

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

Denise Swager
7th – 8th Grade

National Standard

Era 3: Revolution and the New Nation (1754-1820s) / Standard 3

Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Right.

BACKGROUND

The year is 1787, and the United States is at a cross-road politically. Do we keep our current form of government and the Articles of Confederation and make it work; or, do we throw it out the window and create a totally new form of government in hopes that it will work better?

If the young nation, under the leadership of the Constitutional Convention, decides to do away with the Articles of Confederation, how will the government enforce laws and at the same time assure the rights of individuals?

The Federalists support the creation of a new form of government, while the Anti-Federalists are against it and instead want to favor states' rights, which the USA currently has under the Articles of Confederation.

PROBLEM

How can the Constitutional Convention “sell” the newly written Constitution to nine of the thirteen states (69% majority) in order to have it pass and become the new law of the United States of America?

SCENARIO

The Articles of Confederation are not working; people are not listening to the Federal Government, and European nations do not think that the newly formed United States of America will last or even be a strong, powerful nation. The nation itself is even divided over the Articles of Confederation..

There are two groups—the Federalists and Anti-Federalists—who are making themselves heard, especially at the Constitutional Convention and in newspapers all across the nation. Men like Alexander Hamilton, John Jay and James Madison were arguing against men like Patrick Henry and Thomas Paine.

The Federalists argue that the United States should create a form of government that is bigger and stronger than the Articles of Confederation; however, not everyone is in agreement. The Anti-Federalists want to keep the Articles because they are afraid that there will not be enough individual rights and freedoms. In fact, the Anti-Federalists are so against the creation of a Constitution that they threaten not to sign it! What is the Constitutional Convention to do?

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

TASKS

You and your group are delegates representing the state of Delaware at the 1787 Constitutional Convention held in Philadelphia, Pennsylvania. As delegates, you have been intently listening to the arguments made by both the Federalists and Anti-Federalists as to why the United States should either adopt the Constitution or keep the Articles of Confederation. The Constitutional Convention has agreed to put it to a vote at each of the state legislatures.

The Legislature of Delaware is expecting their delegates to make a presentation over what they have learned in order to help them make an informed decision and vote. The Governor, Thomas Collins, is expecting a personal recommendation from his group of delegates on whether or not he should publicly come out and support the Constitution. Governor Collins is concerned that if he does not take a stand on the Constitution the other 12 states will not make their views known (for or against) to the members of the Constitutional Convention. Governor Collins wants to represent the first state to publicly support or oppose the Constitution, but he needs your help in making an informed decision.

Your tasks are:

- By looking at the arguments from both the Federalists and Anti-Federalists, give a 5-8 minute presentation (as a group) to the Delaware State Legislature (the class) on what you have learned regarding the issue of a Constitution; then present your final recommendation.
- Write a letter of recommendation to Governor Thomas Collins based on what you have learned at the Constitutional Convention—whether or not it would be a good political move to come out and support the Constitution. Your letter of recommendation should be 2-4 pages in length.

RESOURCES

Books

Kernell, Samuel and Jacobson, Gary C. Logic of American Politics. Washington, DC: CQ Press, 2002.

Larson, Rachel C. American Republic for Christian Schools. Greenville, SC: Bob Jones University Press, 1988.

Paine, Thomas. Common Sense. Mattituck, NY: Amereon Ltd., 1994.

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

Internet

Chin, Jonathan, and Alan Stern. "Federalist and Anti-Federalists." ©1997 – 2010 Jonathan Chin and Alan Stern. Oracle ThinkQuest Education Foundation. 2010. Redwood Shores, CA. 29 June 2010 <<http://library.thinkquest.org/11572/creation/framing/feds.html>>.

“Constitution of the United States — Federalists Versus Anti-Federalists.” ©2010 Net Industries and its Licensors. Law Library – American Law and Legal Information. 2010. [location unknown]. 29 June 2010 <<http://law.jrank.org/pages/5603/Constitution-United-States-FEDERALISTS-VERSUS-ANTI-FEDERALISTS.html>>.

Lloyd, Gordon. “Timeline of the Federalist - Anti-Federalist Debate.” ©2006 – 2010 Ashbrook Center for Public Affairs. TeachingAmericanHistory.org (Ashbrook Center for Public Affairs). 2006 – 2010. Ashland, OH. 29 June 2010 <<http://teachingamericanhistory.org/fed-antifed/timeline.html>>.

Lloyd, Gordon. “Timeline of the Federalist - Anti-Federalist Debate: All by State.” ©2006 – 2010 Ashbrook Center for Public Affairs. TeachingAmericanHistory.org (Ashbrook Center for Public Affairs). 2006 – 2010. Ashland, OH. 30 June 2010 <<http://teachingamericanhistory.org/fed-antifed/timeline-state.html>>.

Mott, Jonathan, Ph.D. “The Anti-Federalist Papers: No. 17 – Federalist Power Will Ultimately Subvert State Authority.” American Government and Politics Online (ThisNation.com). ©2008 – 2010. Provo, UT. 30 June 2010 <<http://www.thisnation.com/library/antifederalist/17.html>>.

Mount, Steve. “Constitutional Topic: The Federalists and Anti-Federalists.” 15 Jan. 2010. U.S. Constitution Online. ©1995 – 2010. Williston, VT. 30 June 2010 <http://www.usconstitution.net/consttop_faf.html>.

Roland, Jon. “The Anti-Federalist Papers.” 20 Dec. 2003. Constitution Society. ©1994 – 2010 Constitution Society. Austin, TX. 29 June 2010 <<http://www.constitution.org/afp.htm>>.

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

ASSESSMENT

Delaware State Delegate Presentation

Name: _____

| CATEGORY | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Role | Point-of-view, arguments, and solutions proposed were consistently in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. | Point-of-view, arguments, and solutions proposed were rarely in character. | Point-of-view, arguments, and solutions proposed were rarely in character. |
| Historical Accuracy | All historical information appeared to be accurate and in chronological order. | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| Knowledge Gained | Can clearly explain several ways in which his character "saw" both sides of the Federalist and Anti-Federalist arguments. | Can clearly explain several ways in which his character "saw" both sides of the Federalist and Anti-Federalist arguments. | Can clearly explain several ways in which his character "saw" several Federalist and Anti-Federalist arguments. | Can clearly explain several ways in which his character "saw" several Federalist and Anti-Federalist arguments. | Can clearly explain one way in which his character "saw" the Federalist and Anti-Federalist arguments. | Can clearly explain one way in which his character "saw" the Federalist and Anti-Federalist arguments. | Cannot explain one way in which his character "saw" the Federalist and Anti-Federalist arguments. | Cannot explain one way in which his character "saw" the Federalist and Anti-Federalist arguments. |
| Time Limit | The student's presentation to the Delaware State Legislature was 5-8 minutes in length. | The student's presentation to the Delaware State Legislature was 5-8 minutes in length. | The student's presentation to the Delaware State Legislature was 4-6 minutes in length. | The student's presentation to the Delaware State Legislature was 4-6 minutes in length. | The student's presentation to the Delaware State Legislature was 3-5 minutes in length. | The student's presentation to the Delaware State Legislature was 3-5 minutes in length. | The student's presentation to the Delaware State Legislature was under 3 minutes in length. | The student's presentation to the Delaware State Legislature was under 3 minutes in length. |
| Timeliness and Rubric | The student was ready to give their presentation on their assigned day. Student turned their rubric in on the day it was due. | The student was ready to give their presentation on their assigned day. Student turned their rubric in on the day it was due. | The student was ready to give their presentation on their assigned day. Student forgot to turn in their rubric on the day it was due. | The student was ready to give their presentation on their assigned day. Student forgot to turn in their rubric on the day it was due. | Student was mostly ready to give their presentation; could have used a few more practice run-throughs. Student turned their rubric in on time. | Student was mostly ready to give their presentation; could have used a few more practice run-throughs. Student turned their rubric in on time. | Student was not ready to go on their presentation day and did not turn in their rubric. | Student was not ready to go on their presentation day and did not turn in their rubric. |

Total Points: _____/35

Comments:

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

Governor Thomas Collins Letter of Recommendation

Name: _____

| CATEGORY | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | Information is organized, but paragraphs are not well-constructed. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. | |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information has little or nothing to do with the main topic. | |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | Some sources are not accurately documented. | |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | Almost no grammatical, spelling or punctuation errors | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. | |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. | |
| Internet Use | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. | |

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

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|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Honesty | Student gives credit to the original author(s) and cites it in both their paper and Works Cited page. | Student attempted to give credit to the original author(s), but did not cite the information in their paper. | Student cited some information in the paper, but was not consistent and had a Works Cited page. -OR- Student cited some information in the paper, but was not consistent and had <u>no</u> Works Cited page. | Student made absolutely no attempt to give credit to the original author(s) in their paper, but had a Works Cited page. -OR- Student attempted to give credit to the original author(s) in their paper, but <u>did not have a</u> Works Cited page. |
| Timeliness and Rubric | Student turned their Letter of Recommendation to Governor Thomas Collins in on time. Student turned in their rubric with their Letter of Recommendation. | Student turned their Letter of Recommendation to Governor Thomas Collins in on time. Student turned in their rubric late. | Student turned in their Letter of Recommendation on time without a rubric. | Student turned in their Letter of Recommendation and their rubric late. |

Total Points: _____/64

Comments:

Northwest History Consortium

The Constitution, Bill of Rights, and Me!

REFERENCES/CITATIONS

ALTEC. "Delaware State Delegate Presentation." [4Teachers.org](http://www.4teachers.org). 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 2 Feb. 2010 <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=747049>. Adapted and revised by Denise Swager for Northwest History Consortium with permission.

ALTEC. "Governor Thomas Collins Letter of Recommendation." [4Teachers.org](http://www.4teachers.org). 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 2 Feb. 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=8§ion_id=5>. Adapted and revised by Denise Swager for Northwest History Consortium with permission.

"History Standards for Grades 5-12 United States." [UCLA National Center for History in the Schools](http://nchs.ucla.edu/standards/us-standards5-12.html). 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

Swager, Denise. "The Constitution, Bill of Rights, and Me!" [NWESD Organization](http://www.nwesd.org). 2008. Anacortes, WA. 30 June 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1_Constitution.BillofRights.Me.Swager.7-8.pdf>.