

TAH Teacher Pre-Planning Form

Title: Constitutional Compromises

Prepared By: Teachers Acting Hysterically

Grade Level: 8 **Subject:** United States History

1. **TEACHER QUESTION:** What question about teaching and learning history (pedagogy) will you investigate through this lesson?
 - How are students encouraged to find their own interpretations, adjust them, and even challenge and elevate them?

2. **BACKGROUND QUESTION:** What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning?
 - Students will already have been introduced to the Constitution as our nation's governing document.
 - Students might not understand the concept of a "living" document as it relates to the Constitution.
 - Students might believe that the Constitution was originally designed to protect everyone when in fact it left disenfranchised groups without the basic rights afforded to its white male originators.
 - This lesson ties to past lessons in which students have worked with primary sources as well as to the lessons they have been taught in past years during their schools' celebration of Constitution Week.
 - The lesson ties to future learning because the students will be taking American history in eighth grade.

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s):

Standard 3: Historical Analysis and Interpretation

- A. Compare and contrast differing sets of ideas

Lesson Abstract:

In this 55-minute lesson, students will be placed into five groups, each of which will be given both sides of an argument that posed a stumbling block to the creation of the Constitution. After discussing both sides of the argument they have been given, the students will develop their own compromise as a solution to place in the Constitution. Once the students have created their own resolution, they will be given the article from the actual Constitution containing the compromise reached by the document's originators. They will be asked to compare and contrast their own solutions with the ones in the original document.

Essential Question:

What is the importance of compromise?

Objective/Learner Outcome:

Students will understand how compromise was used to help create the United States constitution.

Academic Vocabulary:

Constitution
Representation (in Congress)
Bicameral Legislature
3/5 Compromise
Census
Tariffs
Abolitionists
Executive
Election

Activity Day 1:

1. Hook: **The Great Candy Compromise**
All students will be given 1 piece of candy. The teacher will offer up 2 more pieces of candy to $\frac{1}{2}$ the class. When students show concern over the inequity of candy distribution the teacher will prompt them to find a way to make everyone happy, hence find a compromise.
2. **Model**—Use the issue of enfranchisement as the model issue. On day one introduce the background of enfranchisement. One of the major issues concerned elections themselves. Who would be allowed to vote? The different state constitutions had created different rules about how much property was required for white men to vote. The delegates needed to figure out a solution that could satisfy people with many different ideas about who could have the franchise (that is, who could be a voter). Model for the students how to fill in the group compromise sheet together so that the class can see how the process works. Also, hold a class discussion to show them how to create compromise and not fight. On day two, begin with the enfranchisement model again and show students the actual Constitutional compromise. Fill in the sheet as a group to see how the process works.
3. Students will be broken down into five groups by the teacher. Each student will be given a copy of the **Can you save the Constitution worksheet** and assigned a particular issue to resolve as a group. Student groups will need to assign roles to each group member (recorder, leader, time keeper, and historian).
4. Background information; each group will be given an informational sheet covering their issue. Students will read and annotate the information as a group.
5. In their groups, the students will discuss both sides of the issue they have been assigned for 4 minutes each (using timer), students need to take appropriate notes.
6. Developing a compromise; groups must work together to come up with their own compromise which will meet the needs of both groups. Students can eat their candy when done with this step.

Activity Day 2:

7. Continue model from day 1. On the board project the Constitutional Compromise worksheet and complete it based on the “who has the right to vote” issue from yesterday.
8. Next, the students will receive the particular article from the Constitution that contains the compromise originated by the document’s founders. They will be asked to compare and contrast their own compromise with the one in the original document.
9. Then, students will present their issue and compromise, together with the compromise reached in the original form of the Constitution, to the entire class. While each group presents, the rest of the class will fill in their charts.
10. Finally, students will write a paragraph comparing and contrasting their compromise with the actual Constitutional Compromise.

Materials Needed:

Text of the Constitution
Constitutional Compromises Worksheet (teacher adapted)

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

Heterogeneous groups will be used to help ESE/ESOL students with challenging concepts and vocabulary. Furthermore, differentiation will be employed by giving ESE and ESOL students arguments/compromises that are more simple and easier to understand (less background knowledge required, etc.).

Assessment:

Students' understanding of their group's argument will be informally assessed by the teacher by circulating and listening to conversations during the activity. Furthermore, students will be formally assessed through the answers they give on their individual compromise development sheets and written comparison/contrast paragraphs.

Inter-disciplinary Connections:**Resources:**

"Constitutional Compromises" chart from the following website:

<http://www.icsd.k12.ny.us/legacy/highschool/pjordan/ushonors/Regents%20Review/Review%20Lessons/Compromises.html>

Text of the Constitution from The Constitution Center:

<http://ratify.constitutioncenter.org/constitution/>

Attachments:

See the attached worksheets.

Teacher Lesson Plan Reflection Form

1. What answers do you now have for your Teacher Question?
2. Do you have a new Teacher Question?
3. How effective was this lesson in addressing the essential question?

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?

Constitutional Compromises

Background: Fifty-five delegates met at the constitutional convention in Philadelphia in 1787. The delegates were charged with the task of amending the Articles of Confederation. However, they quickly decided to jettison the Articles and write a new constitution. Because the delegates came from all parts of the country -- every state but Rhode Island was represented -- they differed on a number of key issues. In order to keep the convention going and ensure ratification of the Constitution, the delegates had to compromise a number of times. As a result, the final document is sometimes described as a "bundle" of compromises. Some of the most important compromises are listed below.

Issue	Opposing Sides	Compromise
<p style="text-align: center;">Representation</p>	<p style="text-align: center;">Small States V. Large States</p> <p>* Small states wanted all states to have the same number of representatives to Congress</p> <p>* Large states wanted representation to be determined by the population of the state.</p>	<p style="text-align: center;">The Great (Connecticut) Compromise:</p> <p>The Constitution creates a bicameral legislature. In the House of Representatives, representation is determined by population. A census is taken every ten years to determine the population of each state. In the Senate, all states have the same number of representatives: two.</p>
<p style="text-align: center;">Should slaves count as part of the population?</p>	<p style="text-align: center;">Southern States V. Northern States</p> <p>* Southern States wanted slaves to count as part of the population for determining representation but not to count when apportioning taxes.</p> <p>* Northern states wanted slaves to count for the purpose of taxation but not for representation</p>	<p style="text-align: center;">The 3/5ths Compromise:</p> <p>Delegates agreed to count slaves as 3/5ths of a person when apportioning representation and taxation</p>

<p>Tariffs</p>	<p>Southern Plantation Owners V. Northern Businessmen</p> <p>* Southerners opposed tariffs fearing they would damage the Southern economy which was heavily dependent upon trade.</p> <p>* Northerners wanted tariffs to protect their industries from foreign competition.</p>	<p>The Commerce Compromise:</p> <p>The Constitution allows the federal government to tax imports but not exports.</p>
<p>Slave Trade</p>	<p>Northern Abolitionists V. Southern Slave Owners</p> <p>* Northern abolitionists wanted the Constitution to ban the (external) slave trade. They believed that slavery would eventually prove unprofitable and die out.</p> <p>*Southern Slave owners argued that slavery was vital to the economic survival of the South</p>	<p>Slave Trade Compromise:</p> <p>Congress was given the power to ban the slave trade after 1808.</p>
<p>Executive Elections</p>	<p>Some delegates believed the president should be elected directly by the people. Others believed that the people could not be trusted with such a decision. Opponents of direct election offered a number of alternatives including election by state legislatures.</p>	<p>Compromise on Executive Elections:</p> <p>The president is elected indirectly by the electoral college to a four year term of office.</p>