

Unit Name: 1c - The Constitutional Convention
Author: Fred Wilson

UNIT

Subject: **Social Studies**
Course/Grade: **US History I**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

Students will identify the weaknesses of the Articles of Confederation as a catalyst to the creation of the Constitution. Shays' Rebellion will also be discussed as the "spark" that forced the Founding Fathers to meet in Philadelphia. (5 days)

UNIT RESOURCES

Internet Resource Links:

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/convention1787.html>
<http://teachingamericanhistory.org/convention/>
<http://www.u-s-history.com/pages/h368.html>

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

There was and is a constant power struggle between the state and federal governments at the Constitutional convention that still exist today.

The Constitution was a product of its compromises. These compromises made it a stronger document.

ESSENTIAL QUESTIONS

- Why did the U.S. need a new government?
- How did the Constitutional Convention evolve?
- How did the delegates to the Convention resolve their differences of opinion through compromise? (Focus on the Great Compromise and the 3/5 Compromise)

KNOWLEDGE AND SKILLS

SWBAT:

- identify the principles of American government
- describe the characteristics of the framers of the Constitution
- analyze the need for compromise at the Convention
- distinguish difference between Federalists/Antifederalists

STAGE TWO

PERFORMANCE TASKS

Title: Class Discussion

Teacher-facilitated discussions will assess student learning

Title: Compare/Contrast

Students will create a chart highlighting the similarities/differences between the NJ plan and the VA plan.

Title: The Constitutional Convention: A Simulation in Compromise

Through research, students will understand the complexity of the US Constitution and how the framers of the Constitution left it open to essential change and compromise to grow as the nation grew.

<http://my-ecoach.com/online/teacherguide5.php?projectid=3641>

Multimedia Project : Constitutional Convention

Power Point

Teacher Name: _____

Student Name: _____

CATEGORY	Excellent	Good	Fair	Poor
Content Up to 40 Points	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization Up to 10 Points	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness Up to 10 Points	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Mechanics Up to 20 Points	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Oral Presentation Up to 20 Points	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Making A Brochure : Graphic Organizer Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	80 points	79 or less	60 or less	50 or less
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Content - Accuracy	All facts in the organizer are accurate. All 5 weaknesses and solutions are covered.	4 of 5 boxes of facts in the organizer are accurate or all 5 have a few inaccuracies	3 of 5 boxes of facts in the organizer are accurate.	2 or fewer of the facts in the organizer are accurate.
Attractiveness & Organization	The organizer has exceptionally attractive formatting and well-organized information.	The organizer has attractive formatting and well-organized information.	The organizer has well-organized information.	The organizer's formatting and organization of material are confusing to the reader.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.

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OTHER EVIDENCE

teacher-made test/quiz

STAGE THREE

LEARNING ACTIVITIES

Teacher made test

Quiz

Constitutional Convention Quizzo

Primary Source Analysis

Common Writing Assessment

Cooperative Activities

Video Clips

