

# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Creating Our Constitution [U6C3L2]



#### **Why this is important:**

[Take from the Purpose of Lesson - We The People Lessons 111-12] The second U.S. Constitution was written at a convention held in Philadelphia in 1787. Both the New Jersey and the Virginia delegates to the convention submitted plans to organize the new national government. In this Learning Plan you will learn how the Philadelphia Convention came to be, the major issues that were discussed and debated, and the role that the New Jersey and Virginia plans played in creating the Constitution.



#### **What you will learn to do:**

*(Competency)*

Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution

#### **Linked Core Abilities**

Communicate using verbal, non-verbal, visual, and written techniques

Apply critical thinking techniques



#### **How you will know when you are succeeding:**

You will show that you have learned the target knowledge and skills:

- by writing a summary of the role that the Philadelphia Convention and the Virginia Plan played in creating the Constitution

Your performance will be successful when:

- you explain why the delegates to the Philadelphia Convention ignored the assignment given them by Congress
- you describe the key issues debated at the Philadelphia Convention
- you relate the details of the New Jersey and Virginia Plans to the issue of state representation in Congress
- you summarize why the Virginia Plan was selected as the basis for the Constitution



#### **Knowledge and skills you will learn along the way:**

*(Lesson Objectives)*

- a. Describe the steps leading to the calling of the Philadelphia Convention and the initial purpose of the Convention
- b. Describe the characteristics of the Framers who attended the Convention
- c. Describe the Framers' agreement on how to conduct the business of the Convention
- d. Defend positions on how the constitution should be developed - by Congress or by a special national convention
- e. Describe the basic elements of the Virginia Plan and the New Jersey Plan and the differences between them

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- f. Relate the elements of the Virginia and New Jersey Plans to the basic ideas of government such as natural rights, republican government, and constitutional government
- g. Explain the reasons for the disagreements among the delegates regarding representation
- h. Evaluate the advantages and disadvantages of the Virginia and New Jersey Plans for a national government
- i. Explain why the Virginia Plan was used as the basis for the new Constitution rather than the New Jersey Plan
- j. Terms to Know: delegates, equal representation, executive, federal system, Framers, House of Representatives, judicial, legislative, Philadelphia Convention, proportional representation, ratification, Senate, Virginia Plan



### **Learning Activities:**

*These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.*

- \_\_\_\_ 1. PREVIEW the information in the Student Learning Plan including the competency, learning objectives, performance standards, core abilities, learning activities and assessment activities. [Work independently] READ the Purpose of Lesson in your student text. READ What attempts were made to solve the problems of the Articles of Confederation? COMPLETE the Critical Thinking Exercise: Evaluating Alternative Political Strategies. SHARE your conclusions with the class. [Work in teams] RECORD responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 2. [SELF-PACED OPTION] COMPLETE Learning Activity 1 independently. RECORD responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 3. JIGSAW one of the following readings: Who attended the Philadelphia Convention? What other important delegates attended? What important Founders did not attend the convention, What happened when the convention began? CREATE a Tree Map illustrating the individuals discussed in your reading and their contributions to the creation of the Constitution. [Work as a team] SHARE your Tree Map with the class. RECORD responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 4. [SELF-PACED OPTION] COMPLETE Learning Activity 3 independently. RECORD responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 5. JIGSAW one of the following readings: What was the Virginia Plan? How did the Framers react to the Virginia Plan? or What was the New Jersey Plan? COMPLETE Lesson 12 Critical Thinking Exercise: Developing and Defending Positions. [Work as a team] SUMMARIZE why you think the Framers used the Virginia Plan as the basis for the Constitution rather than the New Jersey Plan. SHARE your thoughts in a class discussion. (Work with the class) RECORD responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 6. [SELF-PACED OPTION] COMPLETE Learning Activity 5 independently. RECORD your responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 7. OBTAIN AND REVIEW the Creating Our Constitution Assessment Task and scoring guide and begin working on your written summary. RECORD your responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 8. [SELF-PACED OPTION] COMPLETE Learning Activity 7 independently. RECORD your responses to reflection questions in your Cadet Notebook.



### **Assessment Activities:**

*These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.*

- \_\_\_\_ 1. COMPLETE the Creating Our Constitution Assessment Task. SELF-ASSESS your work using the scoring guide. SUBMIT your work to your instructor for feedback and a grade.
- \_\_\_\_ 2. SELF-PACED OPTION: Same as above.