



Founding a New Nation



Teacher Guide

Elizabeth Freeman



Northwest Territory



Constitutional Convention



Founding a New Nation

Teacher Guide



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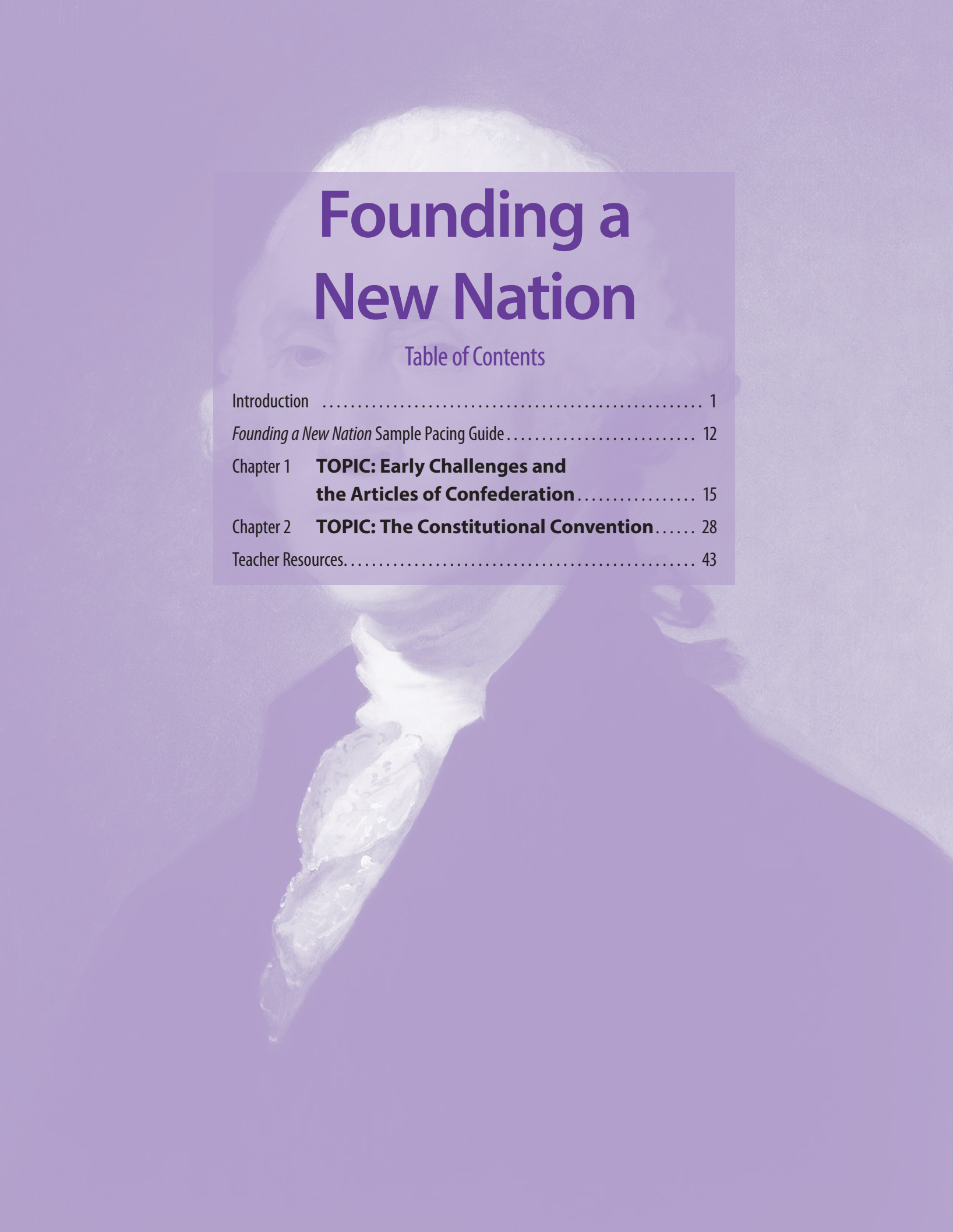
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ISBN: 979-8-88970-143-9



Founding a New Nation

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Founding a New Nation

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 6

Introduction

ABOUT THIS UNIT

The Big Idea

The first national government, created during the Revolutionary War, had serious shortcomings, so in 1787, a group of Americans met to create a plan for the federal government we have today.

As the colonies were separating from British rule, each of the thirteen states began writing its own constitution, or plan of government. Americans also needed to form a national, or central, government. At first, most Americans wanted a weak national government that would allow each state to act independently on most matters. In 1776, the Second Continental Congress created such a plan for a national government: the Articles of Confederation. However, the Articles proved largely ineffective and caused new problems for the country. In 1787, delegates met in Philadelphia to revise the Articles but ended up creating a new plan instead. The delegates had different ideas about what the new government should look like, but after a series of compromises, the leaders agreed on a new plan—the U.S. Constitution—and readied it for approval by the states.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- exploration and settlement of North America: the Age of Exploration, competing motivations of European countries, land claims in North America, founding of the British North American colonies, interactions with and importance of Native Americans to European survival
- development of the thirteen colonies: cultural, economic, and geographic characteristics of colonial regions; development of self-governance; Metacom's (King Philip's) War
- development of slavery in the thirteen colonies: early history, effects on African American populations
- colonial Louisiana under French and Spanish control
- French and Indian War, the North American phase of the Seven Years' War and part of an ongoing struggle between Britain and France for control of colonies, as background to the American Revolution, including:
 - alliances with Native Americans
 - British victory that gained territory but left Britain financially weakened
 - role of Louisiana and New Orleans and Acadian migrations from Canada
- causes and provocations of the American Revolution, including:
 - British taxes, "no taxation without representation"
 - Boston Massacre and Crispus Attucks
 - Tea Act and the Boston Tea Party
 - Intolerable Acts
 - First Continental Congress protests
- American Revolution, including:
 - rides of Paul Revere and William Dawes
 - fighting at Lexington and Concord
 - Bunker Hill
 - Second Continental Congress and the appointment of George Washington as head of the Continental Army
 - Thomas Paine's *Common Sense*
 - drafting, adoption, and significance of the Declaration of Independence
 - important women in the American Revolution: Deborah Sampson, Phillis Wheatley, Molly Pitcher
 - Loyalists and Patriots
 - victory at Saratoga and the alliance with France

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1777 to 1787.

1777	All but one American state has a brand-new written constitution.
1781	The Articles of Confederation go into effect as the plan of U.S. national government.
1786	Shays's Rebellion highlights the weaknesses of the Articles of Confederation.
1787	Congress passes the Northwest Ordinance.
1787	Delegates meet in Philadelphia for the Constitutional Convention to revise the Articles of Confederation. The convention ends up writing an entirely new plan of government.

- representative European allies: Marquis de Lafayette, Bernardo de Gálvez, Baron Frederick von Steuben
- winter at Valley Forge
- Benedict Arnold
- naval battles and John Paul Jones
- espionage and Nathan Hale
- Cornwallis's surrender at Yorktown

What Students Need to Learn

- creation of state constitutions
- effects of early abolitionists on the development of state governments
- successes and failures of the Articles of Confederation, America's first national government
- causes and effects of Shays's Rebellion
- debates and compromises that occurred during the Constitutional Convention of 1787:
 - federal system
 - Great Compromise
 - Three-Fifths Compromise
- ideas of key figures of the Constitutional Convention, including John Adams, Benjamin Franklin, Alexander Hamilton, James Madison, William Patterson, Roger Sherman, George Washington, and James Wilson
- key principles and political ideals contained in the U.S. Constitution
 - Commerce Clause

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While this unit does not focus on slavery, it does mention slavery in relation to the early governments of the United States. Discussing slavery with students can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 5 are the following:

- State constitutions embodied democratic principles such as limited government, freedom of speech, and freedom of religion. Many state governments also passed laws to abolish slavery.
- The Articles of Confederation created America's first national government, which lacked power and was largely ineffective.
- National leaders such as James Madison and Alexander Hamilton persuaded Congress to call the Constitutional Convention in 1787 to improve and strengthen the national government.
- Through a series of compromises, delegates to the Constitutional Convention created a brand-new plan of national government: the U.S. Constitution.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Student Component

Founding a New Nation Student Reader—two chapters

Teacher Components

Founding a New Nation Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Founding a New Nation* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, primary source analysis, literature connections, and virtual field trips, designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 43.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Founding a New Nation Timeline Card Slide Deck—five individual images depicting significant events and individuals related to early U.S. state and national governments. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1777



Chapter 1

1786



Chapter 1

1787



Chapter 1

1781

The Articles of Confederation	
Powers of the States	Powers of Congress
• Enforce state laws • Regulate trade • Impose taxes • Issue justice	• Declare and wage war • Negotiate treaties • Ask the states for money and soldiers for the army and navy • Borrow and mint money • Resolve differences between the states • Oversee relations with Native Americans

Chapter 1

1787



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 5 Timeline Cards are in chronological order, as are the chapters that are referenced. Each chapter discusses the development of state and national governments in the United States in the late 1700s—a process that generally occurred in a chronological sequence.

Understanding References to Time in the *Founding a New Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Articles of Confederation were debated by each state between the years of 1777 and 1781, whereas the Constitutional Convention convened in May 1787.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)

5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Founding a New Nation* unit is one of six history and geography units in the Grade 6 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty days has been allocated to the *Founding a New Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore,

while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 6 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for you to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	What were the strengths and weaknesses of the Articles of Confederation?
2	Why is the Constitution considered a document of compromises?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	provision, assemble, conscience, abolitionist, infringe, compliance, amend
2	federal, compromise, “bicameral system,” import, precedence

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 56–59. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. Boston: Mariner Books, 2003.

Haesly, Richard, ed. *The Constitutional Convention*. New York: Greenhaven Press, 2001.

Hoena, Blake. *Shays' Rebellion*. Illustrated by Eduardo Garcia. Mankato, MN: Capstone Press, 2021.

Levinson, Cynthia, and Sanford Levinson. *Fault Lines in the Constitution: The Framers, Their Fights, and the Flaws That Affect Us Today*. Atlanta: Peachtree, 2019.

Sonneborn, Liz. *The Articles of Confederation*. Documenting U.S. History. New York: Heinemann, 2012.

Willen, Janet, and Marjorie Gann. *Speak a Word for Freedom: Women Against Slavery*. Toronto: Tundra Books, 2015.

FOUNDING A NEW NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;

NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Founding a New Nation

"Early Challenges and the Articles of Confederation" Core Lesson (TG & SR, Chapter 1)	"Early Challenges and the Articles of Confederation" Core Lesson (TG & SR, Chapter 1)	"Primary Source: From the Articles of Confederation (1777)" and "Primary Source: From the Virginia Statute for Religious Freedom (1786)" (TG & SR, Chapter 1, AP 1.2)	 "PRIMARY SOURCE ACTIVITY: 'What Is an American?' <i>Letters from an American Farmer</i> , Letter III (1782)" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)	 "PRIMARY SOURCE ACTIVITY: The Memorial of the Presbytery of Hanover (1776)" (TG, Chapter 1 Additional Activities, NFE 2, AP 1.2)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Founding a New Nation

 "PRIMARY SOURCE ACTIVITY: Thomas Jefferson's <i>Notes on the State of Virginia</i> (1785)" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.2)	"PRIMARY SOURCE ACTIVITY: Articles of Confederation" (TG, Chapter 1 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Articles of Confederation" (TG, Chapter 1 Additional Activities)	 "PRIMARY SOURCE ACTIVITY: The Northwest Ordinance" (TG, Chapter 1 Additional Activities, NFE 4, AP 1.2)	Chapter 1 Assessment
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Founding a New Nation

"The Constitutional Convention" Core Lesson (TG & SR, Chapter 2)	"The Constitutional Convention" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)	"Primary Source: From Benjamin Banneker's Letter to Thomas Jefferson, August 19, 1791" and "Primary Source: Excerpt from Benjamin Franklin's Speech in Convention, September 17, 1787" (TG & SR, Chapter 2, AP 1.2)	"James Madison on the Constitutional Convention" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)	"Hamilton's Plan of Government" (TG, Chapter 2 Additional Activities, NFE 2, AP 1.2)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Founding a New Nation

"Analyzing the Great Compromise" (TG, Chapter 2 Additional Activities)	"Analyzing the Great Compromise" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 5 Performance Task Assessment	Unit 5 Performance Task Assessment
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FOUNDING A NEW NATION PACING GUIDE

_____ 's Class

(A total of twenty days has been allocated to the *Founding a New Nation* unit in order to complete all Grade 6 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Founding a New Nation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Founding a New Nation

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Founding a New Nation

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Founding a New Nation

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CHAPTER 1

TOPIC: Early Challenges and the Articles of Confederation

The Framing Question: What were the strengths and weaknesses of the Articles of Confederation?

Primary Focus Objectives

- ✓ Describe the development of various state constitutions and the effects of abolitionists on the development of state government. **(6.12.b)**
- ✓ Explain the purpose and importance of the Articles of Confederation. **(6.12.a)**
- ✓ Identify the strengths and weaknesses of the Articles of Confederation. **(6.12.c)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *provision, assemble, conscience, abolitionist, infringe, compliance, and amend.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Early Challenges and the Articles of Confederation”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

provision, n. an item in a legal document that states a condition or requirement (2)

Example: The seller inserted a provision into the contract to guarantee timely delivery.

Variations: provisions

assemble, v. to gather together (4)

Example: The team will assemble this afternoon for a special meeting.

Variations: assembles, assembling, assembled, assembly (n.)

conscience, n. a sense or belief a person has that a certain action is right or wrong (5)

Example: My conscience has been bothering me ever since I was mean to my sister.

Variations: consciences, conscientious (adj.), conscientiously (adv.)

abolitionist, n. a person who worked to end slavery during the 1700s and 1800s (6)

Example: The abolitionist worked tirelessly to end slavery once and for all.

Variations: abolitionists, abolition (n.), abolish (v.)

infringe, v. to intrude on someone's rights or possessions (6)

Example: When you storm into my room unannounced, you infringe on my privacy.

Variations: infringes, infringing, infringed, infringement (n.)

compliance, n. the act of doing what is expected or what is ordered by law (8)

Example: The principal expects students to give full compliance to all school rules.

Variations: comply (v.), compliant (adj.)

amend, v. to change or add to a law or document (8)

Example: The school board voted to amend the number of days students must attend school each year.

Variations: amends, amending, amended, amendment (n.)

THE CORE LESSON 35 MIN

Introduce *Founding a New Nation* Student Reader

5 MIN

Distribute copies of the *Founding a New Nation* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents

and various illustrations; record this information in a list on the board or chart paper. Students will likely mention concepts related to state constitutions and the Articles of Confederation, the map of the Northwest Territory, and illustrations of various historical people and events.

Introduce “Early Challenges and the Articles of Confederation”

5 MIN

Remind students that after issuing the Declaration of Independence, the thirteen colonies considered themselves an independent nation: the United States of America. Now, the people had to form independent governments—one for each state and one national government for the country as a whole. In this chapter, students will read about that process.

Call students’ attention to the Framing Question. Tell students to look for examples of and information about the strengths and weaknesses of the Articles of Confederation.

Guided Reading Supports for “Early Challenges and the Articles of Confederation”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Constitutions for the States” and “Elizabeth Freeman and the Freedom Trials,” pages 2–6

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section “Constitutions for the States” on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *provision* and *assemble*, and explain their meanings. Explain that legislative bodies are sometimes referred to as *assemblies*.

SUPPORT—Call attention to the first sentence in this section, and ask students to recall in which year the Declaration of Independence was written. (1776) **(6.7.a)**

SUPPORT—Massachusetts was the last of the thirteen states to draft a written constitution. Massachusetts’s state constitution was adopted in 1780.

Note: Students in the Bayou Bridges program may recall reading about and from the Magna Carta in Grade 5, Unit 1, *The Medieval World*.

Invite a volunteer to read the next paragraph of the section “Constitutions for the States” on pages 4–5 aloud.

CORE VOCABULARY—Point out the vocabulary term *conscience*, and explain its meaning.



SUPPORT—Explain to students that in addition to protections against the government telling people which religion to follow, the concept of religious freedom also means that government cannot compel people to follow any religion. People are free to believe or not believe, to follow any religion or no religion.

Invite volunteers to read the remainder of the section “Constitutions for the States” on page 6 aloud.

SUPPORT—One provision of Pennsylvania’s Gradual Abolition Act of 1780 established that enslaved people born in Pennsylvania after the law’s passage were to receive their freedom upon their twenty-eighth birthday.

TURN AND TALK—Ask students to think about why most northern states did not abolish slavery outright and why no southern states did so. As time allows, invite a few students to share what they discussed with their partner. (6.1, 6.2, 6.3)

Invite volunteers to read the sidebar “Elizabeth Freeman and the Freedom Trials” on page 5 aloud.

SUPPORT—After gaining her freedom, Elizabeth Freeman worked as a paid domestic servant in the home of Theodore Sedgwick. She eventually bought and moved into her own home, working as a nurse and midwife. Freeman died in 1829 and was buried in the Sedgwick family cemetery.

Note: For more about the life of Elizabeth Freeman, see the Core Knowledge Voices in History™ biography *Elizabeth Freeman: Fighting for Freedom*, by Nancy Churnin.

After the volunteers read the text, ask the following questions:

LITERAL—How did early state constitutions limit the power of state governments? (6.12.b)

- » Early state constitutions said that the government could not search a person’s home or imprison someone without good reason, keep a person in jail without a trial, take away a person’s right to trial by jury, or stop people from assembling peaceably or asking the government to do something.

LITERAL—What was the name of the document that limited the rights of British monarchs? (6.12.b)

- » The rights of British monarchs were limited by the Magna Carta.



LITERAL—What is freedom of speech? (6.12)

- » Freedom of speech means that people are free to speak their minds and criticize the government without fear of being arrested.



EVALUATIVE—How is the idea of freedom of religion related to the idea of freedom of conscience? (6.2, 6.12)

- » Both freedom of religion and freedom of conscience assert that the government cannot tell people what they should believe.

LITERAL—Who was Elizabeth Freeman? (6.12.b)

- » Elizabeth Freeman was an enslaved woman in Massachusetts.

EVALUATIVE—How did Elizabeth Freeman use the Massachusetts constitution to gain her freedom? (6.7.c, 6.12.b)

- » The Massachusetts constitution says that “all men are born free and equal.” Freeman successfully sued Massachusetts for her freedom on the grounds that the state constitution declared her both free and equal from birth.

“Figuring Out How to Govern a Nation,” pages 6–7

Scaffold understanding as follows:

Have students read the section on pages 6–7 independently.

CORE VOCABULARY—Point out the vocabulary term *infringe*, and explain its meaning.

SUPPORT—Refer back to the illustration and caption on pages 2–3, and ask students to identify when the Second Continental Congress first convened. (*May 1775*) Ask students if the Revolutionary War had ended by then. (*No, it had just begun.*) Emphasize to students that years of British rule had convinced most Americans not to place too much power in the hands of the national government. At first, most Americans *wanted* a weak national government. (6.1, 6.2, 6.3)

After students read the text, ask the following questions:

LITERAL—What was one task taken on by the delegates to the Second Continental Congress? (6.12.a)

- » Delegates were attempting to create a plan for a central U.S. government.

EVALUATIVE—How did America’s relationship with Britain affect the work of the Second Continental Congress? (6.7.c, 6.12.a)

- » Delegates’ experience with Parliament and monarchs and their unfair rules and policies led them to believe that a strong national government would infringe on individual rights and liberties.

LITERAL—What were the two principles that delegates to the Second Continental Congress strongly believed in? (6.12.a)

- » Delegates to the Second Continental Congress strongly believed in self-rule and government by consent.

“The Articles of Confederation,” pages 7–8

Scaffold understanding as follows:

Read the section on pages 7–8 aloud.

SUPPORT—Point out the definition of the word *confederation* in the first paragraph. Emphasize that members of a confederation come together for a common purpose but retain their independence, or self-rule.



SUPPORT—Call attention to the chart of powers under the Articles on page 8, and ask: Under the Articles, did Congress have the power to create an income tax? (*No, only states could impose taxes.*) Under the Articles, was trade regulated by the national government or state governments? (*state governments*) Under the Articles, could the state of Virginia declare war on Great Britain? (*No, only the national government could declare war.*) (6.12.a, 6.12.c)

After reading the text, ask the following questions:



LITERAL—What was the name of the first plan of central government created by the Second Continental Congress? (6.12.a)

- » The first plan of central government created by the Second Continental Congress was the Articles of Confederation.

EVALUATIVE—What were two ways the Articles of Confederation differed from state constitutions? (6.7.b, 6.12.a)

- » Unlike in individual states, the people did not elect members of the national legislature (Congress). Instead, members of Congress were appointed by the states. In addition, the Articles gave Congress very little power, while state constitutions gave legislatures a great deal of power.

LITERAL—Under the Articles of Confederation, how could the national government pass a law? How could the national government enforce the law? (6.7.b, 6.12.a)

- » Under the Articles, Congress could pass a law only with the approval of nine out of thirteen states. However, even if Congress passed a law, it had no way to enforce it.

INFERENTIAL—Why do you think Americans wanted a national government like the one created by the Articles of Confederation? (6.7.c, 6.12.a)

- » Americans had just fought a war to rid themselves of a tyrannical king. They did not want to create a strong national government that could take away their rights like the British government had done. Therefore, they created a weak national government in the Articles.

“Too Little Power” and “Another Revolt,” pages 8–11

Scaffold understanding as follows:

Have students read the section “Too Little Power” on pages 8–11 with a partner.



CORE VOCABULARY—Point out the vocabulary terms *compliance* and *amend*, and explain their meanings. Emphasize that “voluntary compliance” means that states were expected to contribute revenue to the national government “out of the goodness of their hearts.” However, there was no mechanism to force them to contribute or hold them accountable if they didn’t. Make sure students understand that the Articles of Confederation made it nearly impossible for Congress to raise money to pay its debts or to finance an army because it had to ask the states for money and soldiers, and the states were not required to supply either of these to a national government.

SUPPORT—In 1781, Rhode Island refused to amend the Articles to allow Congress to impose taxes. In 1786, New York refused.

SUPPORT—Ask students to examine the illustration of Shays’s Rebellion on page 9. Explain that the rebels were mostly Massachusetts farmers who had fought in the Revolutionary War. They had been paid little for their participation in the war, and a postwar economic depression made it hard for them to pay their bills. This led officials to seize their lands and jail them. Angered by this treatment, the farmers staged a revolt. Led by former soldier Daniel Shays, they forced Massachusetts courts to close in 1786 to stop judges from taking farmers’ lands. In January 1787, Shays led more than one thousand supporters toward the federal arsenal in Springfield to seize guns and ammunition. The state militia halted the rebellion, killing two farmers and wounding twenty in the conflict. Shays and his followers fled, but the rebellion exposed great weaknesses in the Articles of Confederation.

SUPPORT—Point out to students that, in addition to its failure to create a true executive branch of government, the Articles of Confederation also did not create a national judiciary (court system).

Invite a volunteer to read the sidebar “Another Revolt” on page 10 aloud.

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did the national government need to raise money after the Revolutionary War ended? How did the Articles of Confederation prevent the government from doing so? (6.7.c, 6.12.c)

- » During the war, the Continental Congress had borrowed from other countries to finance the war. When the war ended, the government had to pay the money back. But the Articles did not allow Congress to impose taxes to raise the revenue it needed to pay its debts.

LITERAL—What had to happen in order to amend, or change, any part of the Articles of Confederation? (6.12.c)

- » To amend the Articles, all thirteen states had to agree.

LITERAL—Why did the participants in Shays’s Rebellion revolt against the American government? (6.12.c)

- » The participants in Shays’s Rebellion revolted against the American government because they disagreed with the taxes and economic conditions imposed on them by the government.

EVALUATIVE—How did Shays’s Rebellion and the Philadelphia Mutiny affect Americans’ opinions of the Articles of Confederation? (6.7.c, 6.12.c)

- » These rebellions persuaded Americans that the national government did not have the power to defend the nation in case of attack.

LITERAL—Under the Articles of Confederation, who ran the national government? (6.12.c)

- » No one ran the national government under the Articles. Each year, Congress elected one of its members to be president of Congress, but this was not the same as being the head of the entire national government.

“The Northwest Ordinances,” pages 11–13

Scaffold understanding as follows:

Invite volunteers to read the section on pages 11–13 aloud.

SUPPORT—Explain to students that an *ordinance* is a law. The term *Northwest Ordinances* refers to a series of three laws passed by Congress to establish the procedures for governing and settling the Northwest

Territory. The Ordinance of 1784 created districts and described the process for becoming a state. The Ordinance of 1785 created townships, described the surveying process, and set up a process allowing settlers to purchase land. The Northwest Ordinance of 1787, the most important of the three, revised and detailed the process for becoming a state and banned slavery in the Northwest Territory.

SUPPORT—Because the Articles of Confederation did not allow the national government to levy taxes, Congress raised revenue by selling land in the Northwest Territory to help pay the debts incurred during the Revolutionary War.



SUPPORT—Call attention to the map of the Northwest Territory on page 11. Ask: Why is this region called the Northwest Territory? (*Because it was northwest of most of the existing states.*) Which rivers served as borders to the Northwest Territory? (*the Ohio and Mississippi Rivers*) Which foreign nations had claims that bordered the Northwest Territory? (*Britain and Spain*) Which of the Great Lakes in the Northwest Territory lies entirely north of 45° latitude? (*Lake Superior*) **(6.4, 6.5, 6.12.a, 6.12.c)**

SUPPORT—A clause in the Northwest Ordinance read, “There shall be neither slavery nor involuntary servitude in the said territory.” This statement was the first attempt by the national government to prevent the spread of slavery in the United States.

SUPPORT—Draw students’ attention to the timeline on page 13. How much time passed between the Declaration of Independence and the ratification of the Articles of Confederation? (*five years*) How long were the Articles of Confederation in effect? (*seven years*)

After the volunteers read the text, ask the following questions:

LITERAL—How many years passed between the adoption of the Articles of Confederation and the ratification of the U.S. Constitution? **(6.1, 6.2, 6.12)**

- » Eleven years passed between the dates these documents were adopted and ratified (1777 and 1788).

EVALUATIVE—What was unusual about the way the U.S. government treated the Northwest Territory, compared to the way other countries treated their territories? **(6.1, 6.2, 6.7.b, 6.12.a)**

- » Other countries usually treated their territories as colonies. The United States created a way for its territories to become states—equal to all other states in the Union.

LITERAL—How many people needed to live in a territory before the people there could apply to become a state? **(6.1, 6.2, 6.12.a)**

- » Sixty thousand people needed to live in a territory before the people there could apply to become a state.

LITERAL—How did the Northwest Ordinances address the issue of slavery? (6.1, 6.2, 6.12.a)

- » The Northwest Ordinances prohibited slavery anywhere in the Northwest Territory.

LITERAL—Name five states that were created from the Northwest Territory. (6.1, 6.2, 6.5, 6.12.a)

- » Ohio, Indiana, Illinois, Michigan, and Wisconsin were created from the Northwest Territory.

Primary Source Feature: “From the Articles of Confederation (1777),” page 14

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 14.

Introduce the source by reviewing what students have read about the Articles of Confederation.

Read the text aloud while students follow along.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

sovereignty, n. freedom from outside control

coin, v. to create money

SUPPORT—Remind students that the Articles were written at a time when the leaders of the new country of the United States were very worried about one powerful leader having too much influence over foreign and domestic policy.

TURN AND TALK—Ask students to work with a partner to paraphrase one of the Articles. As time allows, ask pairs to share their paraphrases with the class.

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—How many states needed to agree in order for Congress to enter into a treaty? (6.6.a, 6.12.a, 6.12.c)

- » Nine states needed to agree for Congress to enter into a treaty.

Activity Page



AP 1.2

LITERAL—Which Article explains how many states needed to agree in order for the Articles of Confederation to be changed? How many was it? (6.6.a, 6.12.a, 6.12.c)

- » Article XIII explains that every state, thirteen at the time, needed to agree to changes.

EVALUATIVE—Which words in the Articles of Confederation support the claim that the writers were hoping to create a new government that was extremely different from the British monarchy? (6.6.a, 6.7.a, 6.12.a, 6.12.c)

- » The Articles of Confederation uses words such as *sovereignty*, *freedom*, *independence*, *power*, *right*, *appointed*, and “never engage in . . . unless nine states agree.”

Primary Source Feature: “From the Virginia Statute for Religious Freedom (1786),” page 15

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 15.

Review what students have read about the new state constitutions and freedom of religion. Remind students that Thomas Jefferson was the author of Virginia’s Statute for Religious Freedom, from which this excerpt was taken.

Invite a volunteer to read the italicized introductory text aloud.

SUPPORT—Baptists and Presbyterians are two major denominations, or branches, of Protestant Christianity. Along with Roman Catholicism and Eastern Orthodoxy, Protestantism is one of the three largest groups within the religion of Christianity. The term *Protestant* comes from *protest*: the Protestant Reformation that began with Martin Luther in 1517 CE played a key role in the development of the North American colonies and the eventual United States. Students in the Bayou Bridges program may recall reading about Martin Luther and the Protestant Reformation in Grade 5, Unit 5, *Renaissance and Reformation*.

Read the statute aloud while students follow along.

SUPPORT—The General Assembly was the name of the Virginia state legislature.

SUPPORT—Explain the meaning of the following terms as they are encountered in the text:

burthened, adj. an archaic spelling of the word *burdened*

profess, v. to state or claim something

“in no wise” (phrase) “by no means” or “in no way”

irrevocable, adj. not able to be changed or taken away

natural rights, n. rights that people are born with and that cannot be taken away by the government

SUPPORT—Tell students that the phrase “natural rights” came from the work of English philosopher John Locke (1632–1704). Locke believed that human beings were free and equal and had the right to create and direct the governments that ruled them. For Locke, government was a trust, established by a social contract. Under the terms of this social contract, it was the government’s job to protect people’s natural rights. If the government violated the people’s trust, if it failed to protect their natural rights, the people had a right—even a duty—to change the government. The writers of the Declaration of Independence were also influenced by Locke’s ideas, as evidenced in the phrase “that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

SUPPORT—Tell students that this law ended religious qualifications for office and for voting. Ask students which passage points directly to this protection. (“*that the same shall in no wise diminish, enlarge or affect their civil capacities*”) (6.7.a)

TURN AND TALK—Ask students to work with a partner to paraphrase the statute. As time allows, ask pairs to share their paraphrases with the class.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—Who was the author of the Virginia Statute for Religious Freedom? (6.6.a, 6.12.c)

» Thomas Jefferson wrote the Virginia Statute for Religious Freedom.

LITERAL—What does the Virginia Statute for Religious Freedom say about government’s role in religion? (6.6.a, 6.12.c)

» The statute says that government should have no role in religion. People should be free to worship—or not worship—as they choose. The government should not force anyone to believe any particular religious teaching.

EVALUATIVE—Why does the author say that the government cannot legitimately take away an individual’s freedom of religion? (6.6.a, 6.6.b)

» According to the author, the government cannot take away an individual’s freedom of religion because this freedom is one of “the natural rights of mankind.”

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (6.1, 6.2, 6.3)
- Review and discuss the Framing Question: “What were the strengths and weaknesses of the Articles of Confederation?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the strengths and weaknesses of the Articles of Confederation?”
 - » Key points students should cite include: strengths—allowed the country to organize the Northwest Territory, created a means by which new states could join the Union; weaknesses—national government could not levy taxes, national government could not enforce laws, all states had to agree to amend the document, laws needed approval from nine of the thirteen states, national government lacked an executive branch.
- Choose one of the Core Vocabulary words (*provision, assemble, conscience, abolitionist, infringe, compliance, or amend*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Constitutional Convention

The Framing Question: Why is the Constitution considered a document of compromises?

Primary Focus Objectives

- ✓ Evaluate the major issues debated and compromises made at the Constitutional Convention. **(6.12.d)**
- ✓ Explain how the ideas of leading figures and Founding Fathers contributed to the Constitutional Convention. **(6.12.e)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *federal*, *compromise*, “bicameral system,” *import*, and *precedence*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Constitutional Convention”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

federal, adj. relating to a system of government in which the national government shares power with other levels of government, such as the states; can also refer to national government (22)

Example: The United States has a federal government containing many separate yet connected parts that work together.

Variations: federalism (n.), federalist (n.)

compromise, n. an agreement reached when each side gives up some of what it wants to end a disagreement (22)

Example: The buyer and seller reached a compromise on the price of the truck.

Variations: compromises, compromise (v.)

“bicameral system” (phrase) a type of organization in which two related parts work together (22)

Example: The U.S. Congress is a bicameral system consisting of the Senate and the House of Representatives.

import, v. to bring goods into one country from another (24)

Example: How much coffee does the United States import from Brazil each year?

Variations: imports, importing, imported, import (n.), imported (adj.)

precedence, n. priority, or first importance (26)

Example: I believe that kindness takes precedence over intelligence.

Variations: precedent (n.), precede (v.)

THE CORE LESSON 35 MIN

Introduce “The Constitutional Convention”

5 MIN

Review what students read in the previous chapter, particularly about the weaknesses of the Articles of Confederation. Explain that in 1787, delegates from all but one of the thirteen states met in Philadelphia to discuss ways to improve or strengthen the Articles—but events did not go the way some delegates intended. Instead, leaders such as James Madison, George Washington, and Alexander Hamilton wanted to create an entirely new plan of national government.

Call students’ attention to the Framing Question. Tell students to look for details that explain why the Constitution is considered a document of compromises.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“To Amend or Replace?” pages 16–17

Scaffold understanding as follows:

Read the section on pages 16–17 aloud.

SUPPORT—Point out the word *scrap* in the last paragraph of the section. Explain that *scrap* as used in the text means to throw out or to get rid of.

 **SUPPORT**—Draw students’ attention to the portrait of James Madison on page 18. Explain that Madison (1751–1836), often called the “Father of the Constitution,” played a key role at the Constitutional Convention of 1787. He also kept detailed notes of the debates that occurred at the convention, providing the best record of what occurred there. Along with Alexander Hamilton and John Jay, Madison was also a major contributor to the *Federalist Papers*, a series of essays on the proposed new Constitution. (Students will read about and from the *Federalist Papers* in Unit 6.) After the Constitution was ratified, he became a key leader in the new national government, serving as secretary of state under President Thomas Jefferson. In 1808, Madison became the fourth U.S. president.

After reading the text, ask the following questions:

LITERAL—What role did James Madison play in the Congress under the Articles of Confederation? (6.12.e)

» Madison served as one of Virginia’s delegates to Congress.

LITERAL—What was James Madison’s opinion of the Articles of Confederation? (6.12.d, 6.12.e)

» Madison believed the Articles needed to be replaced by a new plan for government.

“Alexander Hamilton,” pages 18–19

Scaffold understanding as follows:

Invite volunteers to read the section on pages 18–19 aloud.

 **SUPPORT**—Direct students to the portrait of Alexander Hamilton on page 18. Explain that in addition to being a delegate to the Constitutional Convention, Hamilton (ca. 1755–1804) served in the Revolutionary War and was a primary author of the *Federalist Papers*. As George Washington’s

secretary of the treasury, his financial policies and view that the federal government should play a strong role in the economy would come into conflict with both Thomas Jefferson and James Madison.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How was Alexander Hamilton’s view of the Articles of Confederation similar to James Madison’s view? Which other national leader agreed with Hamilton and Madison? **(6.7.b, 6.12.d, 6.12.e)**

- » Like Madison, Hamilton thought the Articles needed to be replaced by a new plan with a stronger central government. George Washington agreed with Hamilton and Madison.

EVALUATIVE—Why did George Washington fear that if the Articles of Confederation remained, Americans would start believing the country would be better off with a monarch? **(6.7.c, 6.12.e)**

- » Washington was afraid that people would become so frustrated with the ineffective national government that they might wish to be ruled by a monarch.

LITERAL—According to Congress, what was the purpose of the Constitutional Convention? What did Hamilton and Madison think the real purpose of the convention was? **(6.7.b, 6.12.d, 6.12.e)**

- » According to Congress, the purpose of the convention was to recommend changes for improving the Articles of Confederation. For Hamilton and Madison, however, the real purpose was to replace the Articles with an entirely new constitution.

“Madison’s Ideas,” page 19

Scaffold understanding as follows:

Have students read the section on page 19 independently.



SUPPORT—Take time to discuss the ideas of power and authority. The challenge at the Constitutional Convention was to create a government that had power and authority, but in the right measure. Help students understand the difference between power (the ability to influence others) and authority (the right to influence others) by sharing examples. Teachers have power and authority—they have the right to make rules for their classrooms and the power to enforce them. A bully has power but no authority. Bullies can pressure someone into doing something, but they do not have the right to do so. Similarly, crossing guards have the power and authority to direct traffic. A bank robber, though, has the power to steal from the bank but not the right or authority to do so. Invite students to discuss the power and authority of the national government under the Articles of Confederation. *(Students may say that the government had little*

power and little authority.) (6.12)



SUPPORT—Point out the phrase “republican government” in the last paragraph of the section. Note that the word *republican* here refers to a type of government, not a specific political party. Explain that under a republican government, the people elect representatives to speak for them, or to represent their interests in a lawmaking body.

SUPPORT—Explain that European leaders did not expect the United States to last, in part because of the United States’ republican government. They had a hard time believing that ordinary people could govern themselves. Historically, democracies and republics had tended to be unstable. Have students discuss why Europeans had these views. (*Some students may say that Europeans were used to being led by royalty and had low opinions of common people.*) (6.2)

After students read the text, ask the following questions:

LITERAL—Where did James Madison get some of his ideas about what the new constitution should look like? (6.12.e)

- » Madison read books about the history of ancient Greece and Rome and studied the writings of important thinkers on government and politics.

EVALUATIVE—How much power did James Madison think the national government should have? (6.12.e)

- » Madison wanted to create a government with enough power to act but not so much power that it would threaten the people’s liberties.

“The Constitutional Convention,” pages 19–20

Scaffold understanding as follows:

Read the section on pages 19–20 aloud.

SUPPORT—Explain to students that George Washington was chosen to chair the Constitutional Convention because Americans deeply respected him for the role he played in the American Revolution.

SUPPORT—Help students understand that secrecy had at least two effects on the delegates. One was that it made it possible for convention delegates to express their ideas freely or change their minds without facing public disapproval. If the proceedings were held in secret, the delegates would not have to worry about criticism from newspapers or citizens. Seen another way, this also allowed the delegates to the convention the ability to shut out other points of view or perspectives. The proceedings inside the convention were not democratic. Instead, the convention would present its final plan to the people and say, “This is the result of our best efforts. Now it is for you, the people, to say yes or no.”

In an era when there was no cable television or social media, this was no doubt much easier to do.

SUPPORT—The fifty-five delegates to the convention represented all regions of the nation. Almost all of the delegates had previous political experience, either as members of the Continental Congress or as colonial or state governors. Eight had signed the Declaration of Independence, and most had served in the Revolutionary War in some capacity. The delegates practiced a wide range of occupations. For example, thirteen were businessmen, twelve were lawyers, six were land speculators, three were physicians, and two were scientists. Twelve of the delegates were slaveholders. Three delegates were under the age of thirty. One—Benjamin Franklin—was over eighty. However, it is not accurate to say that the delegates represented a true cross section of Americans in the late eighteenth century. They were all prominent and highly educated white men. None were laborers or field hands. The convention included no women, Native Americans, or enslaved people.

After reading the text, ask the following questions:

LITERAL—Who presided over the Constitutional Convention of 1787? (6.12.e)

» George Washington presided over the Constitutional Convention.

EVALUATIVE—How do historians know what happened during the meetings of the Constitutional Convention, considering they were held in secret? (6.12.e)

» James Madison and other delegates took notes about what happened at the convention.

INFERENTIAL—No women were invited to the Constitutional Convention. Why do you think that is? (6.12.e)

» Possible answer: Women did not have much political power in the late 1700s and were therefore not invited to participate in the convention.

“The Virginia Plan,” pages 20–22

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 20.

TURN AND TALK—Ask students to discuss as a class the question posed at the end of the second paragraph: *Wasn't this precisely what the American Revolution had been about? Was the purpose of the Revolution to create a weak national government, or was the Revolution about something else? Could the ideals of the Revolution be achieved with a weak national government?* (6.1, 6.2, 6.7.a, 6.7.b, 6.7.d)

Invite volunteers to read the final two paragraphs of the section on pages 20–22.



CORE VOCABULARY—Point out the vocabulary term *federal*, and explain its meaning.

SUPPORT—Both the Virginia and New Jersey Plans called for a federal system with three branches of government: legislative, executive, and judicial. The Virginia Plan proposed a bicameral legislature with the power to tax, regulate trade, and veto state laws. Voters would elect members to the lower house of the legislature; lower house members would choose members of the upper house. In both houses, the number of representatives would be proportional to the population of each state. The New Jersey Plan called for a unicameral legislature with each state having a single vote. It also gave Congress the powers to tax and regulate trade and the authority to elect an executive branch consisting of more than one person.

SUPPORT—Point out the chart on page 20 that details the Virginia Plan and the New Jersey Plan. Have students compare and contrast the two plans for the new federal government. (6.1, 6.7.b, 6.12.d)



SUPPORT—Call attention to the map on page 21. Ask students: Which state had the largest total population in 1790? (*Virginia*) Which state had the largest proportion of enslaved people in 1790? (*South Carolina*) Which states to the east of the 75° longitude line supported the Virginia Plan? (*Connecticut, Rhode Island, Massachusetts, New Hampshire*) (6.4, 6.5, 6.6, 6.7)



SUPPORT—Read the caption for the map, and explain what a census is and how it is used (i.e., to determine congressional representation). Tell students that the United States conducts a census every ten years. The last one was in 2020, and the next will be in 2030.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did some delegates oppose the Virginia Plan? (6.1, 6.12.d)

- » Some delegates opposed the Virginia Plan because they believed it gave too much power to the central government.

EVALUATIVE—How did William Paterson’s views differ from Edmund Randolph’s views? (6.12.d, 6.12.e)

- » Paterson wanted to amend the Articles of Confederation. Randolph wanted to replace them.



LITERAL—What is a federal system of government? (6.1, 6.12.d)

- » In a federal system of government, some powers are held by the national government, some by state governments, and some by both.

"A Document of Compromises," pages 22–24

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of the section on page 22 aloud.

CORE VOCABULARY—Point out the vocabulary terms *compromise* and "bicameral system," and explain their meanings. Point out to students the prefix *bi-* in the word *bicameral*, and explain that it means two. For example, a *bicycle* has two wheels, and a *bilingual* person speaks two languages.

SUPPORT—Explain that the word *chamber* in paragraph 3 refers to a legislative or judicial body (or the room in which such a group meets). The root word *cameral* (as in *bicameral*) relates to a legislative or judicial chamber.

Invite volunteers to read the next three paragraphs of the section on pages 22–23.



SUPPORT—Call students' attention to the illustration on page 23, and read the caption aloud. Make sure students can name the two houses of Congress created under the Connecticut Compromise. (*the U.S. House of Representatives and the U.S. Senate*) (6.12.d)

SUPPORT—As volunteers read this section, make a bulleted list of the points in the Connecticut Compromise, aka the Great Compromise, on the board or chart paper.

SUPPORT—In addition to formulating the Connecticut Compromise, Roger Sherman (1721–93) was a signatory to the Declaration of Independence and helped draft the Articles of Confederation. He later served as both a U.S. representative and a U.S. senator. Ask students how important they think Roger Sherman's contribution to the Constitutional Convention was. (*Some students may say his was the most important contribution of all, as it broke a stalemate on one of the most fundamental issues to be decided.*) (6.12.e)

Invite volunteers to read the remainder of the section on pages 23–24.

SUPPORT—Explain that northern states wanted to end slavery, but they knew that several southern states would walk out of the convention if they tried to do so. Therefore, northern delegates did not propose abolition.

CORE VOCABULARY—Point out the vocabulary term *import*, and explain its meaning.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How did the legislature proposed at the Constitutional Convention differ from the one created by the Articles of Confederation? (6.1, 6.2, 6.3, 6.12.d, 6.12.e)

- » Under the Articles, Congress was a unicameral system, members were appointed by the states, and each state had only one vote. In contrast, the legislature proposed by the convention was a bicameral system. In the lower house, membership for each state would be proportional to state population; in the upper house, each state would have equal representation. The legislature proposed by the convention also had much more power than the one created by the Articles.



LITERAL—What was the Three-Fifths Compromise? (6.12.d, 6.12.e)

- » Under the Three-Fifths Compromise, when calculating each state's population to determine the number of representatives each state should have in the House, five enslaved workers would count as three free white persons.

EVALUATIVE—Why did Georgia and South Carolina threaten to walk out of the convention? (6.12.d)

- » Georgia and South Carolina threatened to walk out of the convention if delegates tried to end the slave trade and make importing enslaved people illegal.

EVALUATIVE—Why did northern states agree to make compromises with southern states about issues surrounding slavery? (6.12.d, 6.12.e)

- » Northern states agreed to these compromises to prevent the southern states from leaving the convention, which would have resulted in no new constitution and no new government.

"The Abolition Movement," page 24

Scaffold understanding as follows:

Have students read the sidebar on page 24 independently.

SUPPORT—Remind students that they read an excerpt from Olaudah Equiano's autobiography—his description of the Middle Passage—in Unit 2, *Colonial America*. Explain to students that Olaudah Equiano's autobiography was published in 1789, and it was the first book of its type to receive worldwide acclaim. It was published in English, Russian, German, and Dutch editions.

SUPPORT—Explain to students that Benjamin Banneker wrote to Thomas Jefferson when Jefferson held the job of U.S. secretary of state. He included an almanac he had written as well. Jefferson responded to Banneker by saying that he greatly respected the work in the almanac and actually sent it to the secretary of the Academy of sciences in Paris. Students will read an excerpt from Banneker’s correspondence with Jefferson at the end of this chapter.

Note: Students in the Bayou Bridges program will read more about Banneker in Grade 7. They can also learn more about his life and correspondence with Jefferson by reading the Core Knowledge Voices in History™ biography *Benjamin Banneker: A Colonial Genius Shining in the Darkness*, by Dionna L. Mann.

After students read the text, ask the following questions:

LITERAL—What effect did Equiano’s book have on the abolition movement? **(6.12.b)**

» The book helped grow support for abolition worldwide.

INFERENTIAL—Why might Banneker have specifically decided to write to Thomas Jefferson? **(6.12.b)**

» Possible answer: Thomas Jefferson was known for writing the Declaration of Independence, which declared all men equal. Banneker wanted action toward that ideal for all races to be equal as new governments were being created.

“The Convention Completes Its Work,” pages 25–26

Scaffold understanding as follows:

Read the section on pages 25–26 aloud.

SUPPORT—Students may be surprised to learn that there was some debate at the convention over the number of presidents there should be at one time. Explain that there is historical precedent for dividing executive power among more than one person. For example, two annual consuls with equal powers served as chief executives of ancient Rome throughout its republican period, and the ancient Greek city-state of Sparta was governed by two kings.

After reading the text, ask the following questions:

 **LITERAL**—Under the proposed new Constitution, how long would the term of office be for a member of the House of Representatives? For a senator? **(6.12.d, 6.12.e)**

» Members of the House would serve two-year terms; members of the Senate would serve six-year terms.



LITERAL—How did the amendment process for the new Constitution differ from the amendment process for the Articles of Confederation? (6.1, 6.2, 6.3, 6.12.d, 6.12.e)

- » Under the new Constitution, amendments would require two-thirds of each house of Congress and three-fourths of all states to approve an amendment. Under the Articles, all states had to agree on an amendment.

“A Strong Central Government,” page 26

Scaffold understanding as follows:

Have students read the sidebar on page 26 with a partner.

CORE VOCABULARY—Point out the vocabulary term *precedence*, and explain its meaning.



SUPPORT—Stress to students that although each state has its own constitution, the provisions in state constitutions cannot violate those in the U.S. Constitution. Article VI, Paragraph 2 in the U.S. Constitution, called the Supremacy Clause, establishes that federal law and the federal constitution take precedence over state laws and constitutions. However, state constitutions can include provisions not covered in the U.S. Constitution as long as they do not go against it. For example, the constitutions of Ohio and Oklahoma discuss health care, and the constitutions of Georgia and New York contain provisions about lotteries and bingo. These are not mentioned in the U.S. Constitution. Students will read more about the distribution of federal and state powers in Unit 6.



SUPPORT—Tell students that *commerce* refers to the buying and selling of goods and services. The Commerce Clause of the Constitution gives Congress the power “to regulate commerce with foreign nations, and among the several states, and with the Indian tribes.” Under the Articles of Confederation, the individual states had the power to regulate trade/commerce. (Students will read more about the Commerce Clause in Unit 6.) Ask students why the delegates thought it was important to include the Commerce Clause. (*Without the Commerce Clause, each state would have been able to act independently in dealing with foreign countries and Native Americans. This would have been messy, and it would have created the potential for states to undermine the federal government’s control of foreign policy and Native American policy.*) (6.12.g)

After students read the text, ask the following questions:



LITERAL—Which law is the final authority in the United States: federal law or state law? (6.12.d, 6.12.e)

- » Federal law is the final authority in the United States.

EVALUATIVE—Why did supporters of the Constitution want to allow the federal government to raise taxes, regulate trade, and conduct foreign policy? (6.12.d, 6.12.e, 6.12.g)

- » Supporters of the Constitution argued that these powers were necessary to promote trade, growth, and national security.



INFERENTIAL—Can a state constitution prohibit freedom of religion? Explain. (6.7, 6.12.d, 6.12.e)

- » No, a state constitution cannot prohibit freedom of religion. The U.S. Constitution protects this right, and state constitutions cannot go against the federal constitution.

Primary Source Feature: “From Benjamin Banneker’s Letter to Thomas Jefferson, August, 19, 1791,” page 28

Scaffold understanding as follows:



Background for Teachers: Benjamin Banneker was born in Maryland in 1731 to a father who was formerly enslaved and a mother who was formerly an indentured servant. As an adult, Banneker owned his own farm near Baltimore and became self-educated in astronomy and mathematics. His skills became well-known enough that he was asked to help survey the territory where the nation’s capital would be built. In 1791, Banneker wrote a letter to then secretary of state Thomas Jefferson in which he challenged what he viewed as Jefferson’s hypocrisy on slavery. In this letter, Banneker made a case for abolition, or the end of slavery.

Direct students to the Primary Source Feature on page 28.

Introduce the source by reviewing what students read about Benjamin Banneker. Explain that this source is an excerpt from a letter written by Banneker to then secretary of state Thomas Jefferson.

Read the excerpt aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

tyranny, n. cruel or oppressive power

intreat, v. (archaic spelling of *entreat*) to ask urgently, to plead

fortitude, n. strength to be courageous in difficult circumstances

apprehensions, n. fears or suspicion of the future

abhorrence, n. the state of despising or hating something

SUPPORT—Explain to students that *British Crown* refers to the monarchy. Help students understand that Banneker is comparing the American colonies' relationship of "Servitude" to Britain with the relationship between enslaved people and an enslaver.

TURN AND TALK—Have students paraphrase or summarize Banneker's argument.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What words and phrases does Banneker use to describe the time when the British Crown held power over the American colonies? **(6.6.a, 6.6.b, 6.12.b)**

- » Banneker uses words and phrases such as *tyranny*, *exerted*, *powerful*, "reduce you to a State of Servitude," *dangers*, "aid appeared unavailable," and "hope and fortitude wore the aspect of inability."

EVALUATIVE—How do these words support Banneker's claim that being a colony to Britain was similar to being enslaved? **(6.6.a, 6.12.b)**

- » These words support Banneker's claim because they all have a connotation of power over another in a negative way.

Primary Source Feature: "Excerpt from Benjamin Franklin's Speech in Convention, September 17, 1787," page 29

Scaffold understanding as follows:



Background for Teachers: Benjamin Franklin's contribution to the founding of the United States can hardly be exaggerated. He called on the colonies to unite during the French and Indian War. He served in the Pennsylvania Assembly for many years, helped write and signed the Declaration of Independence, served as a U.S. representative to France during the Revolutionary War, and held an elder statesman's role at the Constitutional Convention. He later headed an abolition society. He was also an accomplished printer and scientist.

Direct students to the Primary Source Feature on page 29.

Invite a volunteer to read the italicized introductory text aloud.

SUPPORT—Remind students that they read about Benjamin Franklin in Unit 4, *The Road to Independence*. He had created the "Join, or Die" cartoon encouraging the colonies to work together in the French and Indian War. He had a long history of service and leadership in the colonies and later the United States.

Invite a volunteer to read the speech aloud.

SUPPORT—The phrase “Builders of Babel” refers to a biblical story. The story describes a single human race that speaks the same language. The people decide to build a tower, at a place later called Babel (or Babylon), that would reach heaven. God saw what the people were doing and “confounded” or confused their speech so that they could no longer understand one another, thus stopping the construction of the tower.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

inevitably, adv. unavoidably; in a way that is certain to happen

confounded, v. mixed up; confused

SUPPORT—Point out the last sentence of the speech. Explain that Franklin is saying, “What is said at the convention stays at the convention.”

TURN AND TALK—Ask students to work with a partner to paraphrase the speech. As time allows, ask pairs to share their paraphrases with the class.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—Does Benjamin Franklin approve of the document created at the Constitutional Convention? How do you know? (6.6.a, 6.6.b, 6.7, 6.7.a, 6.12.d, 6.12.e)

- » Yes, Franklin approves of the document created at the convention. He says he does not think a better constitution could have been created and says it is practically perfect.

EVALUATIVE—How does Franklin think America’s enemies will react to the Constitution? Why does he think this? (6.6.a, 6.6.b, 6.12.e)

- » Franklin says America’s enemies think the country is “on the point of separation.” He therefore thinks the Constitution “will astonish” America’s enemies because they expect that the delegates are so divided that they will be unable to agree on what the new government should look like.

EVALUATIVE—Why does Benjamin Franklin favor adopting the Constitution? (6.6.a, 6.6.b, 6.12.d, 6.12.e)

- » Franklin favors adopting the Constitution because he thinks it is the best one that could possibly have been created.

INFERENTIAL—How does Franklin’s speech support the idea that the Constitution is a document of compromises? (6.6.a, 6.6.b, 6.12.d, 6.12.e)

- » Franklin says that the delegates to the convention have a wide variety of viewpoints and opinions. And yet the delegates were able to come together and create a document that Franklin considers almost perfect.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Card. Read and discuss the caption, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (6.1, 6.2, 6.3)
- Review and discuss the Framing Question: “Why is the Constitution considered a document of compromises?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “Why is the Constitution considered a document of compromises?”
 - » Key points students should cite include the various compromises made during the Constitutional Convention, such as those between the delegates who wanted to amend the Articles and those who wanted to create a new document; the disagreements over the Virginia and New Jersey Plans and the subsequent Connecticut, or Great, Compromise; and the compromises made over slavery—the Three-Fifths Compromise and the agreement to allow the importing of enslaved people for an additional twenty years.
- Choose one of the Core Vocabulary terms (*federal*, *compromise*, “bicameral system,” *import*, or *precedence*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

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2022 Louisiana Student Standards for Social Studies: Grade 6 60**Answer Key: *Founding a New Nation*—Chapter Assessments and Activity Pages** 64

Assessment: Chapter 1—*Early Challenges and the Articles of Confederation*

A. On your own paper, write the letter(s) that provides the best answer.

1. Which provisions were included in all early state constitutions? Select the **two** correct answers. (6.12.b)

- a) It was illegal to enslave people.
- b) State governments could not keep a person in jail without a trial.
- c) State governments had the right to declare war on another state.
- d) State governments needed a good reason to search a person's home.
- e) Women were guaranteed the right to vote in state elections.

2. Use the quotation to answer the question.

"It does me no injury for my neighbor to say there are twenty gods or no god. It neither picks my pocket, nor breaks my leg."

—Thomas Jefferson

Jefferson's statement is most closely related to which right? (6.1, 6.2, 6.6.a, 6.6.c, 6.12.b)

- a) self-rule
 - b) trial by jury
 - c) freedom of religion
 - d) freedom of assembly
3. Who was Elizabeth Freeman? (6.12.b)
- a) a pastor who wrote Virginia's Statute for Religious Freedom
 - b) a lawyer who helped enslaved people in northern states win their freedom
 - c) an enslaved woman who used the Massachusetts constitution to gain her freedom
 - d) a delegate to the Second Continental Congress who helped write America's first constitution

4. America's first plan for a national government was called the _____. (6.12a)
- a) Magna Carta
 - b) U.S. Constitution
 - c) Articles of Confederation
 - d) Declaration of Independence
5. Use the chart to answer the question.

The Articles of Confederation	
Powers of the States	Powers of Congress
• Enforce state laws • Regulate trade • Impose taxes • Issue justice	• Declare and wage war • Negotiate treaties • Ask the states for money and soldiers for the army and navy • Borrow and mint money • Resolve differences between the states • Oversee relations with Native Americans

Which of the following could correctly be added to the "Powers of Congress" column in the chart? (6.12.a, 6.12.c)

- a) Create a post office
 - b) Enforce national laws
 - c) Regulate local schools
 - d) Create a national court system
6. Which of the following was a major weakness of the Articles of Confederation? (6.12.a, 6.12.c)
- a) The president had too much power.
 - b) Congress lacked the ability to tax the states.
 - c) The executive and judicial branches had too much power.
 - d) The national government could force citizens to serve in the military.

7. Use the image of Shays's Rebellion to answer the question.



How did this rebellion expose a weakness in the Articles of Confederation? (6.6, 6.12.a, 6.12.c)

- a) It showed that the price of land in the Northwest Territory was too high.
 - b) It showed that the government of the United States had no one at its head.
 - c) It showed that the national income tax unfairly targeted farmers and small landowners.
 - d) It showed that the national government lacked the power to protect citizens from unrest.
8. Use the excerpt from the Articles of Confederation to answer the question.

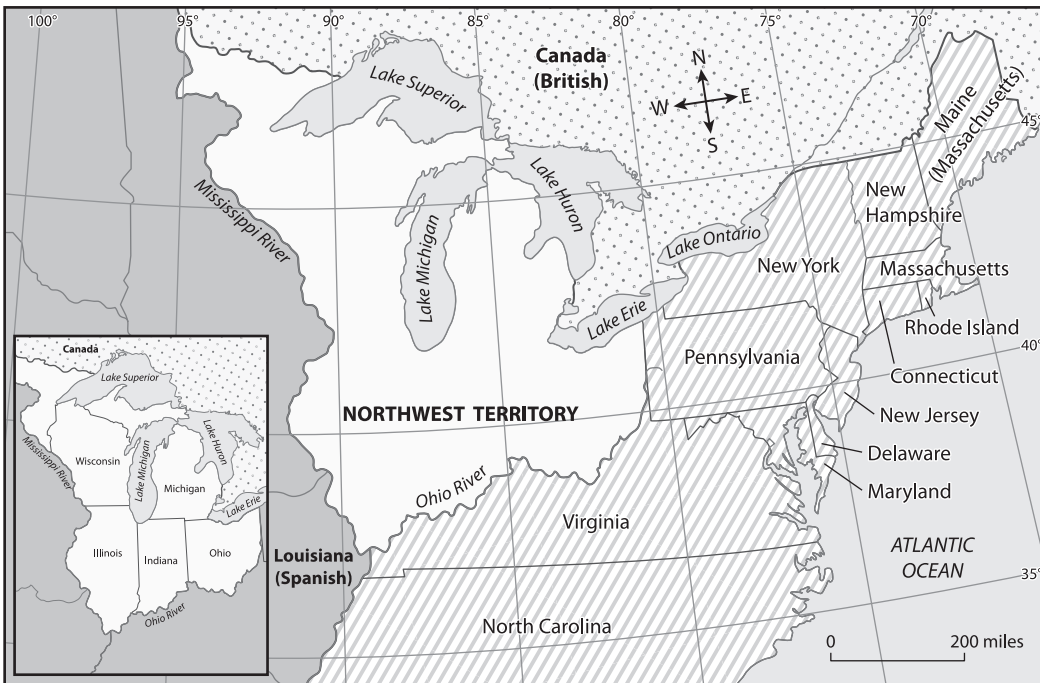
Article IX. . . . Congress shall never engage in war, enter into any treaties or alliances, coin money, borrow money, raise taxes, decide on the number of vessels of war to be built or purchased, decide on the number of land or sea forces to be trained, or appoint a commander in chief of the army or navy unless nine states agree. . . .

Article XIII. . . . No change can be made to these articles unless the change is agreed to in a Congress of the United States and approved by the legislatures of every state.

Under the Articles of Confederation, how many of the thirteen states had to approve a law before it could be passed? (6.12.a, 6.12.c)

- a) seven
- b) nine
- c) eleven
- d) thirteen

9. Use the map to answer the question.



Which conclusion is supported by the map? (6.5, 6.6, 6.7, 6.12.a)

- a) The Northwest Ordinances served as a means to add new states to the Union.
 - b) The sale of land in the Northwest Territory was the only way Congress could raise revenue.
 - c) People living in the Northwest Territory did not have the same rights as citizens in the thirteen states.
 - d) Passage of the Northwest Ordinances was the most obvious weakness of the Articles of Confederation.
10. Use the excerpt from the Virginia Statute for Religious Freedom to answer the question.

Be it enacted . . . that all men shall be free to profess, and by argument to maintain, their opinions in matters of Religion, and that the same shall in no wise diminish, enlarge or affect their civil capacities.

According to the excerpt, the state of Virginia _____. (6.1, 6.2, 6.6.a, 6.6.c, 6.7, 6.12.c)

- a) had the right to make it illegal to be an atheist
 - b) could impose a tax on all churches within the state
 - c) had the right to force people to join the state church
 - d) could not stop someone from voting based on their religion
- B. On your own paper, write a well-organized paragraph in response to the following prompt.

How did the Articles of Confederation reflect Americans' experiences with Great Britain before the Revolutionary War? Support your answer using evidence from the chapter. (6.1, 6.2, 6.3, 6.7, 6.12.a, 6.12.c)

Assessment: Chapter 2—*The Constitutional Convention*

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of these statements would both James Madison and Alexander Hamilton have agreed with? (6.1, 6.12.d, 6.12.e)
 - a) The Articles of Confederation gave the national government too much power.
 - b) Individual state constitutions were sufficient to run the country.
 - c) The Articles of Confederation needed to be amended slightly.
 - d) The United States needed a strong central government.
2. Use the quotation to answer the question.

“To be fearful of giving Congress . . . [enough] authority for national purposes appears to me . . . madness. What then is there to be done? Things cannot go on [this way] forever.”

—George Washington

Which conclusion about George Washington is supported by the quotation? (6.1, 6.6, 6.7, 6.12.d, 6.12.e)

- a) Washington believed the Articles of Confederation were too weak.
 - b) Washington strongly opposed any changes to the Articles of Confederation.
 - c) Washington had given up on the idea of a free and independent United States.
 - d) Washington thought state governments should have more power than the national government.
3. In which city was the Constitutional Convention of 1787 held? (6.1, 6.12.d)
 - a) Boston
 - b) New York
 - c) Philadelphia
 - d) Washington, D.C.
4. Use the chart to answer the question.

A	B
Favored by states with large populations	Favored by states with smaller populations
Called for a bicameral legislature	Called for a unicameral legislature
Proposed representation in the legislature based on population	Proposed keeping the “one state, one vote” model of the Articles of Confederation

What are the correct headings for the two columns in chart table? (6.12.d, 6.12.e)

- a) A: New Jersey Plan; B: Virginia Plan
- b) A: Virginia Plan; B: New Jersey Plan
- c) A: Great Compromise; B: Three-Fifths Compromise
- d) A: Three-Fifths Compromise; B: Great Compromise

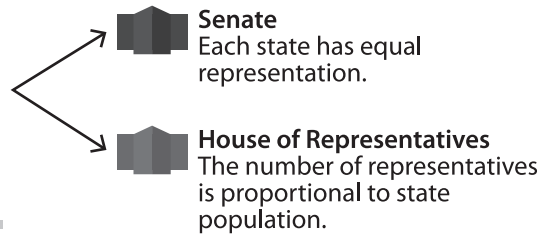
5. Use the map to answer the question.



Which conclusion is supported by the map? (6.5, 6.6, 6.7, 6.12.d, 6.12.e)

- a) Delaware favored the Virginia Plan.
- b) Pennsylvania favored the Virginia Plan.
- c) North Carolina favored the New Jersey Plan.
- d) Massachusetts favored the New Jersey Plan.

6. Use the image to answer the question.



The legislature shown in the illustration was made possible by the _____. (6.6, 6.12.d, 6.12.e)

- a) New Jersey Plan
 - b) Great Compromise
 - c) Northwest Ordinance
 - d) Three-Fifths Compromise
7. Which of the following were components of the Great Compromise? Select the **two** correct answers. (6.12.d, 6.12.e)
- a) Each state has one senator in Congress.
 - b) The executive branch consists of one president.
 - c) All members of Congress serve two-year terms.
 - d) Representation in the Senate is equal for all states.
 - e) Representation in the House of Representatives is based on population.
8. The Articles of Confederation did not allow the national government to _____, but the Constitution does allow it. (6.3, 6.12.d, 6.12.g)
- a) declare war
 - b) mint money
 - c) regulate trade
 - d) negotiate treaties
9. The Three-Fifths Compromise was directly related to _____. (6.12.d, 6.12.e)
- a) the issue of slavery and representation
 - b) the amendment process
 - c) congressional term limits
 - d) the power of the executive branch

- 10.** Use the excerpt from Benjamin Banneker's letter to Thomas Jefferson to answer the question.

This Sir, was a time in which you clearly saw into the injustice of a State of Slavery, and in which you had just apprehensions of the horrors of its condition, it was now Sir, that your abhorrence thereof was so excited, that you publickly held forth this true and invaluable doctrine, which is worthy to be recorded and remember'd in all Succeeding ages. "We hold these truths to be Self evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

What document does Banneker quote in this excerpt?

- a)** the Constitution
 - b)** the Articles of Confederation
 - c)** the Declaration of Independence
 - d)** the Virginia Statute for Religious Freedom
- 11.** Use the excerpt from Benjamin Franklin's speech at the Constitutional Convention to answer the question.

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.

The quotation supports the idea that the Constitution _____. **(6.6, 6.7, 6.12.d, 6.12.e)**

- a)** establishes a federal system of government
 - b)** creates a weak central government
 - c)** is an extremely flawed document
 - d)** is a document of compromises
- B. On your own paper, write a well-organized paragraph in response to the following prompt.**

James Madison is sometimes called the Father of the Constitution. Is that an accurate title? Explain why or why not using evidence from the chapter. **(6.1, 6.2, 6.3, 6.7, 6.12.d, 6.12.e)**

Performance Task: *Founding a New Nation*

Teacher Directions: As Great Britain’s American colonies moved from dependency to independence, they faced the difficult task of working together for common purposes despite their many basic differences.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

In the first decade after independence, to what degree was the United States united?

Respond to the prompt with a well-organized essay in which you make a claim and support it with evidence from the unit readings and activities. (6.1, 6.2, 6.3, 6.6, 6.7, 6.12)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	In the first decade after independence, the United States was not very united.
Reason:	Americans strongly disagreed about the type of government the new nation should have. Some wanted strong state governments and a weak national government. Others believed the new nation would not survive for long without a strong national government.
Evidence:	The Articles of Confederation created a weak national government. Most political power belonged to individual states, each of which had its own constitution. The Articles soon proved to be unworkable. For example, the framework of the Articles made it difficult for Congress to pay its war debts because the Articles did not allow Congress to levy taxes. The national government also had little power to put down armed rebellions such as Shays’s Rebellion. Only ten years after the Articles were adopted, national leaders called for a meeting to amend them. Many of those leaders secretly planned to scrap the Articles entirely and start fresh.
Counterclaim and Answer:	While most Americans agreed that they were wary of a strong government based on their experiences with Great Britain, the Articles of Confederation did not set up a government for the whole country that was very united. It was only after the Articles’ weaknesses were exposed over the next ten years that a call came to change them and unite the country.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the formation of the new nation; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • Early state constitutions generally gave considerable power to the legislature. However, individual states' views about slavery differed greatly. • Their experiences with Britain made many Americans wary of forming a government with too much power. • The Articles of Confederation created a very weak national government with few powers and no ability to enforce laws. States were often unwilling to cooperate with the national government. For example, even when it became clear that the national government needed funds to pay its debts, individual states did not send the central government what was needed. • Shays's Rebellion and the country's inability to pay its war debts brought the weaknesses of the Articles into full view. • The passage of the Northwest Ordinances was one rare instance in which the Articles succeeded. • Delegates at the Constitutional Convention disagreed on whether to amend the Articles or start fresh with a new constitution. • Many compromises were needed in order for a new constitution to take form. Delegates had strongly divergent positions on issues such as congressional representation and slavery.
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2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the formation of the new nation, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the formation of the new nation, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the formation of the new nation. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *Founding a New Nation*

Prompt: In the first decade after independence, to what degree was the United States united?

Respond to the prompt with a well-organized essay in which you make a claim and support it with evidence from the unit readings and activities.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Founding a New Nation*, as well as from the sources and resources in the unit activities.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity Page 1.1**Use with Chapter 1****Letter to Family**

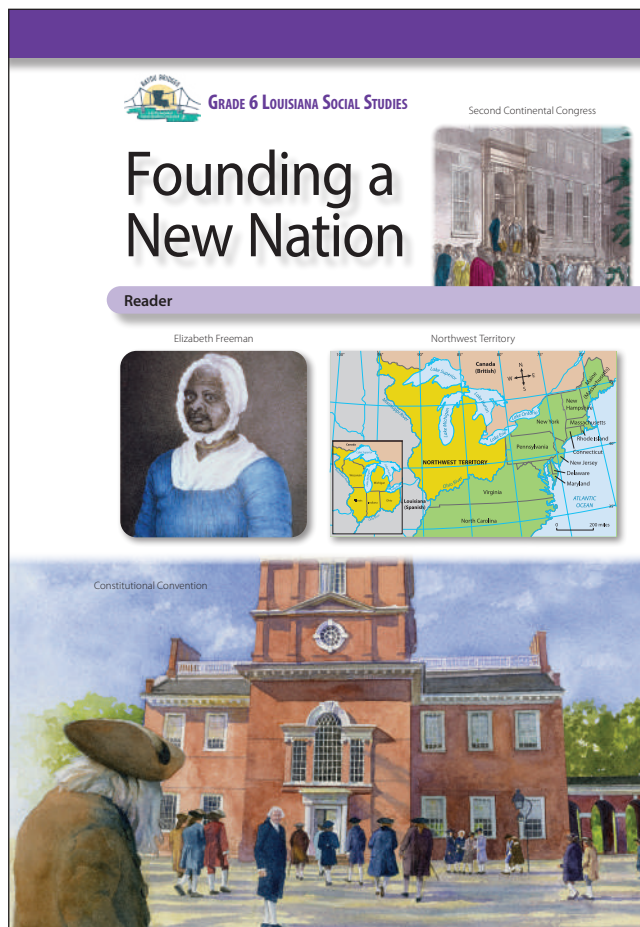
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the early years of the first U.S. government. They will learn about the Articles of Confederation and why they ultimately proved inadequate. They will also learn about the work of the Constitutional Convention of 1787 as the delegates crafted a new constitution for the United States.

In this unit, students will examine the creation of state constitutions and the strengths and weaknesses of the Articles of Confederation, compare and contrast the structures and powers of the governments prescribed by the Articles of Confederation and the U.S. Constitution, examine the various compromises that were made at the Constitutional Convention of 1787, and analyze primary sources related to the establishment of U.S. government.

As part of their exploration, students will also learn a little bit about the lives of enslaved people and the unwillingness of some states to abolish the practice of slavery. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice, culture, or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.
Understand the source. Identify its message, purpose, and/or audience.	Draw a conclusion from or about the source.

SOURCE:

Name _____

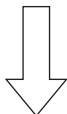
Date _____

Activity Page 1.3

Use with Performance Task

Claims and Evidence

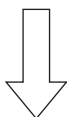
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word or phrase, write the letter of the definition.

- | | | | |
|-----------|------------------|-----------|---|
| _____ 1. | provision | a) | relating to a system of government in which the national government shares power with other levels of government, such as the states; can also refer to national government |
| _____ 2. | assemble | b) | a sense or belief a person has that a certain action is right or wrong |
| _____ 3. | conscience | c) | an agreement reached when each side gives up some of what it wants to end a disagreement |
| _____ 4. | abolitionist | d) | to change or add to a law or document |
| _____ 5. | infringe | e) | an item in a legal document that states a condition or requirement |
| _____ 6. | compliance | f) | the act of doing what is expected or what is ordered by law |
| _____ 7. | federal | g) | to bring goods into one country from another |
| _____ 8. | precedence | h) | to intrude on someone's rights or possessions |
| _____ 9. | compromise | i) | priority, or first importance |
| _____ 10. | bicameral system | j) | a type of organization in which two related parts work together |
| _____ 11. | import | k) | to gather together |
| _____ 12. | amend | l) | a person who worked to end slavery during the 1700s and 1800s |

- 6.1** Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.
- 6.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.
- 6.3** Compare and contrast events and developments in U.S. history from 1580 to 1791.
- 6.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes.
- 6.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 6.6** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 6.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 6.8** Analyze European exploration and colonization of North America.
 - a)** Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.
 - b)** Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.
- 6.9** Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.
 - a)** Explain the importance of the founding and development of Jamestown, including representative government established through the House of Burgesses, private ownership of land, introduction of slavery, and arrival of women and families.

- b)** Explain the importance of the founding and development of the Plymouth settlement, including practice of self-government established by the Mayflower Compact, religious freedom, and contributions of Native Americans, including Chief Massasoit and Squanto, the leadership of William Bradford.
- c)** Compare and contrast the New England, Middle, and Southern colonies, including their physical geography, religion, education, economy, and government.
- d)** Explain the contributions of key individuals and groups to the foundation of the colonies, including Pilgrims, Puritans, Quakers, John Smith, Roger Williams, Anne Hutchinson, William Penn, Edward Winslow, William Bradford, John Winthrop, John Rolfe, and Pocahontas.
- e)** Identify the locations of the colonies and lands inhabited by Native Americans, and explain how location, environment, and resources affected changes and development over time.
- f)** Analyze the causes, interactions, and consequences related to triangular trade, including the forced migration of Africans through the transatlantic trade of enslaved people and experiences of the Middle Passage.
- g)** Explain the experiences and perspectives of various people groups living in colonial North America, including large landowners, farmers, artisans, women, children, indentured servants, enslaved people, and Native Americans.
- h)** Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon's Rebellion, and King Philip's (Metacom) War.

6.10 Analyze the growth and development of colonial Louisiana.

- a)** Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.
- b)** Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.
- c)** Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.
- d)** Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.
- e)** Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana.
- f)** Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.

6.11 Analyze the causes, course, and consequences of the American Revolution.

- a)** Analyze the historical and religious factors that influenced the development of government in the United States, including those from ancient Greece; the Roman Republic; the Judeo-Christian tradition; English rule of law and the Magna Carta; Enlightenment philosophies; and the Great Awakening.
- b)** Explain the causes and effects of the French and Indian War.

- c) Analyze the role and importance of key events and developments leading to the American Revolution, including end of Salutary Neglect by King George III, French and Indian War, Proclamation of 1763, Acts of 1764–1773 (Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act), Boston Massacre and the death of Crispus Attucks, Boston Tea Party, Coercive (Intolerable) Acts, First Continental Congress, Restraining Acts, the seizure of firearms, and Second Continental Congress.
- d) Explain how key ideas expressed in historical works influenced the American Revolution, including “taxation without representation is tyranny” (James Otis), John Dickinson’s Letters from a Farmer in Pennsylvania, Patrick Henry’s “Give Me Liberty or Give Me Death” speech, Thomas Paine’s Common Sense, and the Declaration of Independence: “all men are created equal, ... endowed by their Creator with certain unalienable rights, ... among these are life, liberty, and the pursuit of Happiness,” and “the consent of the governed.”
- e) Explain efforts to mobilize support for the American Revolution by individuals and groups, including the Minutemen and Committees of Correspondence and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere).
- f) Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for and against independence from Britain. Compare and contrast the American colonies and British in the American Revolution, including leadership, military power, recruitment, alliances, population, and resources, and evaluate their strengths and weaknesses.
- g) Explain the significance and outcome of key battles and turning points during the American Revolution, including the Battles of Lexington and Concord (1775), creation of the Continental Army and appointment of George Washington as Commander in Chief (1775), Battles of Trenton and Princeton (1776–1777), Battle of Saratoga (1777), encampment at Valley Forge (1777–1778), Franco-American alliance (1778), Battle of Yorktown (1781), and the Treaty of Paris of 1783.
- h) Explain the contributions of women to the American Revolution, including those of Abigail Adams, Mercy Otis-Warren, Mary Ludwig Hays, Deborah Sampson, Phillis Wheatly, and Betsy Ross.
- i) Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).
- j) Explain the role of espionage during the American Revolution, including the actions of spies for the colonies (Nathan Hale, Culper Spy Ring, John Clark, Enoch Crosby, Nancy Hart, and James Armistead Lafayette) and spies for Britain (Benedict Arnold).

6.12 Analyze the development of the U.S. political system through the ratification of the U.S. Constitution.

- a) Explain the purpose and importance of the Articles of Confederation.
- b) Describe the development of various state Constitutions, and the effects of early abolitionists on the development of state government, including Olaudah Equiano, Benjamin Banneker, and Elizabeth Freeman.
- c) Explain the ideas and events leading to the ratification of the Constitution of the United States, including inadequacies of the Articles of Confederation and Shays Rebellion.
- d) Evaluate the major issues debated at the Constitutional Convention, including the key characteristics and features of the Articles of Confederation, the division and sharing of power between the federal and state governments (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

- e)** Explain how the ideas of leading figures and Founding Fathers contributed to the Constitutional Convention and development of the U.S. government, including John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, William Patterson, Roger Sherman, George Washington, and James Wilson.
- f)** Explain the importance of ideas expressed in the Preamble to the Constitution of the United States, including the purpose and responsibilities of government and the concept of self-government.
- g)** Explain the significance of the Commerce Clause, including its role in establishing a constitutional relationship between Native Americans and the U.S. government.
- h)** Evaluate the arguments of Federalists and Anti-Federalists on the ratification of the Constitution expressed in the Federalist Papers and the writings of the Anti-Federalists.
- i)** Explain how and why the Constitution of the United States was amended to include the Bill of Rights, and analyze the guarantees of civil rights and individual liberties protected in each of the first ten amendments.

Answer Key: *Founding a New Nation*

Chapter Assessments

Chapter 1

A. 1. b, d 2. c 3. c 4. c 5. a 6. b 7. d 8. b 9. a 10. d

B. Students should clearly state an accurate claim and support it with relevant evidence, such as the unfair rules and policies Americans experienced under Parliament and the king; the strong belief among national leaders in the concepts of self-rule and government by consent; Americans' belief in natural rights; the strong state governments created by individual state constitutions as compared to the relative weakness of the national government created by the Articles of Confederation. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. 1. d 2. a 3. c 4. b 5. b 6. b 7. d, e 8. c 9. a 10. c 11. d

B. Students should clearly state an accurate claim and support it with relevant evidence, such as Madison had spent much of his life studying government and politics; Madison witnessed firsthand the problems of the new nation under the Articles of Confederation; Madison went into the Constitutional Convention intending to scrap the Articles and start over; many of Madison's ideas were incorporated into the Constitution. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature, From the Articles of Confederation (1777)

Describe the source: The source is some provisions from the Articles of Confederation, the earliest federal government of the United States.

Connect the source to what you know: The list of what states can and cannot do reminds me of our class and school rules.

Understand the source: The articles listed here say that each state has its own freedom.

Draw a conclusion from or about the source: The people who wrote the Articles of Confederation were very concerned about giving the national government too much power.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature, From the Virginia Statute for Religious Freedom (1786)

Describe the source: The source is a state law that establishes freedom of religion in Virginia.

Connect the source to what you know: People in my neighborhood and in my school practice different religions, and some practice no religion.

Understand the source: The law says that the government cannot make anyone follow any particular religion and that people are free to worship or not as they choose. The law also ended religious qualifications for office and voting.

Draw a conclusion from or about the source: The Virginia Statute for Religious Freedom strongly influenced the people who wrote the U.S. Constitution.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature, From Benjamin Banneker's Letter to Thomas Jefferson, August 19, 1791

Describe the source: The source is a letter written from Benjamin Banneker to Thomas Jefferson.

Connect the source to what you know: The letter reminds me of when I try to convince my friends of my opinion by making a comparison to something they know about.

Understand the source: The letter compares being a colony of Great Britain to being enslaved.

Draw a conclusion from or about the source: Banneker realized that Jefferson had immense power to influence the laws of the United States, so he hoped to convince Jefferson to end the institution of slavery in the United States through his letter.

**Primary Source Analysis (AP 1.2): Chapter 2
Primary Source Feature, Excerpt from
Benjamin Franklin’s Speech in Convention,
September 17, 1787**

Describe the source: The source is an excerpt from a speech Benjamin Franklin gave at the Constitutional Convention of 1787.

Connect the source to what you know: The document that was created at the Constitutional Convention resulted from a number of compromises, but it has endured for more than two hundred years.

Understand the source: Franklin is saying that the document the convention has created is probably the best that could have been created. In fact, Franklin describes the document as nearly perfect. He thinks other nations will be amazed by it.

Draw a conclusion from or about the source:

That the U.S. Constitution has lasted so long and is widely admired around the world supports Franklin’s assessment.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | |
|------|-------|
| 1. e | 7. a |
| 2. k | 8. i |
| 3. b | 9. c |
| 4. l | 10. j |
| 5. h | 11. g |
| 6. f | 12. d |



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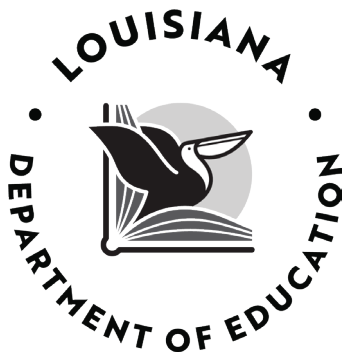


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Gift of Thomas Jefferson Coolidge IV in memory of his greatgrandfather, Thomas Jefferson Coolidge, his grandfather, Thomas Jefferson Coolidge II, and his father, Thomas Jefferson Coolidge III / National Gallery of Art: i, iii

Independence Hall and delegates, 2009 (w/c on paper), Wood, Rob (b.1946) / Private Collection / © Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: Cover D, 6e, 56d

On 4th July, 1776, members of the Second Continental Congress leave Philadelphia's Independence Hall after adopting the Declaration of Independence from Great Britain, from a 19th century print (colour litho), American School, (19th century) / Private Collection / Photo © Ken Welsh / Bridgeman Images: Cover A, 56a

Portrait of Elizabeth 'Mumbet' Freeman, 1811 (w/c on ivory)/Sedgwick, Susan Anne Livingston Ridley (fl.1811) / American/Massachusetts Historical Society, Boston, MA, USA/© Massachusetts Historical Society / Bridgeman Images: Cover B, 56b

Troops pursue rebels during Shays' Rebellion, from 'The History of Our Country', published 1905 (litho), Kendrick, C. (fl.1905) / Private Collection / Photo © Ken Welsh / Bridgeman Images: 6c, 46

Writing essays, 2009 (w/c on paper), Frey, Matthew (b.1974) / Private Collection / © Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: 6a

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