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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 52— Articles of Confederation

November 13, 2017

**Focus:** Explain the following quotes from Thomas Jefferson:

* “*The spirit of resistance to government is so valuable on certain occasions, that I wish it to be always kept alive…I like a little rebellion now and then. It is like a storm in the atmosphere.”*
* *The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is its natural manure.”*

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**Student Objectives:**

1. I will determine why the Articles of Confederation were an ineffective government.

Homework:

-Read and take notes on Chapter 5, Section 3 pgs. 163-166 (due 11/14)

-Read and take notes on Chapter 5, Section 3 pgs. 167-168 (due 11/15)

-Read and take notes on Chapter 5, Section 4 pgs. 170-173 (due 11/16)

-Chapter 5 Note Check Quiz Friday 11/17

-Chapter 5 Test Monday 11/20

**Handouts**:

Strengths, Weaknesses, and Problems Handout

I. Articles of Confederation

A. Strengths

B. Weaknesses

II. Ordinances

1. Land Ordinance of 1785
2. Northwest Ordinance

III. Shays’ Rebellion

**Key terms/ideas/ people/places**:

Articles of Confederation Daniel Shays Land Ordinance of 1785 Northwest Ordinance

Depression Inflation

**By the end of class today, I will be able to answer the following**:

**What** could the Articles of Confederation not do? What could they do?

**Why** did people join Daniel Shay?

Notes

Class 52— Articles of Confederation

November 13, 2017

Voting:

* male
* white
* 21 or over
* Own property/tax

Strengths:

* limited government
* Congress could settle conflicts
* Mint coins
* Borrow money
* Negotiate treaties
* Created
  + Land Ordinance of 1785-system for surveying and dividing western lands
  + Northwest Ordinance of 1787-system for allowing states to enter the Union, outlawed slavery in the Northwest Territory, and required public education

Weaknesses:

* States could refuse requests from Congress
* No presidential or national court system
* No trade regulation-can’t regulate interstate commerce
* No tax laws

Issues:

* Britain not leaving forts along Great Lakes
* Britain closed ports and enforced tariffs on American merchants
* Spain closed lower Mississippi
* Inflation
* Depression
* Shay’s Rebellion (pgs.161-162)

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 53— Constitutional Convention

November 14, 2017

**Focus**: Read the following quote from John Jay. How does this quote relate to the objectives for today?

*In short, my Dr. Sir, we are in a very unpleasant Situation. Changes are Necessary, but what they Ought to be, what they will be, and how and when to be produced, are arduous questions.”*

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**Student Objectives:**

1. I will compare and contrast the Articles of Confederation and the Constitution.

2. I will identify these key individuals of the Constitutional Convention:

* James Madison
* Ben Franklin
* George Washington

3. I will identify the roles slavery and sectionalism played in creating the Constitution.

**Homework**:

-Read and take notes on Chapter 5, Section 3 pgs. 167-168 (due 11/15)

-Read and take notes on Chapter 5, Section 4 pgs. 170-173 (due 11/16)

-Chapter 5 Note Check Quiz Friday 11/17

-Chapter 5 Test Monday 11/20

**Handouts**:

Venn Diagram

I. Constitutional Convention

A. Virginia Plan

B. New Jersey Plan

C. Great Compromise

**Key terms/ideas/ people/places**:

Virginia Plan New Jersey Plan Great Compromise James Madison George Washington Ben Franklin Philadelphia Slavery 3/5 Compromise

**By the end of class today, I will be able to answer the following**:

**Who** is the father of the Constitution?

**What** did the delegates disagree upon?

**Where** did the Constitutional Convention take place?

**What** role did slavery play at the Constitutional Convention?

**Why** was George Washington chosen as President of the Convention?

Notes

Class 53— Constitutional Convention

November 14, 2017

Secrecy

“nothing spoken in the House be printed, or otherwise published, or communicated without leave.” No journalists or spectators. Sentries posted at the doors. Delegates prohibited from discussing debates in public or in letters. The only comprehensive account of the meetings appeared in Madison’s notes, which he vowed to keep secret until the last delegate died. He was actually the final survivor. Because of the secrecy, there many rumors like the delegates voted to expel Rhode Island from the Union and considered inviting George III’s son to become American’s king

The 55 delegates were surprisingly young-average age was 44. 29 were college educated and 29 had studied law. 35 were officers in the Continental Army and 42 had served in the Confederation Congress. The delegates met six days a week from 10 A.M. till 4:00 P.M.

The delegates fall into three groups:

* Radicals-replace Articles
* Moderates-Revise Articles
* Conservatives-Leave Articles

Ben Franklin

* 81
* Gout
* Kidney Stones
* Franklin arrived in a Sedan Chair carried by two trustworthy convicts. This mode of travel further added to his aura
* William Pierce (GA)-Dr. Franklin is well known to be the greatest philosopher of the present age. The very heavens obey him, and the Clouds yield up their Lightning to be imprisoned in his rod.”
* Unspoken consensus that he was the wisest man in the room

Gouverneur Morris

* Peg leg
* Rose to speak, peg leg and all more than any other delegate
* Greater influence on the final wording of the Constitution than anyone else
* The man who actually wrote the Constitution-James Madison on Morris’ writing-“A better choice could not have been made, as the performance of the task proves.”
* Makes the biggest change:
  + Original preamble-“We the people of the states of New Hampshire, Massachusetts, Rhode Island…” and down the coast on a state by state basis
  + Morris changes to “We the People of the United States
    - Newly created government operated directly on the whole American citizenry, not indirectly through the states

James Madison

* 5’4” /140 lbs
* “little Jemmy Madison”
* Frail-looks like a librarian/schoolmaster=nerd
* Attends Princeton, classmate of Aaron Burr
* Believes he is going to die-lives the longest of any founding father (“Having outlived so many contemporaries, I ought not to forget that I may be thought to have outlived myself.”)
* Just looked insignificant-paralyzingly shy
* Seemed to lack a personal agenda because he seemed to lack a personality
  + “Never have I seen *so much mind in so little matter.*” His style, was not to have one.
* However, in 1790, Madison was at the peak of his powers and was regarded as the most influential political leader in the nation behind George Washington and Ben Franklin
* He is the father of the Constitution

Virginia Plan

* 3 branches of government
  + Executive
  + Judicial
  + Legislative
    - 2 houses-both based on the population of the state

New Jersey Plan

* 3 branches of government
  + Executive
  + Judicial
  + Legislative
    - 1 house-equal number of votes

Great Compromise

* 3 branches of government
  + Executive
  + Judicial
  + Legislative
    - 2 houses
      * Senate-every state gets 2 representatives=2 votes
      * House of Representatives-based on the population of each state

The slave question

* Madison believed slavery was the central cause for the division at the Constitutional Convention
  + “the States were divided into different interests not by their difference in size but principally from their having or not having slaves….It did not lie between the large and small states: it lay between the Northern and Southern.”
* Clear resolution on slavery would have made ratification nearly impossible
* VA leaders acknowledged slavery was evil but insisted there was nothing the federal government could do about it
* The ultimate legacy the American Revolution on slavery was a calculated obviousness that it not be talked about all
* In 1776, southern delegates insisted that slaves were like horses and sheep and therefore should not be counted as “Inhabitants.” Why did they change their mind with the 3/5 Compromise than (representation = power in the House and the House was based on population)? (Franklin responded to this comment as only Franklin could, stating the last time he looked slaves did not behave like sheep-“Sheep will never make any insurrections.”

3/5 Compromise

* Only 3/5 of the state’s slave population would count when determining representation
* Unlike the Articles, the Constitution was designed and intended to function as a government representing the American citizenry rather than the states.
* People would replace the states as the building blocks of a national republic-U.S. became a government of the people rather than of the states

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 54—The Constitution

November 15, 2017

**Focus:** List two powers that only belong to the national government. List two powers that only belong to the states. List two powers that are shared by both the states and national government.

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**Student Objectives:**

1. I will demonstrate an understanding of why the Founding Fathers created a government that allowed for:

* Separation of Powers
* Federalism
* Checks and Balances
* An Electoral College

**Homework:**

-Read and take notes on Chapter 5, Section 4 pgs. 170-173 (due 11/16)

-Chapter 5 Note Check Quiz Friday 11/17

-Chapter 5 Test Monday 11/20

**Handouts**:

none

I. Democracy and Republic

A. Definitions

II. Checks and Balances

1. Legislative Branch

1. Congress

B. Judicial Branch

1. Supreme Court

C. Executive Branch

1. President

III. Electoral College

**Key terms/ideas/ people/places**:

Democracy Republic Bill Supreme Court Judicial Branch

Legislative Branch Executive Branch Bill Electoral College Federalism

**By the end of class today, I will be able to answer the following**:

**Who** has the power to veto a bill?

**What** is the job of the Supreme Court?

**Why** did the Founding Fathers create separation of powers?

**How** is the President chosen?

Notes

Class 54—The Constitution

November 15, 2017

**Popular Sovereignty**-political authority belongs to the people

**Republic**- government in which citizens rule themselves through elected representatives

**Federalism**-sharing of power between the central government and the states

**Legislative Branch**-Congress-proposing and passing bills (laws)

**Executive Branch**-President-makes sure the laws are carried out

**Judicial Branch**-Supreme Court-interpreting laws

**Checks and Balances**-keeps any branch from becoming too powerful

**Electoral College**-elects the President and Vice-President of the U.S.

**Veto**-President rejects a bill

**Bill**-law

**Constitution Day**-September 17, 1787

**Override:** Congress can override a presidential veto with 2/3 of a vote in both the House and Senate

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 55— Ratifying the Constitution

November 16, 2017

**Focus:** Shortly after the Constitutional Convention adjourned, Robert Morris said to George Washington, “No Constitution is the same on Paper and in Life.” What did he mean be this statement?

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**Student Objectives:**

1. I will recognize the difference between the Federalists and the Anti-Federalists.

2. I will recognize some of my basic rights as outlined in the Bill of Rights.

3. I will demonstrate an understanding of the process to amend the Constitution.

**Homework:**

-Chapter 5 Note Check Quiz Friday 11/17

-Chapter 5 Test Monday 11/20

**Handouts**:

None

I. Ratification

A. Federalists

B. Anti-Federalists

II. Bill of Rights

III. Amending the Constitution

**Key terms/ideas/ people/places**:

Federalists Anti-Federalists Bill of Rights Amendments

**By the end of class today, I will be able to answer the following**:

**Who** wanted a Bill of Rights?

**What** did the Anti-Federalists fear?

**How** is the Constitution Amended?

**How** many total Amendments are there?

Federalist Papers, Number 10

“The inference to which we are brought is, that the *causes* of faction cannot be removed; and the relief is only to be sought in the means of controlling its *effects….*Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. Besides other impediments, it may be remarked, that where there is a consciousness of unjust or dishonourable purposes, communication is always checked by distrust, in proportion to the number whose concurrences is necessary.”

-PUBLIUS (James Madison)

Federalist Papers, Number 51

In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent is admitted on all hands to be essential to the preservation of liberty, it is evident that each department should have a will of its own; and consequently should be so constituted that the members of each should have as little agency as possible in the appointment of the members of the others. Were this principle rigorously adhered to, it would require that all the appointments for the supreme executive, legislative, and judiciary magistracies should be drawn from the same fountain of authority, the people, through channels having no communication whatever with one another.

-PUBLIUS (James Madison)

*To the Citizens of the State of New-York*

“But if, on the other hand, this form of government contains principles that will lead to the subversion of liberty—if it lends to establish a despotism, or, what is worse, a tyrannic aristocracy; then, if you adopt it, this only remaining assylum for liberty will be shut up, and posterity will execrate your memory….This government is to possess absolute and uncontroulable power, legislative, executive, and judicial, with respect to every object to which it extend, for by the last clause of the section 8th, article 1st, it is declared ‘that the Congress shall have the power to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution, in the government of the United States; or in any department of office thereof.’”

-BRUTUS (?)

Notes

Class 55— Ratifying the Constitution

November 16, 2017

**Federalists**:

* Strong national government
* Wanted the Constitution to be ratified
* Federalist Papers
  + Essays supporting the Constitution
  + The authors of these papers are:
* James Madison (29)
* Alexander Hamilton (51)
* John Jay (5)

**Anti-Federalists**:

* Felt the new government would be too strong
* Favored more power to the states
* Constitution was an assault on individual liberty and states’ rights-needed a Bill of Rights
* Patrick Henry
  + No such thing as American people, only Virginians, Pennsylvanians, etc
  + “Have they said, ‘we the states’…this would be a confederation….The question turns, Sir, on that poor little thing, the expression ‘We, the people,’ instead of the States of America.”

**Bill of Rights**:

* First 10 Amendments
* Many reasons were argued why there wasn’t a Bill of Rights, but the real reason was the delegates were tired of debates and by the end they wanted to go home
* Would the Bill of Rights be dangerous-would the list ever be comprehensive enough?
  + Thomas Jefferson-“half a loaf is better than no bread.”
* James Madison-Father of the Bill of Rights
* Madison tried to create an Amendment ensuring federal standards for agreed-upon human rights at the state level. Doesn’t get in. “And history proved Madison right when, as he had predicted to Jefferson, more abuses of individual rights would occur at the state than at the federal level.”

What the Constitution is and means:

* “In a world hitherto ruled by hereditary monarchs, traditional dogmas, or military might, nothing like America’s republican experiment had ever occurred.”
* George Washington: “a new phenomenon in the political & moral world; and an astonishing victory gained by enlightened reason over brutal force.”
* Multiple ambiguities make it a living document-Constitution was intended less to resolve arguments than to make argument itself the solution.

There are **27 Amendments**

**Amending the Constitution**:

* 2/3 in the House of Representatives
* 2/3 in the Senate
* ¾ of the States

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 56—Note-check and Review

November 17, 2017

**Focus:** Check your notes.

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**Student Objectives:**

1. I will complete my note-check quiz to the best of my ability.

2. I will review for the Chapter five test.

**Homework:**

-Chapter 5 Test Monday 11/20

**Handouts**:

None

I. Note check quiz

II. Review

**Key terms/ideas/ people/places**:

Everything on the overview

**By the end of class today, I will be able to answer the following**:

Everything on the overview