

Montessori Lesson Plan

School: Montessori Academy	Teacher: Jennifer Gartner
Subject/Topic(s): History/Social World	
Grade Level: 7/8	Theme: Structure

Curriculum Components Included: ☐Project XXMini-Whole Grp ☐Lesson-Small Grp Student engagement during lesson Shelf work ☐Rubric ☐Self-Assessment ☐Seminar/Qs ☐Interdisciplinary ☐Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ☐Deep Connection ☐Silence & Solitude X Meaning & Purpose ☐Joy & Delight ☐Creative ☐Transcendence ☐Initiation

Standards/Objectives

7.4c - Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

7.4c.2 - Students will examine how key issues were resolved during the Constitutional Convention, including:

7.4c.3 - state representation in Congress (Great Compromise or bicameral legislature)

7.4c.5 - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)

Materials: Teacher

- Computer /Projector
- Handouts

Materials: Student

- Social World notebook/computer

Time/Dates

- TBD

Facts/Skills (Prior Knowledge)

Concepts/Big Ideas

- What were the major issues discussed by the attendees at the Constitutional Convention?

Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme)

We will examine the structure (government) of the United States, which is a representative constitutional democracy.

Connection to Elementary Material or Lesson

The Third Great Lesson: Humans Come to Earth
Development of Ancient Civilizations and their fundamental needs

Step-by-Step Procedures

Print and copy pages for students. (attached)

The Constitutional Convention - Handout.pdf

The Constitution Convention - Presentation.pdf

Constitutional Convention - Exit Ticket.pdf

Make a copy of the slide show, add it to your Google Drive, and click through to preview the lesson.

The teacher and/or students can read through the text on each slide. Prompt students to answer each question, and then check student answers as they are answering.

2nd Period – Practice

Using there graphic organizers, student will complete on the two major issues of the convention

Issue 1: Representation of the State at the National Level

Issue 2: Slavery

3rd Period – Student Application

- Exit ticket

Plan for Differentiation

Teaching

The lesson will be the same for all

Work

Exit Ticket will be differentiated
depending on skill level

Assessment

The quizzes will be differentiated
depending on skill level.

Outside Support: Who, What, How

Enlist the help of our intervention specialist for support of students who need it.

Formal Assessments

Formative Assessments

Have a checklist with which I can record shelf work

Summative Assessment

Take a differentiated quiz.



The Delegates

- ⇒ These men were all members of the country's social, economic and political elite.
- ⇒ Many had been members of the Continental Congress.
- ⇒ All were white and male. Nearly all were wealthy.
- ⇒ More than half were lawyers, and more than half owned slaves.

As the men at the Constitutional Convention were primarily white and wealthy, this meant they were more concerned with the issues that impacted them.

Even though Shays' Rebellion was partly to blame for the Convention, the issues related to debt would be decided later - when Washington became president.



Based on the information we know about the delegates, what do you think they will be concerned with at the Constitutional Convention?

Important Words to Know:

The men who wrote the Constitution are referred to by several different names. These include:

Delegates - A representative sent to a conference.

Framers - A person who shapes a concept or plan.

Founding Fathers - The men who wrote the Constitution.



How well do you understand what we've discussed so far?

Issue 1

The men who wrote the Constitution were very concerned with how the states would be represented in the national government. The more votes a state had in the government, the more power they would hold in guiding the direction of the country. Large states felt that they should have more votes because they had a larger population. Smaller states felt that each state should be represented equally, and have an equal vote.



The Virginia Plan

⇒ Power of the government would be spread among three branches - the executive, the legislative and the judicial.

⇒ There would be two sections of the legislative branch - the Senate and the House of Representatives.

⇒ In both sections (or houses), the number of representatives would be based on the state's population.

Why do you think the
small states didn't like the
Virginia Plan?

The New Jersey Plan

⇒ There would be only one house in the legislative branch.

⇒ Each state would only have one vote.





Important Words to Know:

Branch - Think of our government like a tree. The different sections of government are referred to as branches. We have three different branches - the legislative, executive and judicial branches.

House - In terms of our government, a house is a section of our legislative branch. It's where the lawmakers write, debate, and pass laws.



The Connecticut Compromise

- ⇒ There would be three branches.
- ⇒ There would be two houses in the legislative branch. One would be called the Senate and the other the House of Representatives.
- ⇒ The Senate would have two representatives per state.
- ⇒ The number of representatives in the House of Representatives would be based on the population of the state.

What did the small states gain from the Compromise?

What did the large states gain from the Compromise?

Issue 2

The men who wrote the Constitution were also concerned with how slavery would be considered. Northern states had increasingly begun to outlaw slavery, while southern slave owners wanted the new Constitution to protect slavery.



The Northern Argument

- ⇒ Slaves should only count as property for taxation.
- ⇒ Slaves should not count as population.
- ⇒ The National Government should set a date to outlaw the international slave trade.

The Southern Argument

⇒ Slaves should count as part of the population for determining the number of representatives their state had in the House of Representatives.

⇒ Slaves should not count as property for taxation.

⇒ The National Government should help southerners to help catch runaway slaves.



Why did southern slave owners want slaves to be counted as part of the population?

The 3/5s Compromise

⇒ Each slave would count as three-fifths of a person for taxation and representation. That meant that every 5,000 slaves would count as 3,000 “persons.”

⇒ The Constitution also required that the importation of new slaves from Africa would end by 1808.





You might be confused by this compromise. Obviously, it's really unfair to the people who were in slavery. The people who owned them gained power with this compromise.

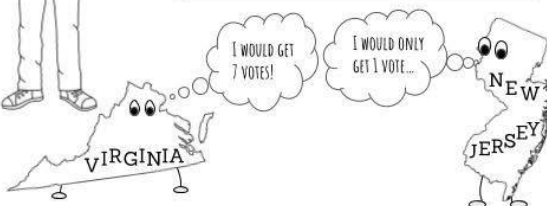
Remember, more than half of the men at the Convention were slave owners. There weren't many advocating on behalf of the people who were in slavery. Those voices just weren't represented.

Why do you think the
Constitution was unfair to
African Americans?

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The New Jersey Plan

- There would be only one house in the legislative branch.
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I HAVE THE MOST SLAVES, SO I SHOULD GET THE MOST POWER!

IF YOU TREAT YOUR SLAVES LIKE PROPERTY, THEY SHOULD ONLY COUNT FOR TAXES.

YES, I AGREE! SLAVES ARE PROPERTY!

YOU'RE ONLY SAYING THIS BECAUSE YOU DON'T HAVE ANY SLAVES.

NY IS GRADUALLY ENDING SLAVERY...

WHAT ABOUT US LITTLE GUYS? WE'RE ALREADY LOSING POWER...

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Name _____
Social Studies

The Constitutional Convention - Exit Ticket

1. Why do you think the small states didn't like the Virginia Plan?

2. What did the small states gain from the Connecticut Compromise?

3. What did the large states gain from the Connecticut Compromise?

4. Why did southern slave owners want slaves to be counted as part of the population?

5. **Why** do you think the Constitution was unfair to African Americans?

☐ **Complete** - Work provided above demonstrates student's thoughtful assessment of the information.

☐ **Incomplete** - Student provided some evidence of thinking, but the information provided was not complete, or answers were incorrect.