

Section 2

Step-by-Step Instruction

Review and Preview

Students have studied the challenges of government under the Articles of Confederation. Now they will learn how the delegates negotiated with each other to create a new Constitution.

Section Focus Question

What role did compromise play in the creation of the United States Constitution?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Delegates of the Constitutional Convention compromised to come up with a plan for a strong central government.*)

Prepare to Read

Build Background Knowledge

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In this section, students will learn about the ideas and compromises that went into writing the U.S. Constitution. After they state what they already know about the Constitution, address any misconceptions that students may have about the topic. Remind them to confirm or revise their statements after they read the section. Draw a concept web on the board. In the center oval write “U.S. Constitution.” Ask students what they know about the Constitution. Use the Give One, Get One strategy (TE, p. T25) to elicit student ideas, then add relevant responses to the concept web.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 73

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

SECTION 2

SECTION



The Public Good

“To secure the public good and private rights against a danger of such faction, and at the same time to preserve the spirit and the form of popular government, is then the great object to which our inquiries are directed.”

—excerpt from *The Federalist* No. 10, promoting the Constitution, 1787–1788

◀ James Madison, author of several *Federalist Papers*

The Constitutional Convention

Objectives

- Describe the proceedings of the Constitutional Convention.
- Identify the specifics of the Virginia Plan.
- Explain how the Great Compromise satisfied both large and small states.
- Describe the disputes over slavery and the compromises that were reached.
- Discuss the drafting of the new Constitution.

Reading Skill

Identify Support for Propositions As you read about the propositions that people from history made to solve their problems and advance their ideas, look for supporting evidence. How did people try to convince those around them to support these propositions? What reasons did they give to explain their views? Identifying supporting evidence helps you understand and respond to propositions.

Key Terms and People

James Madison
judicial branch
Roger Sherman

James Wilson
compromise
Gouverneur Morris

Why It Matters The weaknesses of the Articles of Confederation prompted the states to call a meeting to revise the Articles. The Constitutional Convention in Philadelphia led to an entirely new framework of government.

Section Focus Question: What role did compromise play in the creation of the United States Constitution?

The Constitutional Convention Begins

An air of mystery hung over Philadelphia in the summer of 1787. Every day, the nation’s great leaders passed in and out of the statehouse. One Philadelphia resident, Susannah Dillwyn, wrote to her father, “There is now sitting in this city a grand convention, who are to form some new system of government or mend the old one.”

Aims of the Convention In fact, members of the convention did not have the authority to “form some new system of government.” Congress had called the meeting “for the sole and express purpose of revising the Articles of Confederation.” However, many delegates argued that revising the Articles would not be enough.

Early on, the delegates voted to keep their debates secret. Despite the heat, windows remained tightly shut. Guards kept out members of the public. The delegates would be free to speak their minds—even if their discussions took the convention far beyond its original aims.

Differentiated Instruction

1B Advanced Readers

Making a Timeline Have students work in pairs to conduct research about the major documents from the beginning of colonial times to 1787 that helped shape the democratic tradition in America. Then

1B Gifted and Talented

have students create a timeline of these documents. Have students include a pertinent excerpt from each document on the timeline.

The Delegates In all, 55 delegates from 12 states took part in the convention. Only Rhode Island did not send any representatives.

Some delegates, such as George Washington and Ben Franklin, had been respected leaders of the Revolution. Washington was quickly voted president of the convention. Most delegates, however, were younger. Alexander Hamilton of New York was only 32. Another influential delegate was 36-year-old **James Madison** of Virginia. Madison took careful notes on the meetings. Published after his death, Madison's notes became a rich source of historical information.

Checkpoint Why did delegates to the Constitutional Convention keep their debates secret?

The Virginia Plan

On the third day of the convention, Edmund Randolph of Virginia proposed a plan for a new, strong central government. James Madison was the principal author of this Virginia Plan. For the next month, debate focused on this proposal.

Three Branches of Government The Virginia Plan called for the central government to have three separate branches. Congress would continue to be the legislative branch. But two additional branches would be created. The executive branch would carry out the laws. The **judicial branch would consist of a system of courts to interpret the law.**

Many delegates believed that a strong executive was necessary to correct the weaknesses of the Articles of Confederation. But should the executive be one person or a group of people?

Birthplace of the United States

In 1787, delegates met in this room in Philadelphia's statehouse to debate a new plan of government. Today, the building is known as Independence Hall, in honor of another important event that took place there, the signing of the Declaration of Independence. **Critical Thinking: Draw Conclusions** Why do you think many Americans today visit Independence Hall and other historic places?



Teach

The Constitutional Convention Begins

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The Virginia Plan

p. 213


Instruction

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **contrast** and **emotion** using the strategy on TE, p. T21.
 - Key Terms** Have students continue to fill in the See It–Remember It chart.
- Read The Constitutional Convention Begins and The Virginia Plan using the Oral Cloze technique (TE, p. T22).
- Ask: **Who attended the Constitutional Convention?** (55 delegates from 12 states)
- Ask: **How did the Virginia Plan address the weaknesses of the Articles of Confederation?** (It proposed three branches of government, including a strong executive.)

Independent Practice

Have students begin filling in the study guide for this section. Briefly model the type of details to record.

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 2 (Adapted Version also available.)

Monitor Progress

As students begin work on the Notetaking Study Guide, circulate and make sure students understand the goals of the Constitutional Convention and the Virginia Plan. Provide assistance as needed.

Answers

Checkpoint They wanted to be able to freely speak their minds.

Draw Conclusions Responses will vary, but students should identify U.S. historical sites and demonstrate an understanding of their importance.

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

contrast , p. 214	<i>n.</i> difference In contrast with previous European explorers, Columbus sailed westward across the Atlantic Ocean.
emotion , p. 214	<i>n.</i> strong feeling about something or someone The people of Massachusetts reacted with emotion when they heard of the Boston Massacre.

The Great Compromise

p. 214

Instruction

- Read The Great Compromise aloud with students. Remind students to look for details to answer the Section Focus Question.
- Discuss with students how the New Jersey Plan was different from the Virginia Plan. (*The New Jersey Plan benefited the smaller states.*)
- Ask: **What was the Great Compromise?** (*A blending of the Virginia and New Jersey Plans that set up a two-house legislature. Representation in the House of Representatives would be based on population and each state would have equal representation in the Senate.*)
- Assign The Great Compromise worksheet. Ask: **What features of both plans ended up in the Constitution?** (*Virginia Plan: two-house legislature and representation by population; New Jersey Plan: equal representation in one house*)

All in One Teaching Resources, Unit 2, The Great Compromise, p. 76

- See the Differentiated Instruction note below. If students have completed The Articles of Confederation and the Constitution, ask **How did the Constitution reflect the decision reached in the Great Compromise?** (*It provided for the two-house legislature established in the Great Compromise.*)

Independent Practice

Have students continue filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 7, Section 2 (Adapted Version also available.)

Monitor Progress

As students work on the Notetaking Study Guide, circulate to make sure students understand the Great Compromise. Provide assistance as needed.

Answer

✓**Checkpoint** It called for three branches of government and representation based on state population.

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James Wilson

Randolph proposed that Congress appoint three people to serve jointly as chief executive. One person alone, he said, would never be able to win the people's confidence. Others objected. A single executive, they said, could act more quickly when urgent action was required. Eventually, the delegates voted to have one person, called the President, serve as executive.

A Two-House Legislature The Virginia Plan called for a change in the composition of Congress. Rather than a single legislative body, it would consist of two parts—a lower house and an upper house.

Delegates argued long and hard about methods of choosing members of the two houses. Some wanted state legislatures to elect both houses. **Roger Sherman** of Connecticut said the people "should have as little to do" with the selection process as possible because they can be misled.

On the other hand, **James Wilson** of Pennsylvania warned against shutting the people out of the process. According to Wilson, election of the legislature by the people was "not only the cornerstone, but the foundation of the fabric."

✓**Checkpoint** How was the national government organized under the Virginia Plan?

The Great Compromise

One part of the Virginia Plan nearly tore the convention apart. The plan called for representation based on population. The more people a state had, the more seats it would have in each house. Naturally, this idea drew support from big states like Virginia, Pennsylvania, and Massachusetts.

New Jersey Plan The smaller states strongly opposed this idea. They wanted each state to have the same number of votes in Congress, as was the case under the Articles of Confederation.

On June 15, William Paterson of New Jersey introduced a modified plan on behalf of the small states. This New Jersey Plan stood in sharp **contrast** to the Virginia Plan. It called for a single house of Congress, with equal representation for each state. The plan also expanded the powers of Congress to raise money and regulate commerce.

In the summer heat, delegates argued day after day over the great issues at stake. **Emotions** ran so high that some feared the convention would fail and the Union would break apart.

Terms of the Compromise Finally, Roger Sherman of Connecticut worked out a compromise that he hoped would satisfy both the large and small states. A **compromise is an agreement in which each side gives up part of what it wants**. On July 16, 1787, delegates narrowly voted to accept Sherman's proposals, which came to be known as the Great Compromise.

Vocabulary Builder
contrast (KAHN trast) *n.* difference

Vocabulary Builder
emotion (ee MOH shuhn) *n.* strong feeling about something or someone

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Differentiated Instruction

L1 Less Proficient Readers

L1 Special Needs

L1 English Language Learners

Reading a Chart Have students complete the worksheet The Articles of Confederation and the Constitution. Help students understand how the Constitution helped unify the nation by explaining that the Constitution combined the ideas of many

of the nation's leaders and provided for a strong federal government.

All in One Teaching Resources, Unit 2, The Articles of Confederation and the Constitution, p. 77

The key to Sherman's plan was a two-house Congress. To please the large states, the lower house, called the House of Representatives, was to be based on population. Bigger states would thus have more votes. Representatives would be chosen by a vote of the people to serve two-year terms. To please the small states, each state would have two seats in the upper house, or Senate. State legislatures would choose senators, who would serve six-year terms.

The Great Compromise was a vital step in creating a new Constitution. Now, small-state delegates were willing to support a strong central government.

✓Checkpoint What was the main difference between the Virginia Plan and the New Jersey Plan?

Debates Over Slavery

Other issues also divided the delegates—none more so than the question of slavery. The issue touched off bitter debates between northerners and southerners.

Three-Fifths Compromise Southern delegates said that enslaved people should be counted in calculating how many representatives a state should have in Congress. Northern delegates said that because enslaved people could not vote, they should not be counted toward a state's representation.

Finally, Congress agreed to a plan called the Three-Fifths Compromise. Each enslaved person would be counted as three fifths of a free person. Thus, 500 enslaved people would count as 300 free people. The Three-Fifths Compromise was a gain for the South, which got more seats in the House. Northern delegates reluctantly agreed in order to keep the South in the Union.

The Three-Fifths Compromise was a blow to African Americans. It helped preserve slavery in the new Constitution by making a distinction between "free persons" and "all other persons." The compromise was finally overturned when slavery was banned in 1865.

Slave Trade Some northern delegates wanted to ban the buying and selling of people anywhere in the country. Southern delegates protested that a ban would ruin the South's economy.

Once again, a compromise was reached. Ships would be allowed to bring enslaved people into the country for a period of 20 years. After 1808, Congress could bar the importation of enslaved people. But the slave trade *within* the United States was not affected.

✓Checkpoint What was the Three-Fifths Compromise?



Identify Support for Propositions

Roger Sherman proposed a two-house Congress, hoping to satisfy both small and large states. What support did he give to show how this solution would meet the needs of all states?

Debates Over Slavery

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Instruction

- With students, read Debates Over Slavery. Have students look for details to answer the Section Focus Question.
- Ask: **What two compromises were made over the issue of slavery?** (*The Three-Fifths Compromise; the importation of enslaved people must end after 20 years but the internal slave trade could continue.*)

Independent Practice

Have students complete the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 7, Section 2 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure they understand the importance of the debates over slavery. Provide assistance as needed.

Links Across Time

Slavery and the Constitution

1787 Slavery was the "unfinished business" of the Constitutional Convention. Compromises postponed the debate over the issue.

1861–1865 Growing disputes between the North and the South finally led to the bloody Civil War. Slavery was banned—and erased from the Constitution—by the Thirteenth Amendment in 1865.

Link to Today

Compromise Today Congress still debates many difficult and troubling issues. What compromises do they reach?

For: Congressional debates in the news
Visit: PHSchool.com
Web Code: myc-2032

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History Background

Slavery in the New Nation By 1790 seven of the original colonies—Massachusetts, Rhode Island, Connecticut, New York, New Hampshire, and New Jersey—had outlawed slavery or were in the process of doing so. Vermont, which had briefly become an independent republic in 1777,

had already abolished slavery and would come into the union in 1791 as a free state. However, according to the 1790 census, there were approximately 1,300,000 enslaved people in the United States, and slavery was legal according to the Constitution.

Answers

Reading Skill Sherman's solution allowed for representation based on population, which would benefit the large states, and equal representation, which would benefit the small states.

✓Checkpoint The Virginia Plan called for a two-house legislature with more representation for larger states; the New Jersey Plan called for a one-house legislature with equal representation for all states.

✓Checkpoint an agreement that for purposes of representation and taxation, each enslaved person would count as three fifths of a person

Signing the Constitution

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A New Constitution

p. 217


Instruction

L2

- Have students read *Signing the Constitution* and *A New Constitution*. Remind them to look for details that answer the Section Focus Question.
- Have students look at the painting on this page. Ask: **How did the painter show the importance of the signing of the Constitution?** (Possible answers: He portrays the signers as dignified men in a formal setting. The fact that he shows so many delegates demonstrates that the Constitution is a significant document.)
- Ask: **Why did the artist paint George Washington standing in front of the delegates?** (He was the president of the Constitutional Convention.)
- Ask students who have completed the History Reading Skill worksheet to paraphrase the reasons why Benjamin Franklin thought everyone should sign the Constitution. (Students' answers should reflect their reading of Franklin's speech.)

Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 2 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, make sure they understand the importance of the new Constitution. Provide assistance as needed.
- Have students fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

 **Teaching Resources, Unit 2**, Reading Readiness Guide, p. 73

Answer

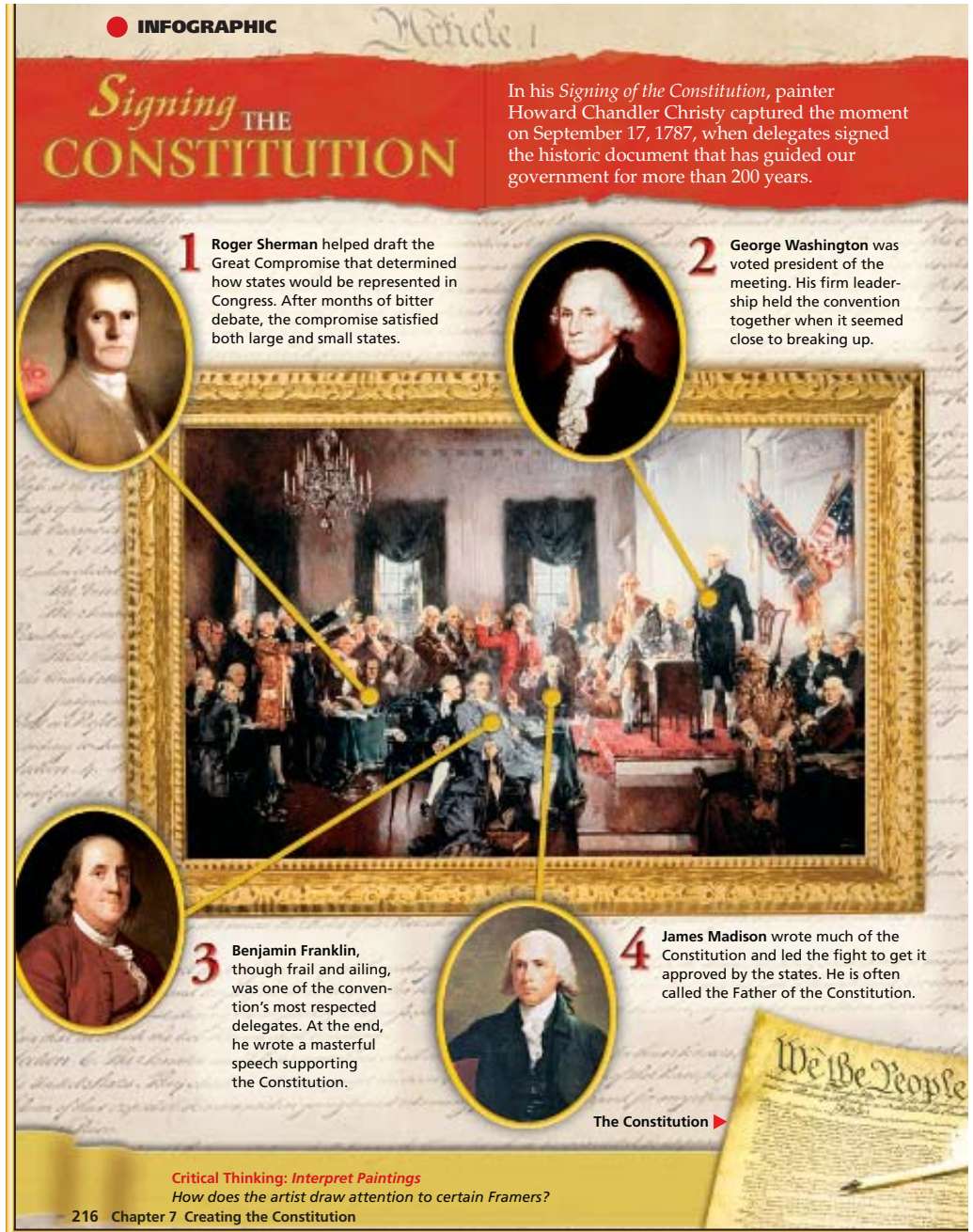
Interpret Paintings Possible answer: Their faces are fully lit and facing forward, or they are standing.

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INFOGRAPHIC

Signing THE CONSTITUTION

In his *Signing of the Constitution*, painter Howard Chandler Christy captured the moment on September 17, 1787, when delegates signed the historic document that has guided our government for more than 200 years.



- 1** Roger Sherman helped draft the Great Compromise that determined how states would be represented in Congress. After months of bitter debate, the compromise satisfied both large and small states.
- 2** George Washington was voted president of the meeting. His firm leadership held the convention together when it seemed close to breaking up.
- 3** Benjamin Franklin, though frail and ailing, was one of the convention's most respected delegates. At the end, he wrote a masterful speech supporting the Constitution.
- 4** James Madison wrote much of the Constitution and led the fight to get it approved by the states. He is often called the Father of the Constitution.

Critical Thinking: Interpret Paintings
How does the artist draw attention to certain Framers?

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Differentiated Instruction

L1 English Language Learners **L1** Special Needs

Building Vocabulary Have students make a list of all Key Terms and High-Use Words. Then, have them create flashcards with the word on one side and its defini-


tion on the other. Pair students with a partner and have them quiz each other on the definitions of the words using the flashcards.


A New Constitution

After many more weeks of debate, the delegates agreed on all the terms. A so-called Committee of Style was appointed to draw up the final wording of the new Constitution. **Gouverneur Morris**, a gifted writer, was largely responsible for writing the Preamble, or introduction.

The Preamble highlights a major difference between the Constitution and the Articles of Confederation. The Articles were a pact between separate states. By contrast, the Constitution opens with the words, "We the People of the United States, in order to form a more perfect union, . . . do ordain and establish this Constitution for the United States of America." The Constitution thus claims to take its authority from the people rather than from the states.

The aging Ben Franklin gave some final advice on the day of the signing. Because he was so ill, Franklin remained seated and another delegate read Franklin's speech. Like many other delegates, Franklin had some doubts about parts of the Constitution. Still, he said, "I agree to this Constitution with all its faults," and he urged others to do the same. At last, the delegates stepped forward to place their signatures on the document.

 **Checkpoint** What is the significance of the Constitution's first phrase: "We the People of the United States"?

 **Looking Back and Ahead** Once the Constitution had been signed, secrecy ended. Public debates began. These debates would stretch over 10 months. And, as the Constitution's supporters soon learned, the battle for approval would be hard-fought and bitter.

Section 2 | Check Your Progress

Comprehension and Critical Thinking

- (a) Summarize** Summarize the arguments for and against having a single executive.
(b) Explain Problems What problems do you think might arise during a crisis if the executive power in the U.S. government was held by three people?
- (a) Describe** How was representation in Congress to be based, according to the terms of the Great Compromise?
(b) Apply Information Why did the small states decide to support a strong central government after the compromise?

Reading Skill

- 3. Identify Support for Propositions** Reread the text following the heading "Slave Trade." What reason did southerners give to support their position against ending the slave trade?

Key Terms

- Fill in the blanks with the correct key terms.
- 4.** The Virginia Plan called for a _____, or system of courts to interpret the law.

Progress Monitoring

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-2032

- 5.** Under a _____ between northern and southern states, Congress could bar slaves from being imported after 1808.

Writing

- 6.** Choose one of the problems that the delegates at the Constitutional Convention had to solve. List several possible solutions for that problem, and then write a few sentences explaining the solution that the convention eventually chose. What were the advantages and disadvantages of this solution?

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Section 2 Check Your Progress

- (a)** Against—too much power for a single executive; For—a single executive could make decisions more efficiently
(b) Possible response: They might argue about a solution and not solve the crisis.
- (a)** Representation in the House of Representatives would be based on population; in the Senate each state would have equal representation.
(b) Because one house would have equal representation, the small states no longer feared that they would be controlled by the larger states.
3. They said that such a ban would ruin the South's economy.
4. judicial branch
5. compromise
6. Sentences should show an understanding of the problems.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.


 **Teaching Resources, Unit 2,** Section Quiz, p. 82

To further evaluate student progress, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 7, Section 2

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying questions.

 **Interactive Reading and Notetaking Study Guide,** Chapter 7, Section 2 (Adapted Version also available.)

Extend

Have students work in pairs. Ask them to use the Internet to research more information about the Constitutional Convention. Ask students to write questions that a reporter may have asked delegates just before the Constitutional Convention. Students should then play the role of one of the delegates and take turns answering each other's questions.


Extend Online

For: Help with this activity
Visit: PHSchool.com
Web Code: myd-0217

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

 **Checkpoint** It demonstrates that the government is based on the consent of the people.