOBE

Students will identify the purpose for why the Constitutional Convention took place.

Ask students the following: Do you feel having to come up with a strong, but limited federal government was a challenging task? Why or why not? Discuss how this was the challenge 55 delegates faced at the Constitutional Convention. Review factors that led to the convention (Shays' Rebellion, lack of common currency, weak economy). Read and answer discussion questions on the Constitutional Convention.

McDougal Littell: Creating America Textbook:
Creating the Constitution p. 228-233
Ratifying the Constitution p. 234-237

School Tube: Constitutional Convention Video
http://www.schooltube.com/video/cfc86ba771a54771cb37/Constitutional%20Convention%20Facts

Cicero Guided Reading & Discussion Questions:
The Constitutional Convention
http://www2.cicerohistory.com/Cicero/c/5/Activities/GuidedReadings/Creative_Learners/Constitutional.html
Students will understand why George Washington was selected as president of the Constitutional Convention.

Students will examine key individuals who participated in and contributed to the Constitutional Convention.

Discuss how George Washington was selected as President of the Convention. Note some reasons why people thought he would be a good leader. Have students read dialogue-George Washington to understand why he was admired by the other delegates. Students will watch dramatization of convention to better understand the key participants. Students will answer Comprehension Questions about the Convention based on video-clip. Exit Ticket: What is one fact you learned about the Constitutional Convention. Follow-up: Cicero Constitutional Convention Guided Reading & Discussion Questions

Cicero George Washington Dialogue:

Britannica Online: Dramatization of the Constitutional Convention

Cicero Our Founding Fathers Literature Connection:
http://www2.cicerohistory.com/Cicero/c/5/Activities/LiteracyThroughHistory/LiteratureConnections/OurFoundingFathers.pdf

Meet the Framers WebQuest:
http://www2.cicerohistory.com/Cicero/c/5/Activities/Projects/MeetTheFramers.pdf

Study- Island
www.studyisland.com
Middle School Social Studies
U.S. History
Lesson: U.S. Constitution

Students will be able to describe the process of debate and compromise.

Discuss Why is it important that all states, big and small be represented in the government? Discuss how at the convention. McDougal Littell: Creating America Textbook:
The Virginia Plan p. 230
The New Jersey Plan p. 231
Students will explain the primary concerns of the small states at the Constitutional Convention.

Students will explain the primary concerns of the large states at the Constitutional Convention.

Constitutional Convention there was a disagreement on how big and small states should be represented. Introduce new vocabulary terms: direct representation, Edmund Randolph, James Madison, Roger Sherman, and William Paterson. Present a summary of the Virginia Plan and the New Jersey Plan. Students will read a summary of the main points of the Virginia Plan and the New Jersey Plan. Students will compare the two plans in "Differences between the Virginia Plan and New Jersey Plan" graphic organizer. Students will summarize main points in chart. Exit Ticket: What is one difference between the Virginia Plan and New Jersey plan?

Cicero Reading: The Great Compromise
New Jersey Plan vs. Virginia Plan

Study- Island
www.studyisland.com
Middle School Social Studies
U.S. History
Lesson: U.S. Constitution

Students will understand how states compromised over the issue of slavery and the Constitution.

Discuss how the debate over how slaves would be counted toward a state’s representation arose. Refer to page 232. Students will read Cicero Guided Reading and answer discussion questions as a follow-up. For an extension: Cicero Project: Three-fifths Clause

McDougal Littell: Creating America Textbook: Slavery and the Constitution
Three-Fifths Compromise p. 232
Regulating Trade p.233

Cicero Guided Reading: Three-Fifths Compromise

Project: Three-Fifths Clause
http://www2.cicerohistory.com/Cicero/c/5/Activities/Projects/Three-FifthsClause/Three-FifthsClause.pdf

Study- Island
www.studyisland.com
Middle School Social Studies
U.S. History
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<td>Students will understand the difference between a Federalist and Anti-federalist.</td>
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<td>Students will compare and contrast a Federalist to an Anti-federalist.</td>
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Discuss what the word *ratify* means. 
- a) approve  
- b) deny  
- c) honor.  
Discuss the ongoing battle for ratification of the constitution. Students will be shown flipchart on Federalists and Anti-Federalists. Students will read Guided Reading: Ratification: Federalists v. Anti-federalists aloud and complete discussion questions. Students will read Section 3: Ratifying the Constitution—Federalists and Anti-federalists and The Federalists Papers. Students will complete the chart comparing Federalists and Anti-federalists. (Refer to using graphics p. 237) Follow-up Cicero Guided Reading/Discussion Questions.

**McDougal Littell: Creating America Textbook:**  
**Federalists and Antifederalists p. 234-235**  
**The Federalist Papers**  
**The Battle for Ratification p. 236**  
**SchoolTube Federalists vs. Anti-Federalists**  
**Federalists vs Anti-Federalists Review Video:**  
[http://www.schooltube.com/video/bfa32f9630d04652607/Federalist%20vs%20Anti-Federalists](http://www.schooltube.com/video/bfa32f9630d04652607/Federalist%20vs%20Anti-Federalists)  
**Cicero Guided Reading:**  
**Federalists vs. Anti-federalists**  
**Study Island:**  
[www.studyisland.com](http://www.studyisland.com)  
Middle School Social Studies  
U.S. History  
Lesson: U.S. Constitution  
Lesson: Early Political and Economic Issues

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<td>Students will understand the purpose of the Bill of Rights.</td>
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<td>Students will examine the role James Madison played in adding the Bill of Rights to the Constitution.</td>
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Discuss why the Bill of Rights were added to the Constitution. Note that supporters felt the bills of rights would help protect people against the power of a national government. Refer to p. 237 Discuss how James Madison proposed adding the amendments at the end of the Constitution in separate section.

**McDougal Littell: Creating America Textbook:**  
**The Bill of Rights p. 237**  
**Cicero Guided Reading: James Madison**  
**The Father of the Constitution**  
[http://www2.cicerohistory.com/Cicero/c/5/Activities](http://www2.cicerohistory.com/Cicero/c/5/Activities)
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<td><strong>The Constitution and Citizenship</strong></td>
<td><strong>Learning Targets</strong></td>
<td><strong>Content</strong></td>
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<tr>
<td>Students will understand the Constitution is a living document based on fundamental principles.</td>
<td>Review with students the different sections of the U.S. Constitution and discuss why this document was written. Discuss what the Constitution provides to U.S. citizens. Read and discuss Cicero Reading: Ideas Behind the Constitution.</td>
<td><strong>Resources</strong></td>
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<tr>
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<td>Cicero Primary Sources: U.S. Constitution <a href="http://www2.cicerohistory.com/Cicero/c/5/PrimarySources/LandmarkDocuments/06USConstitution_1787.pdf">http://www2.cicerohistory.com/Cicero/c/5/PrimarySources/LandmarkDocuments/06USConstitution_1787.pdf</a></td>
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<td>McDougal Littell: Creating America Textbook: The Living Constitution p. 242-265</td>
</tr>
<tr>
<td>Students will understand the purpose of the Bill of Rights</td>
<td>Examine the Bill of Rights and the freedoms they provide citizens. Review</td>
<td><strong>Resources</strong></td>
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<td><strong>Brain Pop: James Madison</strong> <a href="http://www.brainpop.com/socialstudies/famoushistoricalfigures/jamesmadison/preview.weml">http://www.brainpop.com/socialstudies/famoushistoricalfigures/jamesmadison/preview.weml</a></td>
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</table>
the Five Freedoms
B. Searches
C. Miranda Rights
D. States Powers/Federal Powers
E. Cruel and Unusual Punishments

Have students research assigned Bill of Rights to better understand the meaning and historical background through Cicero Web Quest. Follow procedure/rubric outlined.

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The Constitution in Graphics (Posters)
http://articleprojectstoreволiberty.com/гrap
hic-constitution.html

Cicero Bill of Rights Web Quest:
http://www2.cicerohistory.com/Cicero/c/5/Activiti
es/Projects/BillofRightsWebQuest/BillofRightsProje
tct.pdf

XFILES-Bill of Rights Scenarios

Brain Pop: Bill of Rights: 
http://www.brainpop.com/socialstudies/usgovernm
tandlaw/billofrights/preview.weml

Brain Pop: Miranda Rights 
http://www.brainpop.com/socialstudies/usgovernm
tandlaw/mirandarights/preview.weml

Cicero Primary Sources:
Bill of Rights 
http://www2.cicerohistory.com/Cicero/c/5/Primar
ySources/LandmarkDocuments/08Bill_of_Rights_17
t.pdf

Students will understand how a person can become a U.S. citizen
Discuss the different ways a person can become a U.S. citizen (through birth or naturalization). Introduce citizenship questions and discuss how people trying to become citizens must demonstrate knowledge of the United States.

McDougal Littell: Creating America Textbook:
The Role of a Citizen p. 280-287
p. 281 Citizenship by birth
Citizenship by naturalization

Brain Pop video: Citizenship
http://www.brainpop.com/socialstudies/usgovernm
tandlaw/citizenship/preview.weml

Refer to Citizenship Folder:
\HOLSRV\X Files\Holbein - Social Studies\US
<table>
<thead>
<tr>
<th>Students will understand how citizenship includes many rights and responsibilities</th>
<th>Discuss the rights that are given to a person as a result of being a citizen. Refer to p. 282 and discuss 1) Basic Freedoms 2) Personal Protections 3) Equal Protection Under the Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cicero Primary Sources: Bill of Rights</td>
<td><a href="http://www2.cicerohistory.com/Cicero/c5/PrimarySources/LandmarkDocuments/09Bill_of_Rights_1789.pdf">http://www2.cicerohistory.com/Cicero/c5/PrimarySources/LandmarkDocuments/09Bill_of_Rights_1789.pdf</a></td>
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<td>Students will understand the role and responsibilities of being a good citizen</td>
<td>Discuss how many factors such as staying informed, making wise decisions, and participating in the community are important in the role of being a good citizen. Refer to p. 283 What Are Your Responsibilities? Have students organize their responsibilities in a Venn diagram. Students will take citizenship test to simulate the process of becoming a U.S. citizen.</td>
</tr>
<tr>
<td>McDougal Littell: Creating America Textbook : p. 283-287 Students will simulate the process of becoming a citizen and take &quot;Citizenship Test&quot;.</td>
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<tr>
<td>Refer to Citizenship Folder: \HOLSRV\X Files\Holbein - Social Studies\US Citizenship</td>
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**Assessments:**
1. Timeline of important events
2. Essay Questions
3. Graphic Organizers

**Modifications:** Modified tests, quizzes, assignments, partner project activities, extended time