

CONSTITUTIONAL CONVENTION



LESSON SUMMARY

BENCHMARK
SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will identify the strengths and weaknesses of the Articles of Confederation.■ Students will explain the goals of the 1787 Constitutional Convention.■ Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).■ Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.5.F.1.3: <i>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</i>■ ELA.5.C.3.1: <i>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</i>■ ELA.5.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ ELA.5.V.1.3: <i>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</i>■ SS.5.A.5.10: <i>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</i>
ESSENTIAL QUESTION
What were the goals and outcomes of the Constitutional Convention?
VOCABULARY
compromise, Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College
MATERIALS
<ul style="list-style-type: none">■ Constitutional Convention slides■ Constitution Compromises graphic organizer

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

Teacher Note: *This benchmark contains three lessons which should be taught in sequential order to aid students' understanding of the historical events leading up to the creation of the United States government we have today.*

1. Begin class by reviewing the previous lesson about the Articles of Confederation. What were some of the strengths/weaknesses? Did it seem to have more strengths or weaknesses? (weaknesses)
2. Explain to students that in 1787 delegates from each state agreed to come together with the goal of revising the Articles.
3. Ask students if they can think of a time where they tried to fix something (a project, an assignment, etc.) but instead, they decided to start over.
4. Explain to students that the delegates at the Constitutional Convention did just that. After first trying to meet the goal of revising the Articles, they instead decided to scrap them and start over on a new U.S. Constitution.

ACTIVITY

5. Project the "Constitutional Convention" slides.
6. Provide students time to examine the photos and read the characteristics of the delegates at the convention. Have them share some of their observations.
7. Ask students: What might be some of the challenges for a group this large and different when writing a new constitution from scratch?
8. Explain to students that during the Constitutional Convention, delegates had differing opinions and ideas of what should be included in the United States Constitution. Not every idea could be added to the document, so delegates had to compromise to decide on what would be best for the country.
9. Hand out the "Constitution Compromises" graphic organizer.
10. Using slides 3-5, read through each compromise discussed during the Constitutional Convention. Allow time for students to fill in the graphic organizer after reading each slide.

Teacher Note: *The slides can be completed as a whole group or printed and placed around the room as a gallery walk or small group station work.*

CLOSURE/FORMATIVE ASSESSMENT

11. Display the "U.S. Constitution Discussion" slides, focusing on slides #2 and #3.
12. Read the discussion questions to the class and record answers on the digital anchor chart provided.

Teacher Note: *Potential answers are noted in the speaker notes of the slide.*

ADDITIONAL RESOURCES
FJCC/LFI Website Supporting Florida State Statutes: <ul style="list-style-type: none">■ Florida State Statute 1003.42: Required Instruction
ANSWER KEYS
“Constitution Compromises” graphic organizer sample answers
SOURCES
The Delegates from Teaching American History: https://teachingamericanhistory.org/resource/convention/the-delegates/#:~:text=The%20average%20age%20of%20the.and%20six%20from%20British%20Universities