



**U.S. HISTORY / 1781 – 1804**

**THE  
CONSTITUTION  
AND EARLY GOVERNMENT**

**CHARLIE BOONE**



**SOCIAL STUDIES SCHOOL SERVICE**  
CULVER CITY, CALIFORNIA



## **SOCIAL STUDIES SCHOOL SERVICE**

Copy Editor: Emily Rose Oachs  
Editorial Assistant: Manasi Patel  
Book Layout: Linda Deverich  
Cover Design: Mark Gutierrez  
Editorial Director: Dawn P. Dawson

©2015 Social Studies School Service  
All rights reserved.

Printed in the United States of America

Social Studies School Service  
10200 Jefferson Boulevard, P.O. Box 802  
Culver City, CA 90232-0802  
United States of America

(310) 839-2436  
(800) 421-4246

[www.socialstudies.com](http://www.socialstudies.com)  
[access@socialstudies.com](mailto:access@socialstudies.com)

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

ISBN: 978-1-56004-880-0  
e-book ISBN: 978-1-56004-909-8  
Product Code: Z332

# Contents

|    |                                                      |
|----|------------------------------------------------------|
| 1  | Introduction                                         |
| 2  | Common Core Standards                                |
| 3  | Tracking Common Core Standards                       |
|    |                                                      |
| 5  | <b>CHAPTER 1: KEY IDEAS AND DETAILS</b>              |
| 6  | ACTIVITY 1: Bill of Rights Socratic Seminar          |
| 11 | ACTIVITY 2: Hamilton-Burr Duel                       |
|    |                                                      |
| 17 | <b>CHAPTER 2: CRAFT AND STRUCTURE</b>                |
| 18 | ACTIVITY 3: Shays’s Rebellion                        |
| 22 | ACTIVITY 4: Articles of Confederation                |
|    |                                                      |
| 27 | <b>CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS</b> |
| 28 | ACTIVITY 5: How a Bill Becomes a Law                 |
| 32 | ACTIVITY 6: George Washington                        |
|    |                                                      |
| 37 | <b>CHAPTER 4: WRITING STANDARDS</b>                  |
| 38 | ARGUMENTATIVE WRITING: Amending the Constitution     |
| 43 | INFORMATIVE WRITING: Federalism                      |
| 48 | NARRATIVE WRITING: Compromising                      |
|    |                                                      |
| 51 | Selected Answers                                     |
| 54 | Bibliography                                         |
| 54 | Image Credits                                        |







# Introduction

## Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

## Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

## Tracking Common Core Standards

On the next page, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

## Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

## Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.



## CHAPTER 1

### Key Ideas and Details

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

#### **RH.6-8.3**

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

## CHAPTER 2

### Craft and Structure

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

#### **RH.6-8.6**

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

## CHAPTER 3

### Integration of Knowledge and Ideas

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## CHAPTER 4: WRITING STANDARDS

### Text Types and Purposes

#### **WHST.6-8.1**

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

#### **WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

#### **W.8.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

### Production and Distribution of Writing

#### **WHST.6-8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

#### **WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

#### **WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

### Research to Build and Present Knowledge

#### **WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

#### **WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

#### **WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

### Range of Writing

#### **WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Tracking Common Core Standards

| CCSS.ELA-LITERACY         | Assignment | Assignment | Assignment | Assignment |
|---------------------------|------------|------------|------------|------------|
| <u><b>RH.6-8.1</b></u>    |            |            |            |            |
| <u><b>RH.6-8.2</b></u>    |            |            |            |            |
| <u><b>RH.6-8.3</b></u>    |            |            |            |            |
| <u><b>RH.6-8.4</b></u>    |            |            |            |            |
| <u><b>RH.6-8.5</b></u>    |            |            |            |            |
| <u><b>RH.6-8.6</b></u>    |            |            |            |            |
| <u><b>RH.6-8.7</b></u>    |            |            |            |            |
| <u><b>RH.6-8.8</b></u>    |            |            |            |            |
| <u><b>RH.6-8.9</b></u>    |            |            |            |            |
| <u><b>RH.6-8.10</b></u>   |            |            |            |            |
| <u><b>WHST.6-8.1</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.2</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.4</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.5</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.6</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.7</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.8</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.9</b></u>  |            |            |            |            |
| <u><b>WHST.6-8.10</b></u> |            |            |            |            |

*Note:* WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.



# Key Ideas and Details

**ACTIVITY 1**

Bill of Rights Socratic Seminar

**RH.6-8.1**

**RH.6-8.2**

**RH.6-8.10**

**SL.8.1**

**ACTIVITY 2**

Hamilton-Burr Duel

**RH.6-8.2**

**RH.6-8.3**

**RH.6-8.4**

**RH.6-8.10**

## ACTIVITY 1

**CHAPTER**  
Key Ideas and Details

**DURATION**  
1 class period

# Bill of Rights Socratic Seminar

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **SL.8.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The class reads “Guidelines,” “Rubric,” and “Bill of Rights.”
- The teacher asks questions, not necessarily in order, while students discuss them.
- At the end of the period, the class assesses the quality of the seminar.
- Teachers may want to give an alternative opportunity for students to share their responses in written form.

### SENTENCE STARTERS

It can be helpful to supply students with sentence starters to aid them in engaging with the text and building on peers' ideas.

- “When s/he says \_\_\_\_\_, I think s/he means . . .”
- “According to \_\_\_\_\_, it appears . . .”
- “Building on what \_\_\_\_\_ said . . .”
- “I see a connection with . . .”
- “Not only \_\_\_\_\_, but also . . .”
- “On the one hand \_\_\_\_\_, while on the other . . .”

## SOCRATIC SEMINAR GUIDELINES



1. Don't raise hands.
2. Take turns speaking.
3. Listen carefully.
4. Build on what your peers say.
5. Do not dominate the seminar; the goal is for everyone to share speaking time.
6. Refer to and quote from the text throughout the discussion.
7. Stick to the point currently under discussion.
8. Speak up so everyone can hear you.
9. Talk to each other, not to the teacher.
10. This is not a debate; the purpose is to understand the text better.
11. Try to make connections from the reading to your life, subjects you are learning in other classes, and/or current events.
12. You are responsible for the seminar, even if you don't know it or admit it.

### Rubric

|                           | Exceeding                                                               | Proficient                                                         | Developing                                         | Beginning                                            |
|---------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| Citing Textual Evidence   | Cites specific textual evidence multiple times to support analysis.     | Cites specific textual evidence to support analysis.               | Analysis is about text, but doesn't cite the text. | Analysis is not about the text.                      |
| Determining Central Ideas | Determines the central idea of a passage from the text at a deep level. | Determines the central idea of at least one passage from the text. | Determines parts of a central idea from the text.  | Is unable to determine a central idea from the text. |

**BILL OF RIGHTS** <sup>1/2</sup>**AMENDMENT I (FIRST)**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

**AMENDMENT II (SECOND)**

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

**AMENDMENT III (THIRD)**

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

**AMENDMENT IV (FOURTH)**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

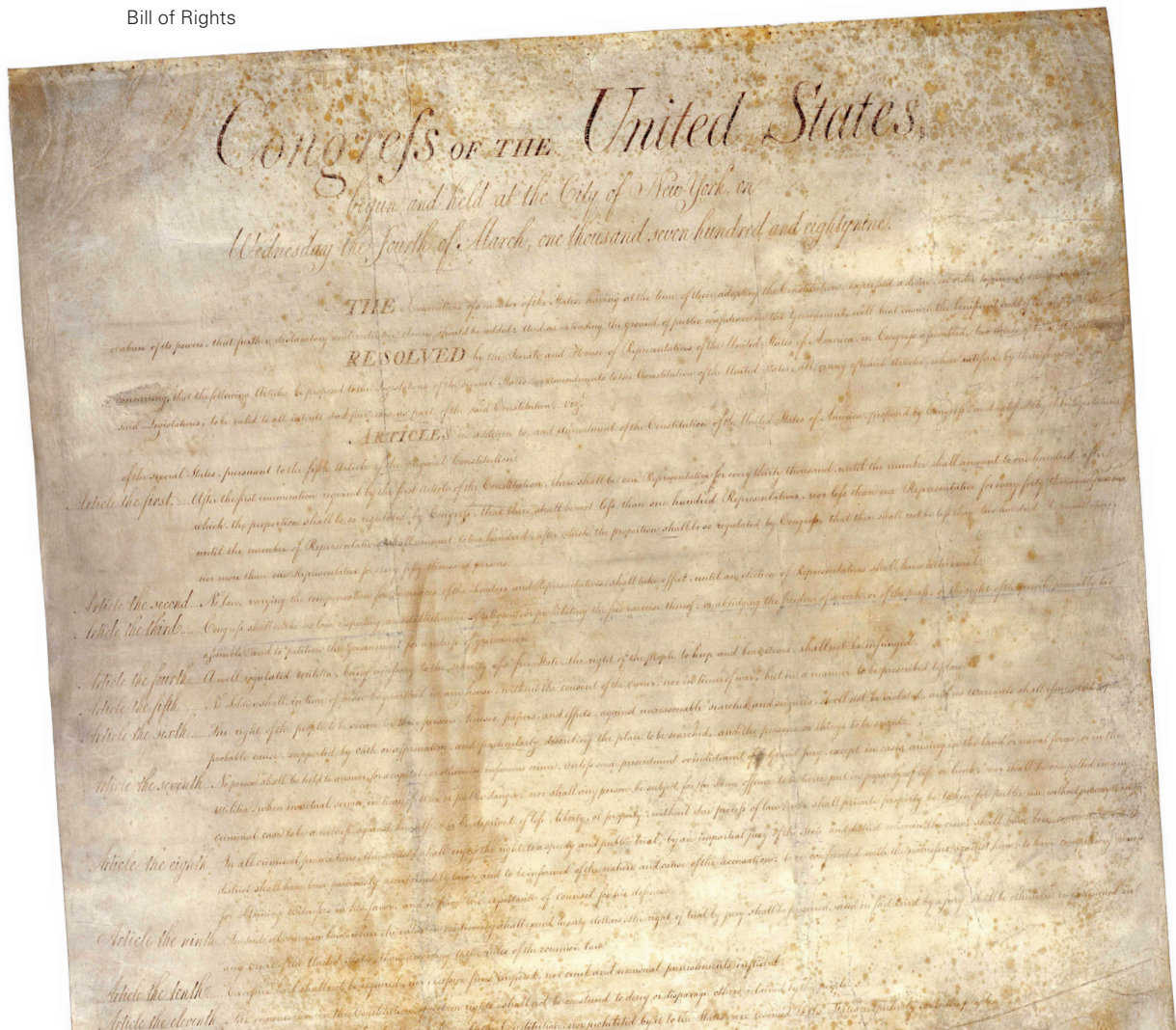
**AMENDMENT V (FIFTH)**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**AMENDMENT VI (SIXTH)**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.





## SOCRATIC SEMINAR QUESTIONS

---

### Citing Textual Evidence

1. What part of the First Amendment do you find particularly important? Why?
2. Cite a part of the Second Amendment that supports the right for everyone to own a gun. Cite a part that may go against that right. What do you think was the intent of the people who wrote this amendment?
3. Other than the First Amendment, which amendment do you believe is the most important? Why? Cite the amendment or parts of the amendment that you agree with.
4. Which amendment or part of an amendment do you think has a negative effect on our country and should be removed? Explain.
5. Which amendment do you believe is a product of its time and is not necessary today?
6. Which amendment or part of an amendment do you believe is not followed today? Cite and explain.

### Determining the Central Idea

1. How are the Sixth and Seventh Amendments similar? How are they different?
2. Summarize what you think the Tenth Amendment means. Why is this important?
3. Are there any rights you think you should have been added?
4. Some of the framers believed a Bill of Rights was unnecessary because it is impossible to list every right someone should have. In what ways do you think they have a point?
5. Considering how relevant the Bill of Rights remains today, it appears the original writers of the Constitution were wrong to leave out a Bill of Rights. Why was it so important to include them?
6. Which of these rights do you think you do not have as a student? What are some rights every student in a school should have?

## Hamilton-Burr Duel

### COMMON CORE STANDARDS

**RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students read "Background for the Hamilton-Burr Duel" aloud as a class.
- The teacher assigns students the roles of Aaron Burr, W. P. Van Ness (Burr's second), Alexander Hamilton, and Nathaniel Pendleton (Hamilton's second).
- The teacher reads "The Duel" part by part and has students act it out. After the class has figured out the general process, they reenact it at least one time start to finish.
- Students answer questions about the primary source independently.
- The teacher shares what happened to Aaron Burr after the duel (charged for murder but not tried, finished vice presidential term, involved in conspiracy against America, etc.).

### EXTENSIONS

- Also read the primary source of Dr. Hosack tending to a wounded Alexander Hamilton on July 11, 1804. This can also be reenacted.
- Delve deeper into whether Hamilton shot, shot but missed on purpose, or tried to fix the pistols to help him win the duel.
- Investigate how often duels occurred at this time in history and when they stopped being common.



## BACKGROUND FOR THE HAMILTON-BURR DUEL

Did you know that the man pictured on the ten-dollar bill was killed in a duel? And that the man who shot him was vice president of the United States at that time? How did this all come to take place?

Alexander Hamilton was one of America's Founding Fathers. Among his many accomplishments, he served as George Washington's senior aide in the Revolutionary War, eloquently promoted the Constitution, and was selected to be our country's first secretary of the treasury. Although he never ran for president, he was seen as the leader of the Federalist Party, which, along with the Democratic-Republican Party, dominated early U.S. politics.

Aaron Burr had much less influence on policy but was a very successful politician. He served two terms for the New York State Assembly, was a New York State attorney general for three years, was elected to the United States Senate, and became Thomas Jefferson's first vice president.

Tensions between the two began in 1791 when Burr beat Hamilton's father-in-law to become a New York State representative. Later in 1800, due to a quirk in the original way the United States elected presidents, he and Jefferson tied. Even though everyone was aware that Jefferson was meant to be president and Burr vice president, some Federalist members of the House of Representatives pushed to have Burr overtake their nemesis, Jefferson. Hamilton was not among these people, and even though he and Jefferson had very different philosophies, he respected Jefferson and argued for him to be president over Burr.

The final straw for Burr occurred when a letter was published claiming Hamilton felt Burr "ought not be trusted with the reins of government." Burr considered this an insult and demanded an apology. Hamilton did not admit or deny speaking poorly of Burr, but he refused to apologize. After a series of letters, Burr challenged him to a duel and Hamilton accepted.



Duel between Aaron Burr and Alexander Hamilton in the Woods of Weehawken, NJ

## THE DUEL



Dueling Pistols

As told by Nathaniel Pendleton and W. P. Van Ness on July 17, 1804

Colonel Burr arrived first on the ground, as had been previously agreed. When General Hamilton arrived, the parties exchanged salutations, and the Seconds proceeded to make their arrangements. They measured the distance, ten full paces, and cast lots for the choice of position, as also to determine by whom the word should be given, both of which fell to the second of General Hamilton. They then proceeded to load the pistols in each others presence, after which the parties took their stations. The Gentleman who was to give the word then explained to the parties the rules which were to govern them in firing, which were as follows:

The parties being placed at their stations The Second who gives the word shall ask them whether they are ready—being answered in the affirmative, he shall say “*present*” after which the parties shall present & fire when they please. If one fires before the other, the opposite second shall say one, two, three, fire, and he shall then fire or lose his fire.

And asked if they were prepared, being answered in the affirmative, he gave the word *present*, as had been agreed on, and both of the parties took aim, & fired in succession, the Intervening time is not expressed, as the seconds do not precisely agree on that point. The pistols were discharged within a few seconds of each other and the fire of Colonel Burr took effect; General Hamilton almost instantly fell. Colonel Burr advanced toward General Hamilton with a manner and gesture that appeared to General Hamilton’s friend to be expressive of regret, but, without Speaking turned about & withdrew. Being urged from the field by his friend, as has been subsequently stated, with a view to prevent his being recognized by the Surgeon and Bargemen who were then approaching. No farther communications took place between the principals and the barge that carried Colonel Burr immediately returned to the City. We conceive it proper to add, that the conduct of the parties in this interview was perfectly proper, as suited the occasion.

Source: “Joint Statement by William P. Van Ness and Nathaniel Pendleton on the Duel between Alexander Hamilton and Aaron Burr, 17 July 1804.” Founders Online, National Archives. <http://founders.archives.gov/documents/Hamilton/01-26-02-0001-0275>.

## THE DUEL QUESTIONS <sup>1/2</sup>

---

1. This primary source has two authors. What issues might this have caused?
2. The text says they “exchanged salutations.” What do you think “salutations” means?
3. It also says they “cast lots” to decide who stood where. What might “cast lots” mean?
4. Take the duel and break it down into five to seven events.







# Craft and Structure

**ACTIVITY 3**

Shays's Rebellion

**RH.6-8.2**

**RH.6-8.4**

**RH.6-8.5**

**RH.6-8.10**

**ACTIVITY 4**

Articles of Confederation

**RH.6-8.1**

**RH.6-8.2**

**RH.6-8.6**

**RH.6-8.10**

## ACTIVITY 3

**CHAPTER**  
Craft and Structure

**DURATION**  
1 class period

# Shays's Rebellion

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- The teacher explains differences among organizing a text sequentially, comparatively, and causally. The teacher tells students the reading is organized so that each paragraph is one of those three ways.
- Students read text independently, highlighting lines or phrases they connect with. These connections could be to their life, a topic they learned in class, or a current event. They should draw a line from each highlighted section and in the margin explain the connection.
- Students share their connections with a neighbor, then the class.
- Students independently answer questions.
- Students share answers and discuss advantages and disadvantages to learning from each type of text.

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- |                             |                |            |
|-----------------------------|----------------|------------|
| ▪ debtors' prison           | ▪ insurrection | ▪ currency |
| ▪ armory                    | ▪ farmhand     | ▪ monarchy |
| ▪ Articles of Confederation | ▪ compensated  |            |
| ▪ militia                   | ▪ property tax |            |

## SHAYS'S REBELLION

Shays's Rebellion had a large impact on the organization of America's government. This rebellion is the most serious of a series of revolts occurring throughout the country after the Revolutionary War. These stemmed from upset farmers trying to stop courts from taking away their land or sending them to debtors' prisons. In Shays's Rebellion, armed farmers attempted to seize weapons from an armory. This eventually turned into battle, with five people dying. The most commonly discussed impact of Shays's Rebellion was on the Constitution. America's government at the time was organized under the Articles of Confederation. These gave the federal government very little power, and the United States did not have a standing army at the time or the money to raise one. Massachusetts's government ended up paying citizens to join the militia that put down the revolt. Work had already started on amending the Articles, and this insurrection fueled the argument that if the central government was not given more power, America could devolve into chaos.

The biography of Daniel Shays, one of the rebellion's leaders, sheds some light on how the rebellion came to be. Born in 1741, Daniel Shays worked as a poor farmhand before he participated in the Revolutionary War. He fought in the battles at Bunker Hill (1775), Lexington (1775), and Saratoga (1777), eventually getting wounded. In honor of his military service, General Lafayette presented him with an ornamental sword. After the Revolutionary War, Shays returned to his farm to find himself in ample debt. The government never compensated him for his service, so he had no means to pay the debt off. He grew so desperate he even sold off the sword he had been given. Daniel Shays's story was not unique, and many of the participants in the rebellion were unpaid veterans upset to be losing their land.



Daniel Shays

What also stands out about Shays's Rebellion are the similarities between the events leading up to the Revolutionary War and the ones just before Shays's Rebellion. Taxes were a major inciting incident in both. Just as the colonists were angered by the British king's taxes, many Americans were upset by property taxes. Although instead of the issue being between American merchants and the British, the tensions were between the merchants and farmers. Farmers wanted more currency issued, which would make their loans easier to pay off. The merchants, many of whom were funding the farmers' loans, objected to this because it would mean they would make less from the loans. Another similarity is that the merchants worked to deny the farmers of their civil rights. Men like Samuel Adams, who in the buildup to the Revolutionary War was one of Britain's most vocal critics, helped write the Riot Act, which took away the farmers' rights to have a trial. He would later support executions for the protesters, arguing it was worse to have a rebellion against an elected government than a monarchy.

Shays's Rebellion is a fascinating historical event that illustrates how America's transition to democracy was not always smooth. Also, it reminds us that when in power, it can be harder to maintain one's democratic ideals.

**SHAYS'S REBELLION QUESTIONS** <sup>1/2</sup>

1. Is the first paragraph organized sequentially, comparatively, or causally? Explain.
  
  
  
  
  
  
  
  
  
  
2. Is the second paragraph organized sequentially, comparatively, or causally? Explain.
  
  
  
  
  
  
  
  
  
  
3. Is the third paragraph organized sequentially, comparatively, or causally? Explain.
  
  
  
  
  
  
  
  
  
  
4. "He returned to his farm to find himself in ample debt." What do you think "ample" means?
  
  
  
  
  
  
  
  
  
  
5. "These gave the federal government very little power." What do you think "federal" means?
  
  
  
  
  
  
  
  
  
  
6. Place in order of when they occurred: Shays's Rebellion, the Constitution, and the Articles of Confederation.
  
  
  
  
  
  
  
  
  
  
7. Which happened first, the Battles at Saratoga or the Battle of Bunker Hill?

8. How did Shays's Rebellion help to pass a new set of rules for the country (the Constitution) that gave the federal government more power?
9. How would printing out more currency help to lower the farmers' debts?
10. Why is it ironic that Samuel Adams helped write the Riot Act?
11. What is similar about the buildups to the Revolutionary War and to Shays's Rebellion?
12. What is different about the buildups to the Revolutionary War and to Shays's Rebellion?
13. Reread the third paragraph. Which of the below can be inferred?
  - a. Shays's Rebellion led to a Constitution that gave the federal government more power.
  - b. Daniel Shays was wrong to start a rebellion.
  - c. Farmers wanted more currency printed to help them pay off their loans.
  - d. The merchants were hypocritical to tax and deny the civil rights of farmers after they had those same issues with the British.

## ACTIVITY 4

**CHAPTER**  
Craft and Structure

**DURATION**  
1–2 class periods

# Articles of Confederation

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### DIRECTIONS

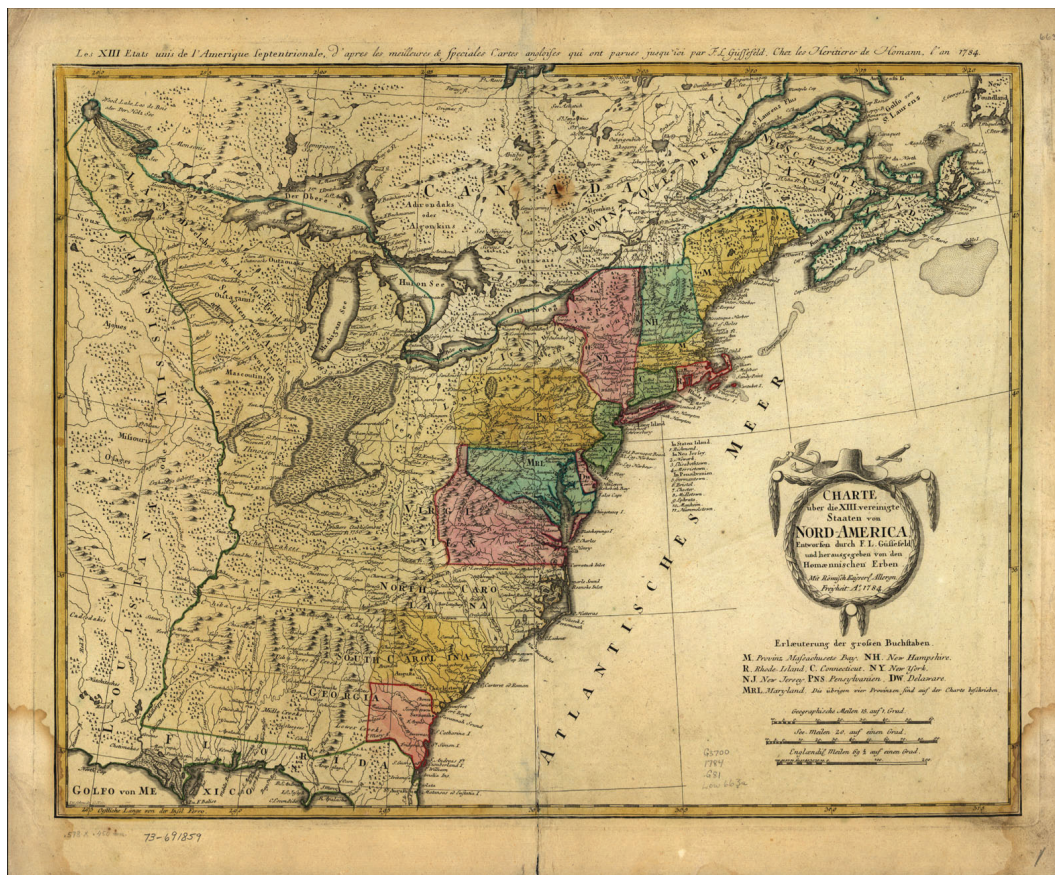
- The teacher shares the differences among a unitary, a federation, and a confederation. The teacher also gives the historical context of Article of Confederation (when it was, what had just happened, how it connects to the Constitution, etc.).
- Students read “Summary of the Articles of Confederation” independently, highlighting the aspect they find the weakest and starring the part they find the strongest.
- Students discuss with a partner (1) what they thought were the weakest and strongest parts, (2) what possible problems might arise, and (3) how it differs from the Constitution. The class shares what they discussed.
- Students read “The Constitution’s First Draft,” independently, highlighting any words/phrases that cast the Articles of Confederation in a negative light. Students share what they highlighted with the class.
- Students complete “Articles of Confederation Questions” independently.

### EXTENSIONS

- Look in depth at issues that came up under the Articles of Confederation (e.g., land dispute between New York and New Hampshire, national debt from war, British troops not leaving Ohio Valley, Shays’s Rebellion, etc.).
- Ask the class to predict how theoretical issues would be handled if we still had the Articles of Confederation (e.g., a national disaster, an attack by another country, a dispute between states, a major legal issue, etc.).
- Have students create a Venn diagram comparing the Articles of Confederation and the Constitution.



## SUMMARY OF THE ARTICLES OF CONFEDERATION



The Thirteen States

Nine of thirteen states had to approve national laws. This rarely happened so states mostly just had their own laws.

All thirteen states had to agree to amend (change) the articles.

The federal government could not pass tax laws. Instead, the government had to ask states for money.

The United States had a president, but he had very little power.

There were state courts but no national court.

The federal government could declare war but could not draft citizens to fight in a war. There was a small national army.

Each state sent one representative to Congress. That representative was appointed by state legislature.

## THE CONSTITUTION'S FIRST DRAFT

Joe Schmoe

3rd Period

11/5/14

I cannot get over how weak and terrible the Articles of Confederation were. It is hard to believe that these came from the same country that came up with the articulate Declaration of Independence and our internationally esteemed Constitution. I find it astounding that some of history's greatest thinkers would ratify a document that had no means to support itself, was undemocratic, and had no leader.

What first stands out about the Articles is that if the federal government wanted money from the states, it had to ask and then states could choose whether or not to give. Unsurprisingly, very few states contributed money and the federal government was underfunded. For example, although Congress asked for \$2 million dollars in 1783, they received less than \$500,000 total for the years 1781 to 1783. No one likes to pay taxes, but without some type of funding, countries cannot function. You would think our framers could have seen that coming and allowed the central government some actual power to raise money.

Additionally, for the world's first democracy, Congress was set up in an extremely undemocratic manner. Every state was given one representative regardless of population. Today that would mean Wyoming would have the exact same power in Congress as California. In other words, the average voter from Wyoming would have more than 65 times as much power as one from California. Even worse, these representatives weren't elected, but were selected by the state legislature. A government "of the people, by the people, for the people"? Oh yeah, we weren't there yet.

Lastly, this country didn't really have a president under the Articles, or at least one that had any real power. I know we had just finished getting rid of the king, but that didn't mean we shouldn't have a leader. Any group over the size of ten without someone in charge falls apart. An entire country certainly needed one.

Some have argued that the Articles of Confederation made sense for that time. People were more loyal to their states than the United States; any more authority given to a national government would have been rejected. To me this explains why this atrocity happened, but it still does not mean the document is any less weak. Additionally, forward thinkers should have been able to see the clear and obvious limitations.

Our teachers often ask us to write rough drafts. And that's the most positive assessment I can have for the Articles of Confederation. It was a rough draft for what became our impressive Constitution. But that does not make them any less horrible—or me any less surprised that men like Benjamin Franklin and Thomas Jefferson didn't see just how rough they were.



## ARTICLES OF CONFEDERATION QUESTIONS

---

1. List two to three words or phrases that Joe uses to make the Articles of Confederation sound bad.
2. List two to three word or phrases Joe uses to make other aspects of early America sound good (Declaration of Independence, Constitution, the founders, etc.).
3. What is Joe's main argument?
4. What specific arguments does Joe make to argue that the Articles of Confederation was not a strong document?
5. What argument or fact did Joe avoid including that would have hurt his argument?
6. What counterargument did Joe bring up? How did he dispute it?
7. Taking their recent history into consideration, why does it make sense that the Articles did not give the government a strong leader or the right to tax?



# Integration of Knowledge and Ideas

**ACTIVITY 5**

How a Bill Becomes a Law

**RH.6-8.1**  
**RH.6-8.2**  
**RH.6-8.3**  
**RH.6-8.4**  
**RH.6-8.7**  
**RH.6-8.10**

**ACTIVITY 6**

George Washington

**RH.6-8.2**  
**RH.6-8.4**  
**RH.6-8.8**  
**RH.6-8.9**  
**RH.6-8.10**

## ACTIVITY 5

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class periods

# How a Bill Becomes a Law

### COMMON CORE STANDARDS

#### **RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### **RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

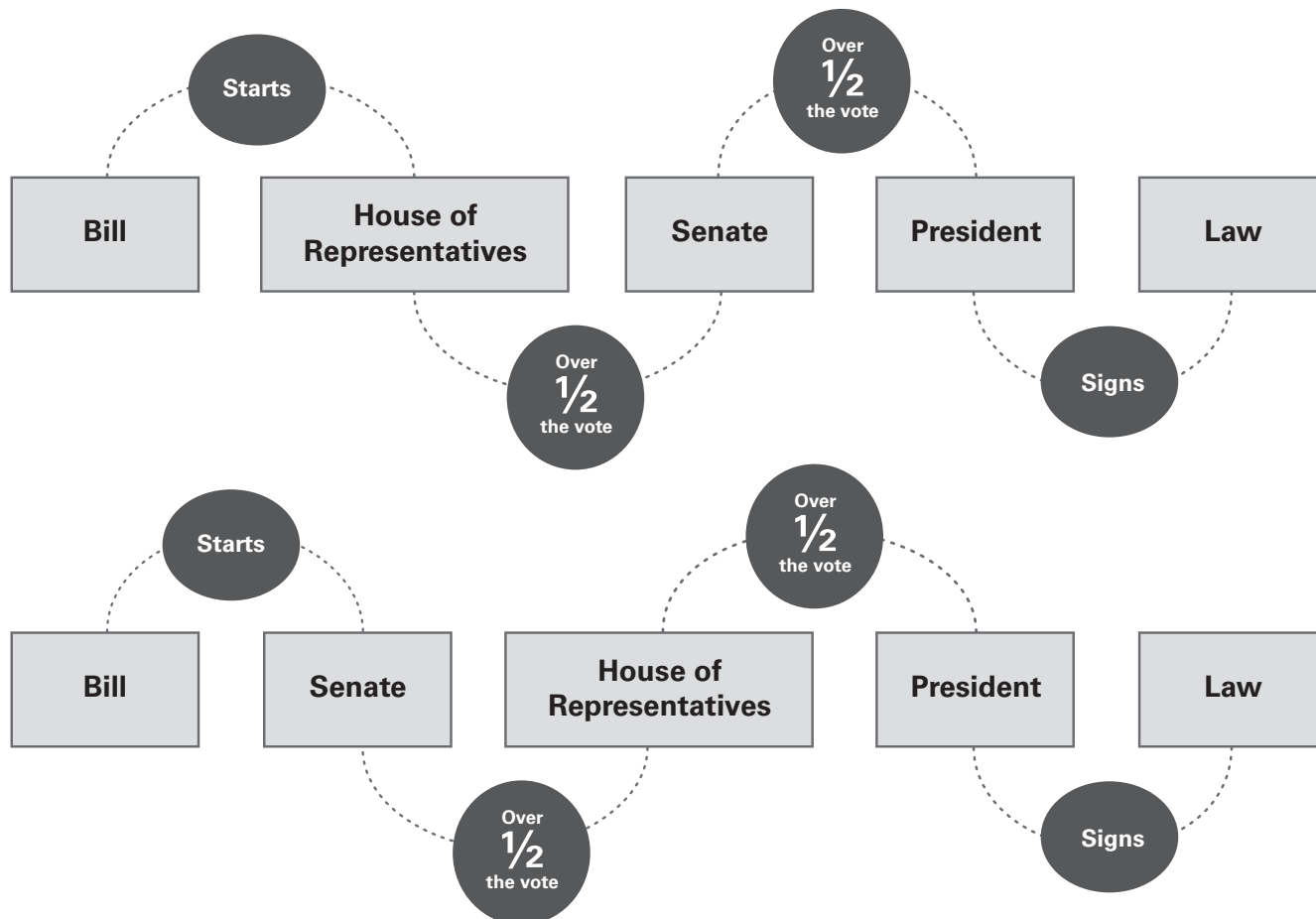
- Students use text and flow charts to answer as many questions as they can independently.
- Students work with a partner to check responses and answer more difficult questions.
- Teachers may want to show Schoolhouse Rock's "I'm Just a Bill."

### IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- |          |                            |                   |
|----------|----------------------------|-------------------|
| ▪ bill   | ▪ House of Representatives | ▪ respectively    |
| ▪ law    | ▪ Congress                 | ▪ adjournment     |
| ▪ veto   | ▪ house of government      | ▪ reconsideration |
| ▪ Senate |                            |                   |

## HOW A BILL BECOMES A LAW



### US CONSTITUTION, ARTICLE I, SECTION 7, CLAUSE 2

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

## HOW A BILL BECOMES A LAW QUESTIONS <sup>1/2</sup>

---

1. In what ways is the Constitution the better way to learn how a bill becomes a law?
2. In what ways is the flow chart a better way to learn how a bill becomes a law?
3. The Constitution section never actually mentions the word “veto.” Cite the section where it discusses this part of the process.
4. Reread the last sentence from the Constitution section. Rewrite in your own words.
5. What is the difference between a bill and a law?
6. What ratio of votes is needed to pass a bill from one house of government to the other?
7. What ratio of votes is needed for a house to override a presidential veto?

8. It takes more votes to override a veto than to pass a bill. Why does this make sense?
9. In what house of government does a bill start?
10. Make your own flow chart showing a bill starting in the House of Representatives but not becoming a law because it does not pass the Senate.
11. Make your own flow chart showing a bill starting in the Senate and becoming a law despite a presidential veto.

## ACTIVITY 6

**CHAPTER**  
Integration of Knowledge and Ideas

**DURATION**  
1 class period

# George Washington

### COMMON CORE STANDARDS

#### **RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

#### **RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

#### **RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

#### **RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### DIRECTIONS

- Students go through the reading with a partner and together try to determine what every bold word means.
- Students share meanings of bold words with the class. The teacher corrects as needed.
- Students independently read both texts, highlighting any lines or phrases they find surprising. They should draw a line from each and in the margin explain why they found that part surprising.
- Students share what they highlighted with a partner, then the class.
- Students answer questions with a partner.

### EXTENSIONS

- Learn more about Thomas Jefferson and John Adams's relationship. (They started as foes, became confidants, and both died on the same day—which was also the Fourth of July.)
- Explore George Washington's changing views on slavery.
- Have students compare and contrast Washington's and Jefferson's presidencies.



## WRITTEN PORTRAITS OF GEORGE WASHINGTON <sup>1/2</sup>

### Reading One

Excerpt from a letter written by Thomas Jefferson to Walter Jones in January 1814

I think I knew General Washington **intimately** and **thoroughly**; and were I called on to **delineate** his character, it would be in terms like these.

His mind was great and powerful, without being of the very first order. . . . It was slow in operation, being little aided by invention or imagination, but sure in conclusion. . . . He was incapable of fear, meeting personal dangers with the calmest unconcern. Perhaps the strongest feature in his character was **prudence**, never acting until every circumstance, every consideration was **maturely** weighed; **refraining** if he saw a doubt, but, when once decided, going through with his purpose, whatever obstacles opposed. His **integrity** was most pure, his justice the most inflexible I have ever known, no **motives** of interest or **consanguinity**, of friendship or hatred, being able to **bias** his decision. He was, indeed, in every sense of the words, a wise, a good, and a great man.

Source: Jefferson, Thomas. Thomas Jefferson to Walter Jones, January 2, 1814. Founders Online, National Archives. <http://founders.archives.gov/documents/Jefferson/03-07-02-0052>.



George Washington

## Reading Two

A brilliant group of political leaders emerged during the Revolutionary Era and the early years of the new nation. Collectively, they are called the **Founding Fathers** and their names are familiar—Thomas Jefferson, John Adams, Benjamin Franklin, Alexander Hamilton, and James Madison.

Late 18th-century America still had a relatively small population, yet this group of major figures looms larger and appears more talented than any similar group at any other time in the country's history. It seems clear that the **momentous** events of the period and their obvious significance, encouraged many, perhaps most, of these individuals to step beyond the bounds of ordinary life to achieve greatness.

Perhaps the most **eminent** of this group, and almost certainly the single most important for the success of the Revolution and the stability of the new nation, was George Washington. As an able delegate from Virginia, he participated in the First and Second Continental Congresses.

However, his role in the fight toward independence became crucial during the war itself when he served for its duration as the commander of the Continental Army. After a brief retirement from public service, he once again became a political leader at the **Constitutional Convention** in 1787, where he was elected the presiding officer. Once Washington somewhat reluctantly agreed to be a presidential candidate, his election in 1789 received almost **universal** support. Everyone knew that he was the obvious choice to be the first president of the United States.

*Source:* Independence Hall Association. "George Washington." UShistory.org. <http://www.ushistory.org/us/17.asp>. Available under the CC Attribution 4.0 International License, <http://creativecommons.org/licenses/by/4.0/>.

**GEORGE WASHINGTON QUESTIONS** <sup>1/2</sup>

1. Which is the primary source? How do you know?
2. What were some of George Washington's accomplishments?
3. Select the sentence below that best summarizes a few aspects of George Washington's personality, according to Thomas Jefferson's account.
  - a. George Washington was a nice man, but was not very smart when compared to other people Thomas Jefferson knew.
  - b. Despite being a strong general, George Washington was a fairly mediocre president.
  - c. George Washington took his time making up his mind, but when he did he proceeded fearlessly and decisively.
  - d. George Washington made such a strong president and general because of his quick wit and creative mind.
4. Do you think the majority of the information in the first entry is fact, opinion, or reasoned judgment? Explain why.
5. Do you think the majority of the information in the second entry is fact, opinion, or reasoned judgment? Explain why.
6. Cite a line or phrase that surprised you from either text. Explain why.

7. What does Jefferson mean when he says, "His mind was great and powerful, without being of the very first order"? Rewrite in your own words.
8. In a different section of the letter, Jefferson also says that Washington was a very good general when he had time to plan ahead and a weak general when he had to make decisions in the middle of the battle. Why does this make sense based on the section you read?
9. The two texts focused on different aspects of George Washington. Describe the differences between the areas they covered.
10. Which of the two readings did you find more interesting? Which do you think you learned more from? Explain.

# Writing Standards

**ARGUMENTATIVE WRITING**

Amending the Constitution

**WHST.6-8.1**  
**WHST.6-8.4**  
**WHST.6-8.5**  
**WHST.6-8.6**  
**WHST.6-8.10**

**INFORMATIVE WRITING**

Federalism

**WHST.6-8.2**  
**WHST.6-8.7**  
**WHST.6-8.8**  
**WHST.6-8.9**  
**WHST.6-8.10**

**NARRATIVE WRITING**

Compromising

**W.8.3**  
**WHST.6-8.10**

## Amending the Constitution

### COMMON CORE STANDARDS

**WHST.6-8.1**

Write arguments focused on discipline-specific content.

**WHST.6-8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Students decide how they would like to amend the Constitution. There are ideas on the assignment, but they can come up with their own.
- Students read the applicable portion of the Constitution and complete any additional research.
- Students complete the outline.
- Students use the outline to write a rough draft, and then print a copy when they are done.
- Students participate in a peer review rotation. They will have a different classmate for each rotation. Before the “conventions” round, the teacher shares his or her method for dictating convention errors.
- Students use feedback from the peer review to make a final draft.
- Students send paper to the appropriate congressperson. They can e-mail or mail it. E-mailing is easier, but many students prefer receiving a mailed reply. They probably will need help finding these addresses. Remind students that there is no guarantee of a response.
- Students turn in a copy to the teacher (or cc their e-mailed letter).
- Invite students who receive a reply to share it with the class.

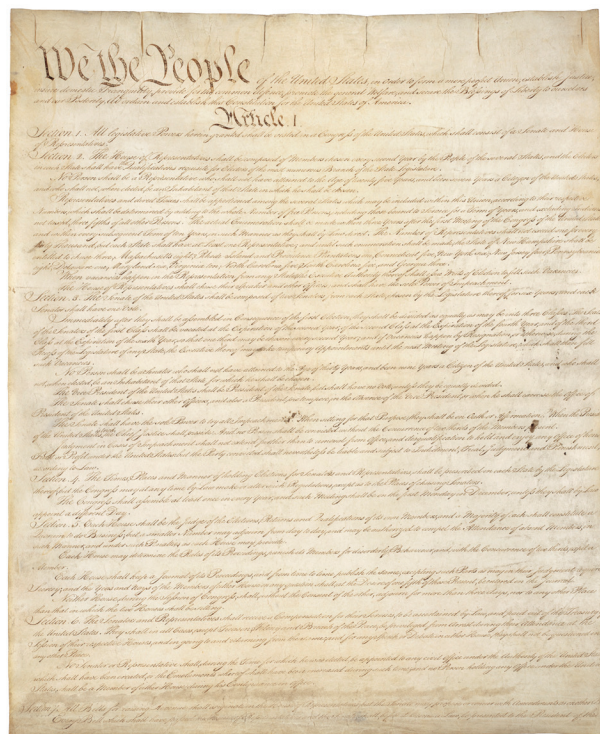
# AMENDING THE CONSTITUTION

## Overall

- Write a letter to a congressperson about a change you think should be made to the Constitution.
- 1–2 pages

## Ideas

- Drop voting age to sixteen. (The Twenty-Sixth Amendment changed voting age to eighteen.)
- Make cigarettes be illegal for all ages. (The Eighteenth Amendment illegalized alcohol. The Twenty-First Amendment made it legal again.)
- Elect presidents by popular vote. (The Twelfth Amendment details the current way we elect presidents.)
- Revoke the president’s power to pardon. (Article II, Section 2 gives a president the power to pardon.)
- Eliminate the Senate so that there would be only one house, based on population. (Article I, Section 3 discusses how Senators are selected.)



The Constitution

## Requirements

- Introductory paragraph where you introduce yourself and clarify exactly how you want the Constitution to be changed
- At least two supported arguments for why this would be a good idea
- Disputed counterargument
- Conclusion paragraph where you restate argument and thank them for taking the time to read your letter
- One copy sent to a congressperson

## Rubric

|                    | Exceeding                                                                                                                                  | Proficient                                                                                                                  | Developing                                                                                               | Beginning                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Argument</b>    | Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim. | Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it. | At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim. | Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim.    |
| <b>Conventions</b> | No convention errors.<br>or<br>Uses high-level conventions with few to no errors.                                                          | Convention errors in one area.<br>or<br>A single error in a few areas.                                                      | Convention errors in two or more areas.                                                                  | Too short to assess conventions.<br>or<br>Convention issues make paper difficult to understand |



## AMENDING THE CONSTITUTION OUTLINE <sup>1/2</sup>

|                                                                                               |  |
|-----------------------------------------------------------------------------------------------|--|
| <b>Introduction</b><br>(Introduce yourself and state main argument)                           |  |
| <b>Transition/Topic Sentence</b>                                                              |  |
| <b>Argument #1</b><br>(Your reasoning supported by a fact, statistic, anecdote, and/or quote) |  |

|                                                                                                                                                                         |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Transition/Topic Sentence                                                                                                                                               |  |
| <p><b>Argument #2</b></p> <p>(Your reasoning supported by a fact, statistic, anecdote, and/or quote)</p>                                                                |  |
| Transition/Topic Sentence                                                                                                                                               |  |
| <p><b>Dispute a Counterargument</b></p> <p>(Share a counterargument and your reasoning for why it is either incorrect or why it does not refute your main argument)</p> |  |
| <p><b>Conclusion</b></p> <p>(Summarize main argument and thank congressperson for taking time to read it)</p>                                                           |  |

## PEER REVIEW ROTATION

### Rotation 1: Conventions

Use the dictations your teacher shows you to find and correct any convention errors.

### Rotation 2: Arguments

Answer the following questions. If you notice any additional convention errors, correct them.

1. What is your partner's main argument?
2. Which part of your partner's argument is the strongest? Explain.
3. What could your partner add to his or her arguments? Be specific.
4. What is your partner's counterargument? Did he or she dispute it? If so, how?

Rotation 1 \_\_\_\_\_

Rotation 2 \_\_\_\_\_

Rotation 3 \_\_\_\_\_

### Rotation 3: Rubric

Read your partner's paper and assess it on the below rubric. If you notice any additional convention errors, correct them.

|                    | Exceeding                                                                                                                                  | Proficient                                                                                                                  | Developing                                                                                               | Beginning                                                                                   |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Argument</b>    | Uses persuasive word choice, logical reasoning, and strong support to write a strong argument. Also, successfully disputes a counterclaim. | Integrates all requirements to write a solid argument. Brings up counterclaim, but may struggle to successfully dispute it. | At times argument is solid, but needs to improve persuasive word choice, reasoning, and/or counterclaim. | Argument is weak due to issues with persuasive word choice, reasoning, and/or counterclaim. |
| <b>Conventions</b> | No convention errors.<br><i>or</i><br>Uses high-level conventions with few to no errors.                                                   | Convention errors in one area.<br><i>or</i><br>A single error in a few areas.                                               | Convention errors in two or more areas.                                                                  | Too short to assess conventions.<br><i>or</i><br>Major issues with conventions.             |

## Federalism

### COMMON CORE STANDARDS

**WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8**

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- The teacher explains the differences between a unitary system of government, a confederation, and a federation.
- The class discusses pros and cons to having a federation or a unitary system.
- The teacher relates federalism to how a school is set up (a mix of school rules and class-by-class rules). Students share examples of each.
- Students choose a controversial issue and research it. Students should keep track of sources as they go.
- Students use research to complete “Controversial Questions.”
- Students complete the outline.
- Students use the outline to write their paper.

# FEDERALISM

## Overall

- Write an in-depth paper about federalism.
- 2–3 pages

## Requirements

- Introductory paragraph where the overall subject is presented and the topics to be covered are previewed
- Body paragraph that defines federalism; should give examples and describe how federalism is different from a unitary system
- Body paragraph that discusses the pros and cons of federalism
- Body paragraph that examines a controversial issue affected by America's federalism
- Conclusion that summarizes the main ideas of the paper
- Works cited page

## Controversial Issues

- gay marriage
- abortion
- legalization of marijuana
- gun laws
- Arizona's immigration law (SB 1070)
- California's cap-and-trade law (AB 32)

## Rubric

|                    | Exceeding                                                                                                                                       | Proficient                                                                                                                                            | Developing                                                                                                             | Beginning                                                                                        |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Informative</b> | Shows a strong understanding of federalism and its pros and cons.                                                                               | Shows a sufficient understanding of federalism and its pros and cons.                                                                                 | Shows a sufficient understanding of federalism.                                                                        | Does not show a sufficient understanding of federalism.                                          |
| <b>Analysis</b>    | Deeply examines a controversial issue, seeing both sides of how it could be decided and giving convincing reasons for how it should be decided. | Accurately examines a controversial issue, finding advantages and disadvantages to how it is decided and giving reasons for how it should be decided. | At times, accurately examines a controversial issue, but either has significant errors or needs to go into more depth. | Struggles examining a controversial issue, having very little accurate information about topics. |

## CONTROVERSIAL ISSUE QUESTIONS

---

1. What makes your issue controversial?
2. Is your issue decided at the state level, federal level, local level, or some combination?
3. What are advantages and disadvantages if your issue was handled at the state level?
4. What are advantages and disadvantages if your issue was handled at the federal level?
5. Overall, where do you think would be the best place for your issue to be decided? Explain.

**FEDERALISM PAPER OUTLINE** <sup>1/2</sup>

|                                                                                       |  |
|---------------------------------------------------------------------------------------|--|
| <b>Introduction</b><br>(Main topic/preview of other topics)                           |  |
| <b>Transition/Topic Sentence</b>                                                      |  |
| <b>Body Paragraph 1</b><br>(Definition/examples/how it differs from a unitary system) |  |



|                                                                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Transition/Topic Sentence                                                                                                                              |  |
| Body Paragraph 2<br>(Pros and cons of federalism)                                                                                                      |  |
| Transition/Topic Sentence                                                                                                                              |  |
| Body Paragraph 3<br>(Background of a controversial issue/ advantages and disadvantages to how it is decided/ your opinion on how it should be decided) |  |
| Conclusion<br>(Summarize main ideas)                                                                                                                   |  |

# NARRATIVE WRITING

**CHAPTER**  
Writing Standards

**DURATION**  
1 class periods

## Compromising

### COMMON CORE STANDARDS

#### W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DIRECTIONS

- Complete this lesson before the class studies the Constitutional Convention.
- The teacher tells students that in making the Constitution, the framers had to make many compromises. Today the class will focus on compromises students have made in their life.
- The teacher and students brainstorm types and results of compromises (split in half, take turns, both happy afterwards, varying levels of satisfaction, etc.)
- Students privately think about a time they had to compromise.
- Students share their ideas with a neighbor.
- Students share ideas with class.
- The class goes over expectations and rubric. Students can either write answers to "Questions to Think About" or just keep them in mind while they write.
- Students quietly write an on-demand paper about a time they had to compromise.
- On-demand writing can have multiple meanings. Some teachers require students to finish it within the given time frame. Others allow them to finish it for homework. The main point is that this paper will not have multiple drafts and/or edits.
- During the lesson on the Constitutional Convention, the teacher should connect compromises the framers made with compromises students have made.

### VARIATIONS

- Can be shortened to a journal entry written on the day they study the Constitutional Convention.
- Allow students to make it an imaginative story, but give them a specific type of compromise and/or result to start with.

# COMPROMISING

## Overall

- Write about a time in your life that you had to compromise.
- 1–2 pages
- On-demand

## Questions to think about

- With whom did you have the disagreement?
- What was the disagreement over?
- What compromise was made?
- How did you feel about the compromise?
- How did the other person feel about the compromise?
- Looking back, should you have done something differently? What?

## Rubric

|         | Exceeding                                                   | Proficient                                                   | Developing                                                                   | Beginning                                          |
|---------|-------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------|
| Writing | Gives extensive details about a time you had to compromise. | Gives sufficient details about a time you had to compromise. | Describes a time you had to compromise, but does not include enough details. | Few/no details about a time you had to compromise. |



## ACTIVITY 1

### Socratic Seminar Questions

The following are a few examples of strong answers a student might say during a Socratic Seminar.

- The Sixth Amendment is sometimes not followed today. It states that “the accused shall enjoy the right to a speedy and public trial.” I’ve heard of trials that have taken over a year to happen. That does not seem speedy.
- I could see why some of the framers did not think the Bill of Rights was necessary. I mean, you can’t possibly list every right a person has, so what’s the point of listing just some of them?
- I think students get very few of these rights, but particularly the “freedom of speech.” We can get in trouble if we criticize a teacher, swear, or talk out of turn.

## ACTIVITY 2

### The Duel Questions

1. If they disagreed on what happened it would be difficult to write. They might just decide to leave a part out.
2. Greetings
3. Making a chance decision by throwing an object (pebbles, dice, etc.)
4. Answers will vary.
5. “Both parties presented and fired in succession.”
6. Perhaps Hamilton wanted to show he had the courage to come to the duel but was too noble to shoot someone.
7. A second is a subordinate. The seconds disagreed about whether or not Hamilton was trying to shoot Burr.
8. It makes sense because killing someone in a duel was against the law and because he was such a high-profile figure. It seems surprising that he would try to cover his face since everyone there had watched the duel and knew who he was—it would be no secret that he had killed Hamilton.

## ACTIVITY 3

### Shays’s Rebellion Questions

1. Causally—the paragraph discusses what caused Shays’s Rebellion, how the Articles of Confederation led to a weak federal government, and how Shays’s Rebellion influenced the passing of the Constitution.
2. Sequentially—the paragraph begins when Shays was born and then proceeds in chronological order.
3. Comparatively—the paragraph compares the events leading up to Shays’s Rebellion with those that led to the Revolutionary War.
4. A lot
5. Central (government)
6. Articles of Confederation, Shays’s Rebellion, Constitution
7. Battle of Bunker Hill

8. It showed that the central government needed to be stronger to put down insurrections like Shay's rebellion.
9. As you increase the supply of an item, its cost should decrease. If more money was printed, the value of money would decrease, resulting in their loans being, relatively, lower.
10. Sam Adams had been critical of the British for taking away the rights of protesting colonists.
11. In both they were angry about taxes and had their rights taken away.
12. In the Revolutionary War it was the British against the American colonists, while in Shays's Rebellion it was mostly Massachusetts's farmers against Massachusetts's merchants.
13. D

## ACTIVITY 4

### Articles of Confederation Critique Questions

1. "Weak and terrible," "it is hard to believe," "doesn't make them any less horrible," "just how rough they were," etc.
2. "Internationally esteemed," "impressive," "articulate," "world's first democracy," etc.
3. The Articles of Confederation were too weak.
4. The Articles of Confederation made it so the federal government had no way to raise money, was not democratic, and did not have a strong leader.
5. Wyoming still has that much power in today's Senate.
6. He brought up the counterargument that the Articles made sense for that time in history. He disputed it by saying this is a reason for it passing, not a reason for it being a strong document.
7. America wanted to be independent from Britain partly due to their dislike of the king and the taxes he introduced.

## ACTIVITY 5

### How a Bill Becomes a Law Questions

1. Answers will vary. Students may note that the Constitution section goes into more depth about the process, discussing vetoes and how a president can override a veto.
2. Answers will vary. Students may respond that the flow charts make the two most common ways a bill becomes a law very clear, only using words that are necessary.
3. "If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated."
4. If the president doesn't sign or veto the bill for ten days, it becomes a law, unless Congress adjourns during that time (a pocket veto).
5. A bill is a proposed law.
6. Over one-half
7. Over two-thirds
8. Passing a law that the president is against should take more votes than passing a law he supports.
9. It may start in either.
10. Answers will vary.
11. Answers will vary.

## ACTIVITY 6

### George Washington Questions

1. Thomas Jefferson's letter would be a primary source because he knew George Washington and these are his words.
2. Leader of troops in Revolutionary War, delegate for Virginia, leader of the Constitutional Congress, first president, etc.
3. C
4. Reasoned judgment—Thomas Jefferson based what he thought on a careful examination of what he knew about George Washington.
5. Fact—All the details mentioned are events or accomplishment's from Washington's life.
6. Answers will vary.
7. He may have meant that George Washington was smart and decisive, but there were people smarter than him.
8. Jefferson felt George Washington really took his time to make a decision, so he might struggle coming up with a battle strategy mid-battle.
9. The first text focused mostly on George Washington's personality, whereas the second text focused on his accomplishments and the historical period he lived in.
10. Answers will vary.



# Bibliography

Cornelison, Pam, and Ted Yanak. *The Great American History Fact-Finder: The Who, What, Where, When, and Why of American History*. 2nd ed. Boston: Houghton Mifflin Harcourt, 2004.

Faragher, John Mack. *The American Heritage Encyclopedia of American History*. New York: H. Holt, 1998.

Gonick, Larry. *The Cartoon History of the United States*. New York: HarperPerennial, 1991.

Independence Hall Association. "George Washington." USHistory.org. <http://www.ushistory.org/us/17.asp>.

Jefferson, Thomas. Thomas Jefferson to Walter Jones, January 2, 1814. Founders Online, National Archives. <http://founders.archives.gov/documents/Jefferson/03-07-02-0052>.

"Joint Statement by William P. Van Ness and Nathaniel Pendleton on the Duel between Alexander Hamilton and Aaron Burr, 17 July 1804." Founders Online, National Archives. <http://founders.archives.gov/documents/Hamilton/01-26-02-0001-0275>.

"Shay's Rebellion." Historic Northampton Museum and Education Center. <http://www.historic-northampton.org/highlights/shays.html>.

Takaki, Ronald T. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown, 1993.

Zinn, Howard. *A People's History of the United States*. New York: Harper & Row, 1980.

## Image Credits

page 9 **Bill of Rights.** Public domain, via Wikimedia Commons

12 **Duel between Alexander Hamilton and Aaron Burr in the Woods of Weehawken, NJ.**  
Public domain, via U.S. History Images

13 **Dueling pistols.** By Nfutvol (CC-BY-SA-3.0, via Wikimedia Commons), <http://creativecommons.org/licenses/by-sa/3.0>.

19 **Daniel Shays.** Public domain, via Wikimedia Commons

23 **The Thirteen states.** By F. L. Guffefeld (Public domain, via Wikimedia Commons)

33 **George Washington.** By Rembrandt Peale (Public domain, via Wikimedia Commons)

39 **The Constitution.** Courtesy of National Archives and Records Administration