

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fourth Grade Social Studies.

## UNIT 5 – “Challenges of a New Nation”

### Elaborated Unit Focus

In this unit, students will understand the challenges that faced the early United States. Students will learn about the weaknesses of the early government and the creation of the United States Constitution. Through the connecting theme *beliefs and ideals*, students will understand why the phrase “We the people” has so much importance. The connecting theme *conflict and change* will teach students about the Articles of Confederation and how this weak national government changed to the US Constitution through many debates and compromises. Students will also learn about the causes and effects of the War of 1812 and the changes that resulted in this conflict. Finally, students will understand how *individuals, groups, institutions* have an impact in facilitating changes for the better or worse.

### Standards/Elements

**SS4H5 The student will analyze the challenges faced by the new nation.**

- a. Identify the weaknesses of the government established by the Articles of Confederation.
- b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.
- d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.
- e. Describe the causes and events of the War of 1812; include burning of the Capitol and the White House.

**SS4CG1 The student will describe the meaning of**

- b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.

**SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).**

**SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- e. Describe how trade promotes economic activity.

## **Enduring Understandings/Essential Questions**

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

***K-5 EU: The student will understand that people's ideas and feelings influence their decisions.***

- Why were the leaders of the new American nation afraid to establish a strong central government?
- How did the plan for government in the Articles of Confederation reflect the beliefs and ideals of the citizens of the newly formed United States of America?
- Why was the Articles of Confederation unable establish a government that would reflect the beliefs and ideals of its citizenry?
- How does the United States Constitution and the Bill of Rights reflect the beliefs of citizens in a popular sovereignty?
- How does the phrase "We, the People..." in the Preamble of the Constitution reflect the consent of the governed or popular sovereignty?
- Why were the states given more power than the federal government under the Articles of Confederation?
- Who did the phrase "We, the People" include?
- Why did the framers of the Constitution reduce the power of the state governments?
- How did the beliefs and ideals of the framers of the Constitution lead to the many compromises made at the Constitutional Convention?

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

***K-5 EU: The student will understand that conflict causes change.***

- How did the Articles of Confederation fail to meet the governing needs of the United States?
- Why did the leaders of smaller states disagree with leaders of the larger states at the Constitutional Convention?
- Why did the leaders of Northern states disagree with leaders of the Southern states at the Constitutional Convention?
- Why was the Great Compromise agreeable to the leaders of large and small states?
- How was slavery addressed in the debates and compromises between the northern and southern states?
- How is the U.S. Constitution different from the Articles of Confederation?
- Why was the Bill of Rights created?
- Why is the Bill of Rights important?
- Why did England and France interfere with American foreign trade?
- How did the British assist the Native Americans' protest of new western settlements?
- Why did some Americans want to declare war with England?
- Why did New Englanders wish to remain friends with England and stay out of a war?
- How did the U. S. Constitution change the United States' government?

**The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

- Why is James Madison called "The Father of the Constitution"?
- Why did James Madison take careful notes during the Constitutional Convention?
- How did Benjamin Franklin advise and inspire the delegates at the Constitutional Convention?

- Why was Benjamin Franklin crucial to the formation of the new constitution?
- How did war between England and France affect the American economy?
- How did the War of 1812 affect Americans feelings about their country?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

| Description of Assessment   | Standard/<br>Element | Type of<br>Assessment   |
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| <p><b>Constitutional Analysis</b><br/> <b>Part I: <i>We the People</i></b><br/> <i>Why does the Constitution begin with the phrase "We, the People ..."?</i><br/>                     The teacher will ask, "Who were the "We"? The students will be given the opportunity to respond to the question. The teacher will explain that that at the time the Constitution was written, women were not allowed to vote, slavery was legal, and Native Americans were not considered partners in the new nation. However, the Framers were great thinkers and knew that they to create a plan for government that people would approve. Even though it was to be the supreme law of the land, the Framers made it flexible. They created a way of changing, or amending, the Constitution in order to adapt to new times and ideas.<br/> <b>Extension Activity:</b> Patrick Henry refused to participate in the Constitutional Convention. He didn't want a federal republic; he wanted powerful states. He deplored the words "We, the People" suggesting instead they should say, "We, the States." Students may research and compare and contrast the views of those who supported a confederation with those wanted to create a new federation. They may share their findings in a large T-Chart format.</p> <p><b>Part II: <i>The Preamble</i></b><br/> <b><i>How can we interpret the Preamble?</i></b><br/>                     The students will read the Preamble to the United States Constitution chorally with the teacher and highlight the following terms: <i>union, justice, domestic, tranquility, welfare, liberty, posterity, ordain, establish</i>. The students will work with partners or in small groups to define the highlighted terms and rewrite the Preamble in today's vernacular. The rewritten versions should include synonyms for the highlighted terms. With their partners or small groups, the students will practice reading the original Preamble and their rewritten copies, and be given time to prepare an oral presentation for the rest of the class. The students may be creative and present the original and rewritten Preambles in combination by alternating lines. They may also use the line "We the People" as a refrain in a chant, a rap style song, or poem that includes extra words and examples for emphasis. Each presentation should be recorded and available to review at different times during the school year.</p> | SS4CG1b              | Constructed<br>Response |

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| <p><b>Part III: <i>We, the People - 2008! Collage</i></b><br/> <b><i>Who are "We, the People" today?</i></b><br/>         The students will work with partners or small groups to collect pictures from newspapers, magazines and other sources to create a collage that reflects the range and diversity of the popular sovereignty in America today.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Teacher facilitate a small group of struggling learners to assist in analyzing an assigned Article</li> <li>• With the whole group, complete two separate <a href="#">graphic organizers</a> of key points for both the Constitution and assigned Article in common language</li> <li>• Provide a <a href="#">paragraph planner</a> for students to plan their summaries</li> </ul>   |               |  |
| <p><b>Weaknesses of The Articles of Confederation</b><br/> <b>Background Information:</b><br/>         After the Declaration of Independence was signed, the Second Continental Congress created a plan for the government of the United States called the Articles of Confederation. The founders had to address two main issues when they created the Articles of Confederation:</p> <ol style="list-style-type: none"> <li>1) <i>The people feared a strong national government.</i></li> <li>2) <i>The people feared that some states would have more power than other states in the new government.</i></li> </ol> <p>To address these fears, the founders wrote the Articles to set up a loose union of states with equal powers.</p> <p><b>Conditions Under the Articles of Confederation:</b><br/>         Each state had total independence and self-rule. Each state could make its own agreements independent of any concerns for other states or the nation. The federal government could not levy taxes or regulate trade between the states and abroad. Each state had its own tariff laws (taxes on goods coming in or being shipped to other states and countries). Each state had its own militia and many states had navies. People did not think of themselves as citizens of the United States. They thought of themselves as citizens of their own states, such as Georgians, New Yorkers, or Virginians.</p> <p><b>Activity I: The Power of the States!</b><br/>         Students will work with a partner and assume the role of one of the first thirteen states. They will discuss why the states were given greater power than the national government under the Articles of Confederation. The partners will create a sign that reflects state pride and write a short speech on behalf of their state to support the Articles of Confederation. The partners will share their signs and speeches with the rest of the class.</p> | <p>SS4H5a</p> | <p>Dialogue and discussion, constructed response</p> |

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| <p><b>Activity II: Problems with the Articles of Confederation</b><br/>         Students will work with their partners to predict and list problems that could occur as a result of each state acting like an independent country. Students will share their ideas with others in a class discussion.</p> <p><b>Activity III: Time for a New Plan</b><br/>         The phrase "Not worth a Continental!" will be written on the board. Students will be asked to explain what they think it means. (Continental money issued during the Revolutionary War and after was worth very little. The national government had no money to back it.)<br/>         The students will review a list of the challenges the newly formed nation faced under the Articles of Confederation.</p> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>• <i>Disagreements Among the States Over Borders and Trade Activities</i></li> <li>• <i>Congress Given Responsibility But No Authority</i></li> <li>• <i>Congress Unable to Levy Taxes to Operate</i></li> <li>• <i>Congress Unable to Establish a National Army or Navy</i></li> <li>• <i>Congress Unable to Regulate Trade</i></li> <li>• <i>Economic Instability</i></li> </ul> <p>The students will work with their partners to devise ways that would address one or more of these challenges. The students will share their ideas in a class discussion.</p> |        |   |
| <p><b>A Matter of Debate!</b><br/>         The students will work in cooperative groups to research key issues (including rights of states, The Great Compromise, and slavery) that were discussed and debated in the Constitutional Convention. The students will participate in a debate simulation of these key issues.</p> <p><b>Set the Scene</b><br/> <b>Who:</b> 55 delegates from 12 of the 13 states (Rhode Island was not represented)<br/> <b>What:</b> The Constitutional Convention<br/> <b>Where:</b> Independence Hall, Philadelphia, Pennsylvania<br/> <b>Why:</b> To discuss changing the Articles of Confederation<br/> <b>When:</b> May – September, 1787</p> <p><b>Simulation 1: The Great Compromise</b><br/> <i>Question of Debate: How should states be represented in Congress?</i><br/> <b>The Virginia Plan – Proposed by Edmund Randolph</b><br/>         The number of representatives for each state would depend upon the number of people living in the state. The plan favored the interest of the larger states; the smaller states feared that they would have no power.<br/> <b>The New Jersey Plan – Proposed by William Patterson</b><br/>         This plan resembled The Articles of confederation. There would be one-house national legislature with representatives selected by the state legislatures. Each state would have one vote.</p>                                | SS4H5b | Dialogue and Discussion, Constructed response |

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| <ul style="list-style-type: none"> <li>Spokespeople from each side presents case. Point, counterpoint.</li> </ul> <p><b>Connecticut Compromise or the Great Compromise:</b> There will be two houses; one house will have equal representation, while the other is based on population by state.</p> <ul style="list-style-type: none"> <li>Is there a way to satisfy both sides? Suggest a new method for how states should be represented.</li> </ul> <p><b>Explain what really happened.</b></p> <p><b>The Great Compromise or the Connecticut Compromise:</b> There would be two houses; one house would have equal representation, while the other is based on population by state.</p> <p><b><u>Simulation 2: The Three-Fifths Compromise</u></b></p> <p><i>Question of Debate: How should enslaved Africans be counted in determining how many representatives each state should have in Congress?</i></p> <p><b>Southern States</b> - All the slaves (667,000) should be counted.</p> <p><b>Northern States</b> - Slaves should not be counted.</p> <p>Explain what really happened.</p> <p><b>The Three-Fifths Compromise:</b> Three-fifths of the total number of slaves would be counted. This agreement also helped to determine the amount of taxes each state was required to pay to the national government.</p> <p><b><u>Simulation 3: The Slave Trade</u></b></p> <p><i>Question of Debate: Should Congress have the power to end the slave trade?</i></p> <p><b>Southern States</b> - Congress should not be given the power to end the slave trade.</p> <p><b>Northern States</b> - Congress should be given the power to stop the slave trade.</p> <p>Explain what really happened.</p> <p>Congress will have the power to control the slave trade but cannot end it for the next twenty years. Congress cannot end the slave trade until 1807.</p> <ul style="list-style-type: none"> <li><i>Attachment 1: A Matter of Debate</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Students may use a <a href="#">graphic organizer</a> and a research guide to assist them in their research and debate planning <i>Attachment 2 &amp; 3</i></li> <li>Provide access to information sources on a variety of reading levels</li> <li>Facilitate a teacher-led small group of struggling learners</li> </ul> |               |                                 |
| <p><b>Economic Choices in a New Nation</b></p> <p>The phrase, "Not worth a continental!" will be written on the board. Students will be asked to explain what they think it means. (Continental paper money issued under the Articles of Confederation was worthless;</p>  | <p>SS4E1e</p> | <p>Dialogue and Discussion,</p> |

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| <p>Congress had no real money to back it.) To make the lesson relevant and activate prior knowledge, the teacher will lead a class discussion with the following prompt: <i>What would happen if each state in our country had their own system of money and business rules to follow?</i></p> <p><b>Background Information:</b><br/>         Under the Articles of Confederation each state had its own currency, trade and business rules. As a result, trade between states and with foreign countries was difficult. The new nation's economy suffered and many people could not afford to purchase what they needed or pay their bills. Artisans, merchants and shippers wanted to replace the thirteen different state business policies with one national plan.</p> <p>Students will be asked how we know that the plan for the system of money under the Articles of Confederation was thrown out and replaced with a new national plan? The teacher will hold up a dollar to help the students answer the question. The United States Constitution established a national economic system that regulates our country's finances and trade policies. Operating largely in light of their own interests, the states were unable to establish a fair working plans for trading with each other and overseas. Giving Congress the power to regulate interstate and international trade was necessary to allow the state's and the nation's economies to grow.</p> <p>Students will complete <i>Economic Choices for a New Nation</i> short answer questions with partners or independently.</p> <ul style="list-style-type: none"> <li>• <i>Attachment 4 - Economic Choices for a New Nation</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Have students complete a <a href="#">Venn diagram</a> as a whole group with image cast on overhead while students copy to their own Venn diagrams. Facilitate a small group of struggling learners to assist with completing tasks together. Read material aloud to students while they read along. Then have them highlight important points with guidance. Take those points and work through the comparison/contrast Venn Diagram.</li> <li>• Complete <a href="#">cluster webs</a> of trade activity and US economy key points together before students begin to compare and contrast.</li> </ul> |  | Constructed Response |
| <p><b>Political Cartoon Activity</b><br/>                 The teacher will explain the following:<br/> <i>A political cartoon is an illustration or comic strip that contains a message. Political cartoons are a way to share an idea with using a lot of words. The message should be easy to see.</i></p> <p>The teacher will share an age-appropriate political cartoon from their local media and discuss how the artist delivers his or her message through the illustration. For examples, use MSNBC's <a href="#">Political Cartoonist's Index</a>. The students will review the economics problems the new nation struggled with under the Articles of Confederation.</p>   |  |                      |

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| <ul style="list-style-type: none"> <li>• The United States borrowed money from other countries to help pay for the Revolutionary War. The Articles of Confederation gave no power to Congress to tax; therefore, there was no money to pay the foreign debt.</li> <li>• In the 1780s, individual states started imposing high tariffs. This caused confusion between the states and between nations.</li> <li>• There was no direction in the Articles of Confederation about what to do with the land in the West.</li> <li>• Continental money had to compete with money that was being printed by the states. This contributed to the losing value of continental currency.</li> <li>• If Congress passed a law, the states might choose to ignore it. Congress had no power to enforce the law.</li> </ul> <p>With their partners, the students will brainstorm a list of ideas that could be used for political cartoons highlighting economic problems Under the Articles of Confederation. Students will select one of their favorite ideas and work together or individually to create a political cartoon with a clear message. Students will write a short paragraph to explain their cartoons and attach them to the bottom of their work. Cartoons should be hung around the room.</p>  |        |                      |
| <p><b>On Land and Sea: Causes of The War of 1812</b><br/>         Teachers will share background information of the causes of the War of 1812 with the students using maps and other visuals if available.</p> <p><b>Causes On Land:</b></p> <ul style="list-style-type: none"> <li>• After the American Revolution, the British were supposed leave forts held in territories west of Appalachian Mountains.</li> <li>• Native Americans and Britain maintained a friendship. Many people believed the British were supplying guns to the Native Americans to attack settlers.</li> <li>• Some Americans hoped that the British could be entirely driven out of Canada. This would result in new lands for the United States.</li> </ul> <p><b>Causes On Sea:</b></p> <ul style="list-style-type: none"> <li>• British and French ships stopped American ships from carrying goods to Europe. This hurt the South's economy.</li> <li>• Thousands of American sailors were taken as prisoners and made to work on British and French ships.</li> </ul> <p><b>High Sea Adventure! Activity</b><br/>         The teacher will divide the class into three groups.</p> <ul style="list-style-type: none"> <li>• One group will represent France and each student will play the part of a French ship of war.</li> <li>• One group will represent England and each student will play the part of a British ship of war.</li> <li>• One group represents the United States and each student will play the part of an American merchant ship.</li> </ul> | SS4H5e | Constructed Response |

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| <p>The three groups will be directed to stand in specific locations of the classroom. The center of the room will represent the Atlantic Ocean. The teacher will stand apart from the groups and call, "An American merchant vessel leaves port!" One "American ship" will sail out onto the Atlantic Ocean. The teacher will call, "A British ship of war sights the American vessel." One "British ship" will sail out onto the Atlantic. The teacher calls, "An American vessel is captured by the British. Its cargo is stolen and its crew is taken as prisoners." The captured American ship and crew are delivered to the British location in the room. This scenario is repeated with the French being the aggressors, and again with the British, until the entire group of American merchant ships has been captured.</p> <p>After the High Sea Adventure, the class will complete the activity focusing on what happened on land. The teacher will divide the class into three groups.</p> <ul style="list-style-type: none"> <li>• One group will represent the British troops in North America.</li> <li>• One group will represent the Native Americans.</li> <li>• One group will represent the settlers.</li> </ul> <p>The three groups will be directed to stand in specific locations of the classroom. The center of the room will represent the Northwest Territory. The teacher will stand apart from the groups and say "Western settlers move to the Northwestern Territory." The settlers move to the center of the room and begin clearing land.</p> <p>Following this activity, the students will complete the appropriate section of the <i>Causes of the War of 1812</i> Graphic Organizer. The students will work in small groups to research specific land and sea events that led to The War of 1812 and create an annotated wall mural. land.</p> <ul style="list-style-type: none"> <li>• <a href="#">War of 1812 background</a></li> <li>• <i>Attachment 5 Causes of the War of 1812</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Provide a research guide. <i>See attachment 6</i></li> <li>• Facilitate a small group of struggling learners to assist them with each task.</li> </ul> |               |                             |
| <p><b>Burning of the White House -Dolly Saves the Day!</b><br/> <b>Biographical study</b><br/>         Reflecting on the information read about the life of Dolley Madison, brainstorm a list of adjectives that describe her actions during the War of 1812 and the burning of the White House. Use the list to help create a cinquain on Dolley Madison.<br/>         Information on Dolley Madison may be found at:<br/> <a href="#">Biography of Dolley Madison</a><br/> <a href="#">Dolley Madison on the Burning of Washington - 1814</a><br/> <a href="#">First Ladies' Biographical Information</a></p>  | <p>SS4CG5</p> | <p>Constructed Response</p> |

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| <p>Format for cinquain is:</p> <p><b>line 1</b> - one word (noun) name of the subject</p> <p><b>line 2</b> - two words (adjectives) describing the subject</p> <p><b>line 3</b> - three words (verbs) describing an action related to the subject</p> <p><b>line 4</b> - four words describing a feeling about the subject or a complete sentence</p> <p><b>line 5</b> - one word referring back to the subject of the poem</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow students to dictate their lines for the cinquain or use a word processor.</li> <li>• Display a reference for the parts of speech</li> <li>• Have students complete character traits organizers during or after the readings to develop a clear image of Dolley Madison <a href="#">character traits organizer</a></li> <li>• As a whole class, create a bank of words from each part of speech category that would fit into a description of Dolly Madison</li> </ul>  |  |  |
| <p><b>James Madison - Father of the Constitution</b></p> <p>Students gather information on James Madison from the textbook, books, and web resources. Teacher may share the power point on James Madison and review his accomplishments. Class should discuss the question, why is Madison considered the Father of the Constitution? What comes to mind when you think of a Father? How does that relate to James Madison's role at the Constitutional Convention? Following discussion, students brainstorm a list of adjectives and phrases that may describe Madison and his character. Using the list as a springboard, students write a cinquain on Madison.</p> <ul style="list-style-type: none"> <li>• Cinquain format:             <ul style="list-style-type: none"> <li>Line 1 - one word (noun) name of the subject</li> <li>Line 2 - two words (adjectives) describing the subject</li> <li>Line 3 - three words (verbs) describing an action related to the subject</li> <li>Line 4 - four words describing a feeling about the subject or a complete sentence</li> <li>Line 5 - one word referring back to the subject of the poem</li> </ul> </li> <li>• <i>Attachment 6 - Power point of James Madison</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Allow students to talk about the discussion questions with a partner before whole group discussion. For example, the teacher may ask the question and then instruct students to discuss it with a neighbor for 1 minute. After one minute, students are ready to share with the group.</li> <li>• Brainstorm lists fitting all five lines of the cinquain.</li> <li>• Allow students to use a <a href="#">cinquain graphic organizer</a>.</li> </ul> |  |  |

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| <p><b>James Madison</b><br/>                 Students will explore the significance of James Madison to the events of 1775 to 1817 using their textbook, the encyclopedia, trade books, or the essays located at the University of Virginia’s <a href="#">American President: James Madison</a>. Students will complete a chart detailing Madison’s connection to events such as “The Second Continental Congress Convenes” and “Lewis and Clark explore the west.”</p> <ul style="list-style-type: none"> <li>• <i>Attachment 7 - James Madison events</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• As a whole group or small group with teacher guidance, students may complete a <a href="#">flow chart</a> showing the events and describing the events connected to Madison</li> <li>• Provide access to information sources on a variety of reading levels.</li> </ul>   | SS4H5a | Constructed Response |
| <p><b>Benjamin Franklin</b><br/>                 Monday, September 17, 1787, was the last day of the Constitutional Convention. Pennsylvania delegate Benjamin Franklin asked to give a short speech to the Convention before the signing of the final draft of the Constitution. Since he was too weak from illness to give the speech himself, he had fellow Pennsylvanian James Wilson deliver the speech.</p> <ul style="list-style-type: none"> <li>• Benjamin Franklin’s famous speech is provided on the attachment. Students should make appropriate changes in order to reach a better understanding of the speech. Half of the class will translate the first paragraph, while the other half will translate the remaining paragraphs.</li> </ul> <p>Students will :</p> <ul style="list-style-type: none"> <li>• Transcribe the text into the present tense first person,</li> <li>• Modernize the spelling, punctuation and grammar,</li> <li>• Add additional text if needed, and</li> <li>• Simplify the vocabulary.</li> </ul> <p>Students will present their translated speeches as if they were delegates at the Constitutional Convention.</p> <ul style="list-style-type: none"> <li>• <i>Attachment 8: Benjamin Franklin’s Speech</i></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• Assign struggling learners to one half of the class then work directly with that group to facilitate the translation task.</li> </ul> | SS4H5a | Constructed Response |

### Sample Performance Task

**The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.**

**The student will understand that when there is conflict between or within societies, change is the result.**

**The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

**Georgia Performance Standards: SS4H5, SS4CG1, SS4CG5, SS4E1**

### New Nation Time Capsule

Growing up is hard to do, and this adage rang true for the United States as well. After winning independence from the British, another battlefield arose: the challenge of creating a new nation. Our young country, having won its independence, faced the overwhelming task of creating a new, unified government. How did the early Americans organize and govern this great land?

#### **Part One:**

You are \_\_\_\_\_. To commemorate the birth of your new country, you decided to create a time capsule filled with items that embody the challenges faced by the early United States. What would you put in your time capsule? Select three items from the following list that would represent this extraordinary time in your life. Add an additional item not on the list that also reflects the challenges of your new nation.

The Constitution

A United States Flag

The Articles of Confederation

A partially burnt portrait of George Washington

Music sheet with Star Spangled Banner lyrics

The Virginia Plan

The New Jersey Plan

Sand

Quill

Map of colonies

Letters (say to whom they were written)

A piece of wood from a British naval ship

Political cartoon: "Join or Die"

For each item you choose, "tag" it to inform future Americans what it is and why it is significant to your life and this era in American History. Use the tag to give a description of the item, and show how it relates to the society's beliefs and ideals.

#### **Part II**

When a time capsule is opened, the community holds a ceremony and examines each item. Each student will present their time capsule and its contents in a celebratory speech that lasts approximately two minutes. Students will use the attachment to plan their speech. They will tell how each item relates to the events of early America and how each item reflects the beliefs and ideals of post Revolutionary War society.

- *Attachment 9 Time Capsule Tags*
- *Attachment 10 Speech Guide*

Modifications:

- Work directly with a small group as the facilitator. The small group can complete Part I and Part II together with the support of the teacher. \_
- Allow students to practice reading their tags aloud with a partner prior to presenting to the whole class.

Map and Globe Skills: 7,11

Information Processing Skills: 5, 7, 11

### Content Rubric for Performance Task

| <u>Criteria</u>   | <u>Does Not Meet</u>   | <u>Needs Improvement</u>   | <u>Meets Standard</u>   | <u>Exceeds Standard</u>  |
|---|--|--|---|--|
| <p><b>3 items from the list are described in terms of beliefs and ideals and change.</b></p> <p>Item 1:<br/>_____<br/>_____</p>       | <p>Item described with incorrect facts or in unclear terms<br/>Does not effectively explain how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Limited understanding of how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Explains specifically how item reflects the beliefs and ideals of the society<br/>Relates item to a change in the colonies</p> | <p>In addition to everything in meets, explains how the beliefs and ideals of the new government have changed or are represented in modern times</p> |
| <p><b>3 items from the list are described in terms of beliefs and ideals and change.</b></p> <p>Item 2:<br/>_____<br/>_____</p>       | <p>Item described with incorrect facts or in unclear terms<br/>Does not effectively explain how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Limited understanding of how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Explains specifically how item reflects the beliefs and ideals of the society<br/>Relates item to a change in the colonies</p> | <p>In addition to everything in meets, explains how the beliefs and ideals of the new government have changed or are represented in modern times</p> |
| <p><b>3 items from the list are described in terms of beliefs and ideals and change.</b></p> <p>Item 3:<br/>_____<br/>_____</p>       | <p>Item described with incorrect facts or in unclear terms<br/>Does not effectively explain how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Limited understanding of how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Explains specifically how item reflects the beliefs and ideals of the society<br/>Relates item to a change in the colonies</p> | <p>In addition to everything in meets, explains how the beliefs and ideals of the new government have changed or are represented in modern times</p> |
| <p><b>1 item chosen NOT from the list is described in terms of beliefs and ideals and change</b></p> <p>Item:<br/>_____<br/>_____</p> | <p>Item described with incorrect facts or in unclear terms<br/>Does not effectively explain how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Limited understanding of how each item reflects the beliefs and ideals of the society</p> | <p>Item is correctly described with facts from the unit.<br/>Explains specifically how item reflects the beliefs and ideals of the society<br/>Relates item to a change in the colonies</p> | <p>In addition to everything in meets, explains how the beliefs and ideals of the new government have changed or are represented in modern times</p> |

**Product Rubric for Performance Task**

| <u>Criteria</u>  | <u>Does Not Meet</u>   | <u>Needs Improvement</u>  | <u>Meets Expectation</u>  | <u>Exceeds Expectation</u>   |
|--|--|---|---|--|
| <b>Written work is grammatically correct and legible</b>                                     | Written work is illegible  | Work is legible, and most sentences lack grammar errors                 | One to three errors in grammar may be present, but the author's ideas are easily understood | The author's ideas are easily understood, and no grammar errors are present                                    |
| <b>Speech is easy to hear and understand</b>   | Speech is inaudible and/or spoken unclearly  | Speech is audible, but not always spoken clearly                        | Speech is audible and clearly spoken  | Speech is audible, clearly spoken, and given with enthusiasm   |
| <b>Speech stays on topic (explaining time capsule) and addresses an appropriate audience</b> | Speech is disorganized, unrelated to the topic, and/or inappropriate for the ceremony's audience | Speech mentions items in an appropriate way, but is not well organized. | Speech explains each item appropriately, and flows in an organized way.                     | Speech meets all criteria in "meets standard" and also engages actively with audience with use of visual aids. |

**Resources for Unit**

- [ThinkQuest's War of 1812](#) is a research and reference tool that gives comprehensive background on the War of 1812.
- [The Galafilm War of 1812](#) divides information into six major sections: Introduction, People and Stories, Events and Location, Background and Ideas, Exploration and Quiz, and the Images.
- Quia [Challenges of a New Nation](#) provides review games, such as Flashcards, Concentration, Word searches, and Memory, about the challenges of the new nation.
- [Smithsonian National Museum of American History's Star Spangled Banner](#) provides comprehensive information and images of the story behind the first Star Spangled banner.
- The [Constitutional Convention](#) provides background on the need for the convention, the issues discussed, and the results of the meeting.
- Analyze the Constitution at the [National Constitution Center](#). This interactive site allows students to analyze the constitution piece by piece.
- Great interactive game for students to explore the [Bill of Rights](#). Highly interactive and kid-friendly.

This unit was created by Gina McGowan, Laurie Jones, and Michelle Pinch and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.

Attachment 1 – A Matter of Debate

## The Great Compromise

| <b>The Virginia Plan</b> | <b>The New Jersey Plan</b> |
|--------------------------|----------------------------|
|                          |                            |

| <b>The Compromise</b> |
|-----------------------|
|                       |

Attachment 2

Persuasive Debate

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POSITION

**ARGUMENT 1**

Evidence

**ARGUMENT 2**

Evidence

**ARGUMENT 3**

Evidence

Attachment 3 – Research report guide

**Topic** \_\_\_\_\_

**Source** (The place I found my information.)

Title \_\_\_\_\_ Author \_\_\_\_\_

Publisher \_\_\_\_\_

Pages (put this only if you are not using the whole book) \_\_\_\_\_

Write down five questions about your topic. Under the question write the answers in words and phrases only. Do not copy the sentences from the book.

• Question 1: \_\_\_\_\_  
\_\_\_\_\_

○ Answer 1: \_\_\_\_\_

• Question 2: \_\_\_\_\_  
\_\_\_\_\_

○ Answer 2: \_\_\_\_\_

• Question 3: \_\_\_\_\_  
\_\_\_\_\_

○ Answer 3: \_\_\_\_\_

• Question 4: \_\_\_\_\_  
\_\_\_\_\_

○ Answer 4: \_\_\_\_\_

• Question 5: \_\_\_\_\_  
\_\_\_\_\_

○ Answer 5: \_\_\_\_\_

Now write the answers to your questions in complete sentences.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, cut these paragraphs apart and glue them on the next two pages in the order you want them in your report.

*Introduction-*

This introduces your reader to your topic. Write your introduction in the box.

Paragraph 1-

Glue the first paragraph in the box.

Paragraph 2-

Glue the second paragraph in the box.

Paragraph 3-

Glue the third paragraph in the box.

Paragraph 4-

Glue the fourth paragraph in the box.

Paragraph 5-

Glue the 5<sup>th</sup>  
paragraph in  
the box

Conclusion:

This paragraph  
brings your  
report to a close.  
Write your  
conclusion in the  
box.

Now, check your paragraphs for spelling mistakes. You can write on these paragraphs to make corrections.

After you have corrected your mistakes copy all of your paragraphs on a sheet of notebook paper in your neatest handwriting. Don't forget to put your name and put the title of your report on the front page.

Attachment 4

**Economic Choices for a New Nation • Student Survey**

1. Why do you think the states needed help from Congress to regulate their trade practices?

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2. Why do you think continental money was worth so little?

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3. How do you think the decreased value of continental money affected the way goods were priced?

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4. How do you think the problems between the states affected the productivity of the farmers, artisans, shipbuilders, merchants, store owners, and others in the business community?

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5. What do you think were the opportunity costs made by the states when they ratified the Constitution?

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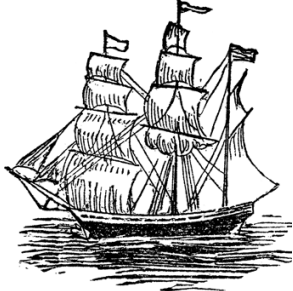
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Attachment 5

## Causes of the War of 1812

| <i>On Land</i>  | <i>On Sea</i>   |
|---|---|
|  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

*Attachment 7 – James Madison Events (Adapted from [EdSitement](#))*

| Event  | Year |      | Connection to Madison, if any |
|--|------|------|-------------------------------|
| Second Continental Congress Convenes   |      | 1775 |                               |
| The Articles of Confederation adopted  |      | 1781 |                               |
| Constitutional Convention convenes; Virginia Plan introduced                                 |      | 1787 |                               |
| Many states ratify the Constitution, including N.Y., VA, and N.H. (the ninth state to do so) |      | 1788 |                               |
| Washington selected president by the Electoral College                                       |      | 1789 |                               |
| First National Bank approved   |      | 1791 |                               |
| Bill of Rights ratified  |      | 1791 |                               |
| Washington declares U.S. neutral in conflict Britain and France                              |      | 1793 |                               |
| Washington warns against partisanship in farewell address                                    |      | 1796 |                               |
| Alien and Sedition Acts  |      | 1798 |                               |
| Jefferson becomes president  |      | 1801 |                               |
| Louisiana Purchase   |      | 1803 |                               |
| Lewis and Clark set out from St. Louis   |      | 1804 |                               |
| U.S. embargo of exports to Britain and France  |      | 1806 |                               |
| Construction of Erie Canal begins  |      | 1817 |                               |



Mr. President,

*I confess that there are several parts of this constitution which I do not at present approve, but I am not sure I shall never approve them: For having lived long, I have experienced many instances of being obliged by better information, or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. It is therefore that the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others. Most men indeed as well as most sects in Religion, think themselves in possession of all truth, and that wherever others differ from them it is so far error. Steele a Protestant in a Dedication tells the Pope, that the only difference between our Churches in their opinions of the certainty of their doctrines is, the Church of Rome is infallible and the Church of England is never in the wrong. But though many private persons think almost as highly of their own infallibility as of that of their sect, few express it so naturally as a certain french lady, who in a dispute with her sister, said "I don't know how it happens, Sister but I meet with no body but myself, that's always in the right — Il n'y a que moi qui a toujours raison."*

*In these sentiments, Sir, I agree to this Constitution with all its faults, if they are such: because I think a general Government necessary for us, and there is no form of Government but what may be a blessing to the people if well administered, and believe farther that this is likely to be well administered for a course of years, and can only end in Despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic Government, being incapable of any other. I doubt too whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men, all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected?*

*It therefore astonishes me, Sir, to find this system approaching so near to perfection as it does; and I think it will astonish our enemies, who are waiting with confidence to hear that our councils are confounded like those of the Builders of Babel; and that our States are on the point of separation, only to meet hereafter for the purpose of cutting one another's throats.*

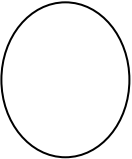
*Thus I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best. The opinions I have had of its errors, I sacrifice to the public good. I have never whispered a syllable of them abroad. Within these walls they were born,*

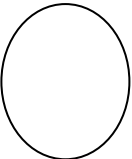
*and here they shall die. If every one of us in returning to our Constituents were to report the objections he has had to it, and endeavor to gain partizans in support of them, we might prevent its being generally received, and thereby lose all the salutary effects & great advantages resulting naturally in our favor among foreign Nations as well as among ourselves, from our real or apparent unanimity.*

*Much of the strength & efficiency of any Government in procuring and securing happiness to the people, depends, on opinion, on the general opinion of the goodness of the Government, as well as well as of the wisdom and integrity of its Governors. I hope therefore that for our own sakes as a part of the people, and for the sake of posterity, we shall act heartily and unanimously in recommending this Constitution (if approved by Congress & confirmed by the Conventions) wherever our influence may extend, and turn our future thoughts & endeavors to the means of having it well administered.*

*On the whole, Sir, I can not help expressing a wish that every member of the Convention who may still have objections to it, would with me, on this occasion doubt a little of his own infallibility, and to make manifest our unanimity, put his name to this instrument.*

*Attachment 9 – Time Capsule Tags*

|                    |   |   |
|--------------------|---|---|
| Name of item       | What the item tells us about early America: |  |
| Sketch             | Description                                 |   |
| Beliefs and Ideals |   |   |

|                    |   |   |
|--------------------|---|---|
| Name of item       | What the item tells us about early America: |  |
| Sketch             | Description                                 |   |
| Beliefs and Ideals |   |   |

Attachment 10 – Speech Guide

**Item 1:**

**What details can you give about this item?** \_\_\_\_\_

\_\_\_\_\_

**What important events does this item relate to and how?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item reflect the beliefs and ideals of people in late 18<sup>th</sup> century America?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item show the changes taking place as a result of the American Revolution?**

\_\_\_\_\_

\_\_\_\_\_

**Item 2:**

**What details can you give about this item?** \_\_\_\_\_

\_\_\_\_\_

**What important events does this item relate to and how?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item reflect the beliefs and ideals of people in late 18<sup>th</sup> century America?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item show the changes taking place as a result of the American Revolution?**

\_\_\_\_\_

\_\_\_\_\_

**Item 3:**

**What details can you give about this item?** \_\_\_\_\_

\_\_\_\_\_

**What important events does this item relate to and how?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item reflect the beliefs and ideals of people in late 18<sup>th</sup> century America?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item show the changes taking place as a result of the American Revolution?**

\_\_\_\_\_

\_\_\_\_\_

**Item 4:**

**What details can you give about this item?** \_\_\_\_\_

\_\_\_\_\_

**What important events does this item relate to and how?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item reflect the beliefs and ideals of people in late 18<sup>th</sup> century America?**

\_\_\_\_\_

\_\_\_\_\_

**How does this item show the changes taking place as a result of the American Revolution?**

\_\_\_\_\_

\_\_\_\_\_