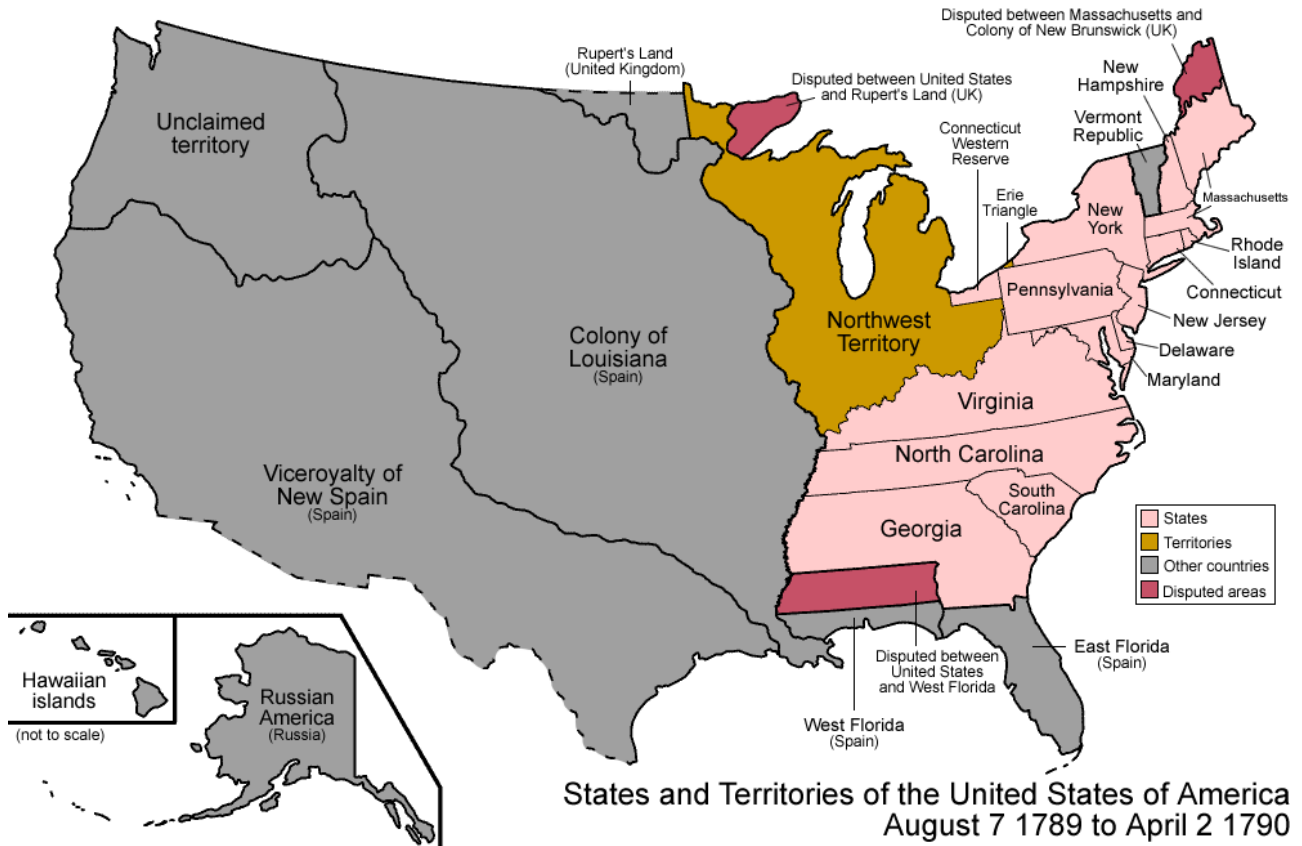


The Second American Revolution: **The U.S. Constitution** *1787–1788*

Year 1
History Unit 4
Workbook

Lesson 1: A New Nation



(Golbez, Wikimedia. Multi-license with GFDL and Creative Commons CC-BY 2.5)

How did American victory in the revolution reshape North America?

Lesson 1
Do Now

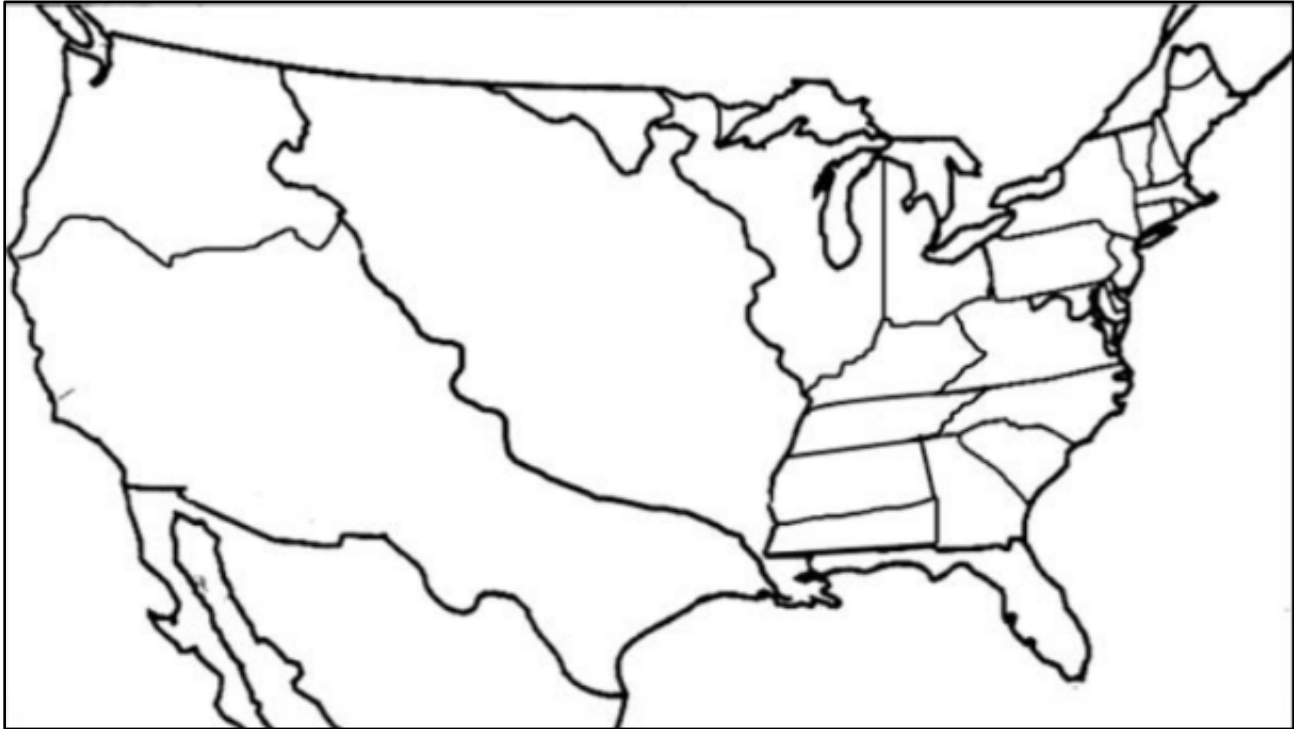


Scene at the Signing of the Constitution of the United States, by *Howard Chandler Christy, 1940*
(*Architect of the Capitol*)

1. What are **two** things you notice about the image above?

2. What are **two** questions you have about the image above?

Lesson 1
A New Nation Map Template



Lesson 2: The Disunited States



Illustration of Shays' Rebellion (Wikimedia)

Why did Daniel Shays lead a rebellion in 1786?

Lesson 2
Do Now



Illustration of Shays' Rebellion, by C. Kendrick, as it appeared in The People's History of the World, vol. VI, by Edward Sylvester Ellis, 1902 (HathiTrust Digital Library)

1. What are **two** things you notice about the image above?

2. What are **two** questions you have about the image above?

Lesson 3: The Road to Philadelphia



Howard Chandler Christy's painting Scene at the Signing of the Constitution of the United States, 1940 (Wikimedia)

Why did Americans disagree about representation in a new national government?

Lesson 3**Constitutional Convention Simulation Guide**

Read the Constitutional Convention “Experiential Exercise” in History Alive! The United States Through Industrialism: Lesson Guide on pages 109 through 112 (Teachers’ Curriculum Institute: 2011).

Role Cards

Print the “Role Cards for Constitutional Convention Delegates” from the Educating Excellence website.

Optional Extension

Read the Constitutional Convention “Experiential Exercise” in History Alive! The United States Through Industrialism: Lesson Guide on page 113 (Teachers’ Curriculum Institute: 2011).

Lesson 3 Simulation Planning Guide

DIRECTIONS: Answer the following questions to prepare your ideas for the simulation. Be as specific and as thorough as possible!

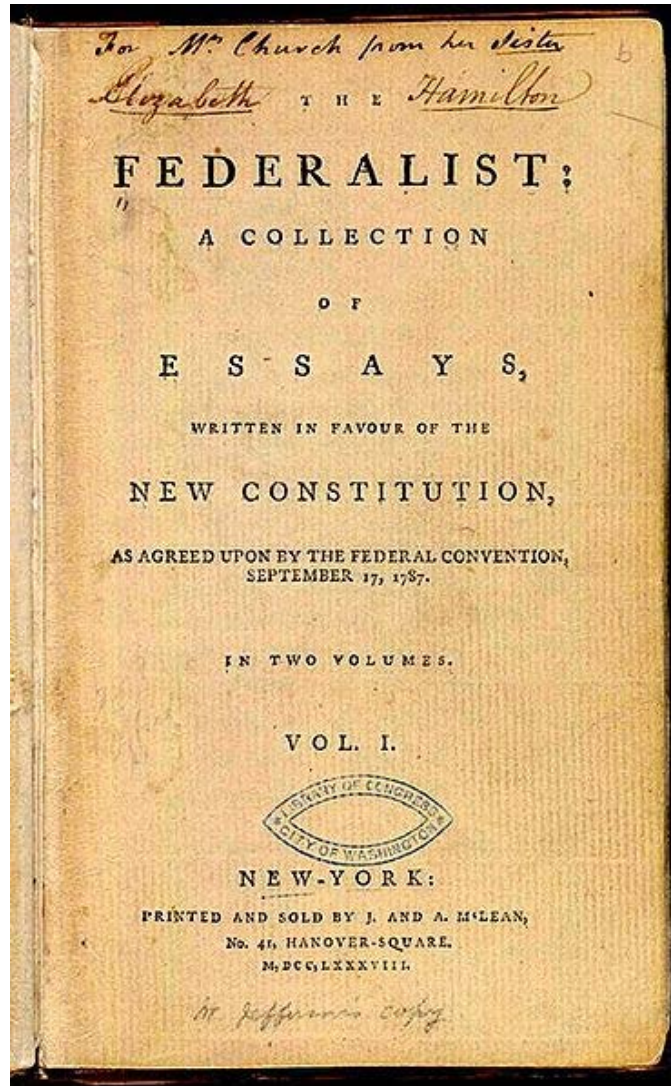
Your Task: Based on your assigned role, which plan do you support: the Virginia Plan or the New Jersey Plan? Why?

DIRECTIONS: Outline your debate below. Make sure that your perspective is simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your perspective.

- **Perspective:**
 - **Piece of Evidence 1:**

 - **Piece of Evidence 2:**

Lessons 6–8: Federalists and Anti-Federalists



The Federalist Papers were a series of essays written in favor of the new Constitution. (americaslibrary.gov, [Wikimedia](https://www.wikimedia.org/))

To what extent did the new Constitution protect the rights of Americans?

Lessons 6–8
DBQ

Historical Context: As the Constitutional Convention ended, some of the biggest debates were just beginning. According to the Constitution, nine of the 13 states needed to ratify the document before it could go into effect. Whether or not to ratify the Constitution led to fierce conflict between those who supported ratification, the Federalists, and those who opposed it, the Anti-Federalists.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers to the questions will help you complete the essay assignment that follows, in which you will be asked: *To what extent did the new Constitution protect the rights of Americans?*

As you read Documents A through D, answer the corresponding questions below:

1. According to Smith in Document A, how did the Constitution prioritize the interests of the elite over the interests of poor Americans? Be sure to think carefully about your claim and articulate it simply and clearly.

2. According to James Madison in Document B, why does a republic protect the rights of the people better than does a democracy? Be sure to think carefully about your claim and articulate it simply and clearly.

3. According to Alexander Hamilton in Document C, why does the new Constitution best represent the interests of the people? Be sure to think carefully about your claim and articulate it simply and clearly.

4. According to **both** Anti-Federalists in Document D, why does the Constitution fail to protect the rights of individuals? Be sure to think carefully about your claim and articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 200 words, which answers the following question: **To what extent did the new Constitution protect the rights of Americans?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the Documents A-D provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of Evidence 1:

Analysis:

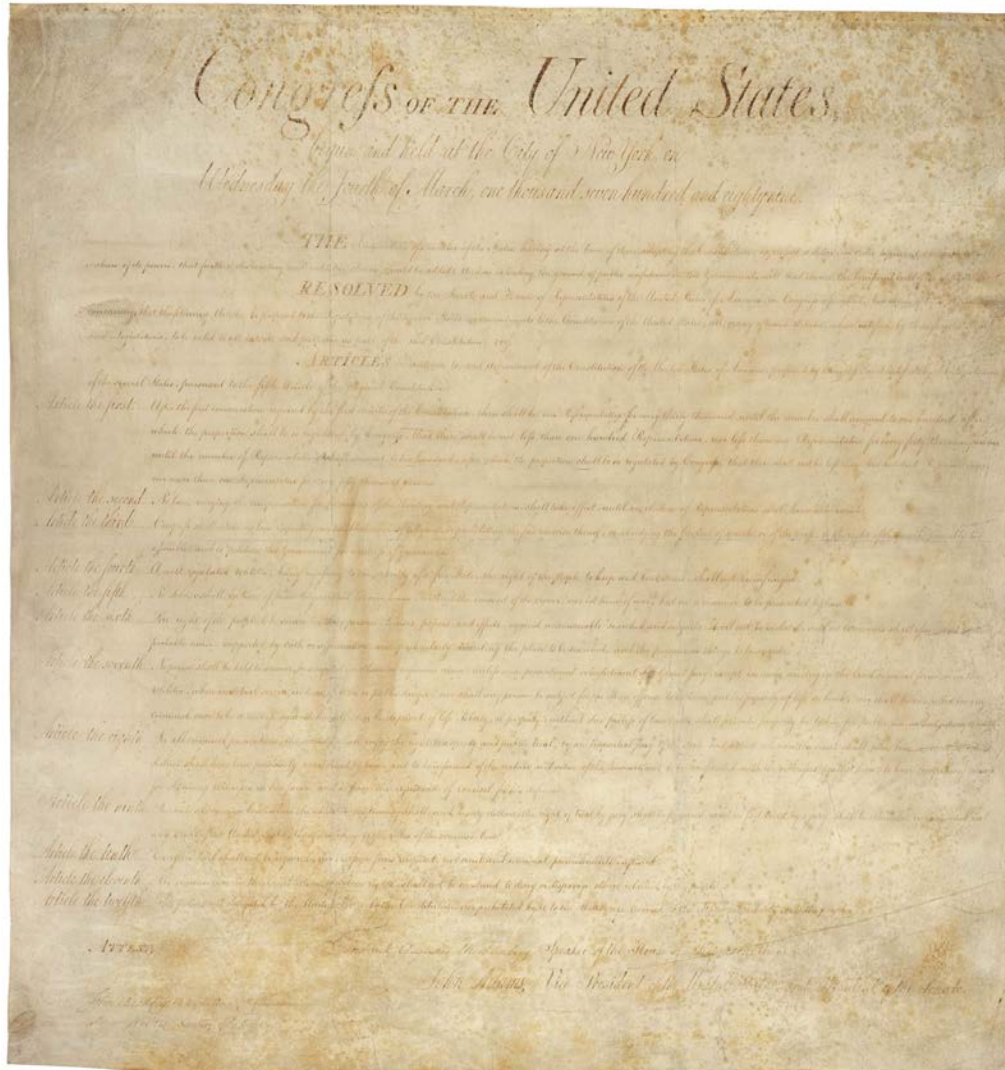
Piece of Evidence 2:

Analysis:

Piece of Evidence 3:

Analysis:

Lessons 9–10: Bill of Rights



The Bill of Rights (Wikimedia)

How does the Bill of Rights protect individual and state rights?

Lesson 9
Do Now

1. All of the following are examples of constitutional compromises except
 - a. Checks and balances
 - b. Anti-Federalists
 - c. Federalism
 - d. Separation of powers

2. Which of the following Key Terms identifies the first governmental system of the United States?
 - a. United States Constitution
 - b. Great Compromise
 - c. Articles of Confederation
 - d. Bill of Rights

3. Which of the following best describes the difference between Federalists and Anti-Federalists?
 - a. Federalists feared the tyranny of the Constitution, while Anti-Federalists supported the Constitution.
 - b. Federalists supported the Constitution, while Anti-Federalists feared the tyranny of the Constitution.
 - c. Federalists wanted equal representation in Congress, while Anti-Federalists wanted proportional representation.
 - d. Federalists wanted proportional representation in Congress, while Anti-Federalists wanted equal representation.

Lesson 9
Note-Taking Template

First Amendment	Second, Third, and Fourth Amendments	Fifth, Sixth, Seventh, and Eighth Amendments	Ninth and Tenth Amendments

Lesson 9
Exit Ticket

1. All of the following are key rights of the First Amendment except
 - a. freedom of speech
 - b. right to bear arms
 - c. free practice of religion
 - d. right to peacefully assemble

2. How did the Fifth through Eighth Amendments differ from the Ninth and Tenth Amendments?
 - a. While the Fifth through Eighth Amendments establish basic freedoms, the Ninth and Tenth Amendments establish legal and trial rights.
 - b. While the Fifth through Eighth Amendments establish legal and trial rights, the Ninth and Tenth Amendments clarify the powers held by states and individuals.
 - c. While the Fifth through Eighth Amendments clarify the powers held by states and individuals, the Ninth and Tenth Amendments establish basic freedoms.
 - d. While the Fifth through Eighth Amendments establish legal and trial rights, the Ninth and Tenth Amendments establish basic freedoms.

3. How does the Bill of Rights protect against the power of the government?
 - a. The Bill of Rights gives citizens the right to overthrow the government at any time.
 - b. The Bill of Rights forbids the government from having any say in people's lives.
 - c. The Bill of Rights limits the power of the federal government to ensure states have full power.
 - d. The Bill of Rights ensures citizens have fundamental rights that the government cannot take away.

Lesson 10
Do Now

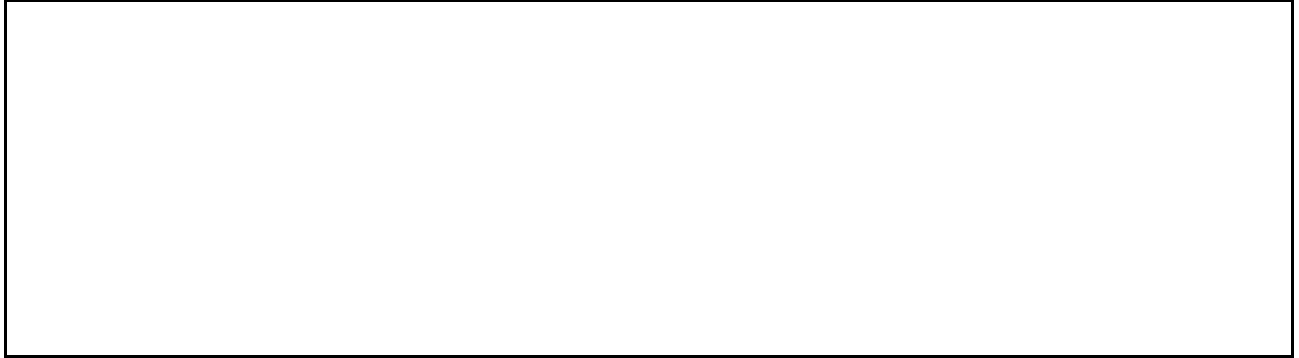
1. What was the purpose of the Bill of Rights?
 - a. to end slavery for good in the United States
 - b. to protect the basic freedom and liberties of individuals
 - c. to establish proportional representation
 - d. to secure checks and balances across the government

2. How did Shays' Rebellion affect government in the new nation?
 - a. Shays' Rebellion proved the weaknesses of the Constitution, so delegates came together to draft the Articles of Confederation.
 - b. The Constitution's strength was proven, and the nation appointed George Washington as president.
 - c. Shays' Rebellion proved the weaknesses of the Articles of Confederation, so delegates came together to draft the Constitution.
 - d. The Articles of Confederation's strength was proven, and the nation appointed James Madison as president.

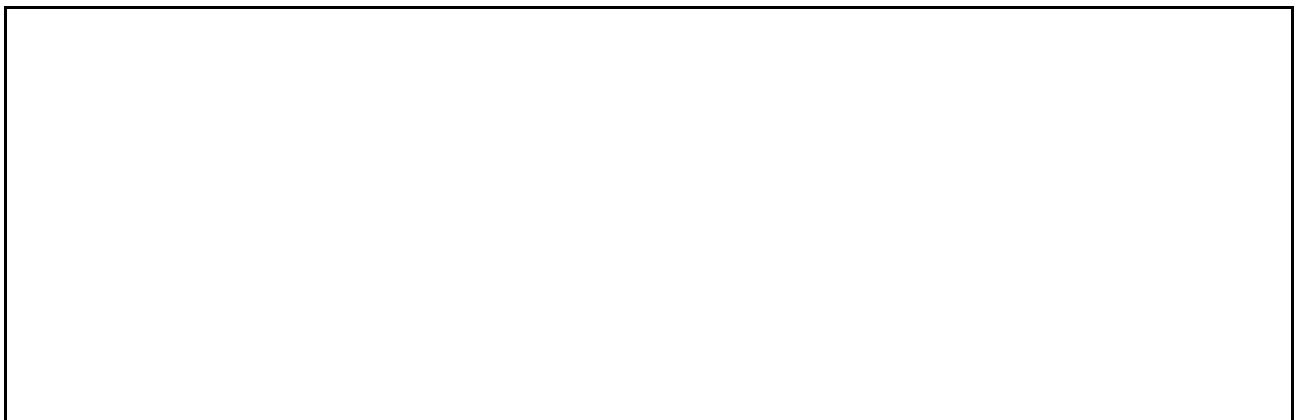
3. The Fugitive Slave Clause best supports which of the following statements?
 - a. The Constitution guaranteed that slavery was forever protected in the United States.
 - b. The Constitution protected the institution of slavery as a compromise between North and South.
 - c. The Constitution guaranteed that slavery was forever banned in the United States.
 - d. The Constitution banned the institution of slavery as a compromise between North and South.

Lesson 10
Bill of Rights Illustration Planning Guide


Ask: *What is the idea of my Bill of Rights illustration?*



Ask: *What visual details will I include in my illustration to support my idea?*



Draft a caption that supports your idea.



Lesson 10
Bill of Rights Template

Lessons 11–12: Whose More Perfect Union?



John McRae's engraving This Day We Celebrate, 1876 (Library of Congress)

To what extent did the Constitution reflect the will of the common people?

Lesson 11
Do Now



Signing of the Constitution, by Louis S. Glanzman, 1987 (*Independence National Historical Park Collection*)

1. What are **two** things you notice about the image above?

2. What are **two** questions you have about the image above?

Lesson 12**Whose More Perfect Union Simulation Guide**

Read the simulation guide for the “Constitution Role Play: Whose ‘More Perfect Union?’” by Bill Bigelow on the Zinn Education Project website.

Lesson 12**Whose More Perfect Union Simulation Role Cards**

Print the simulation role cards for the “Constitution Role Play: Whose ‘More Perfect Union?’” by Bill Bigelow on the Zinn Education Project website.

Lesson 12**“Burning Issues” Guiding Questions**

Read the “Burning Issues” in the “Constitution Role Play: Whose ‘More Perfect Union?’” by Bill Bigelow on the Zinn Education Project website.