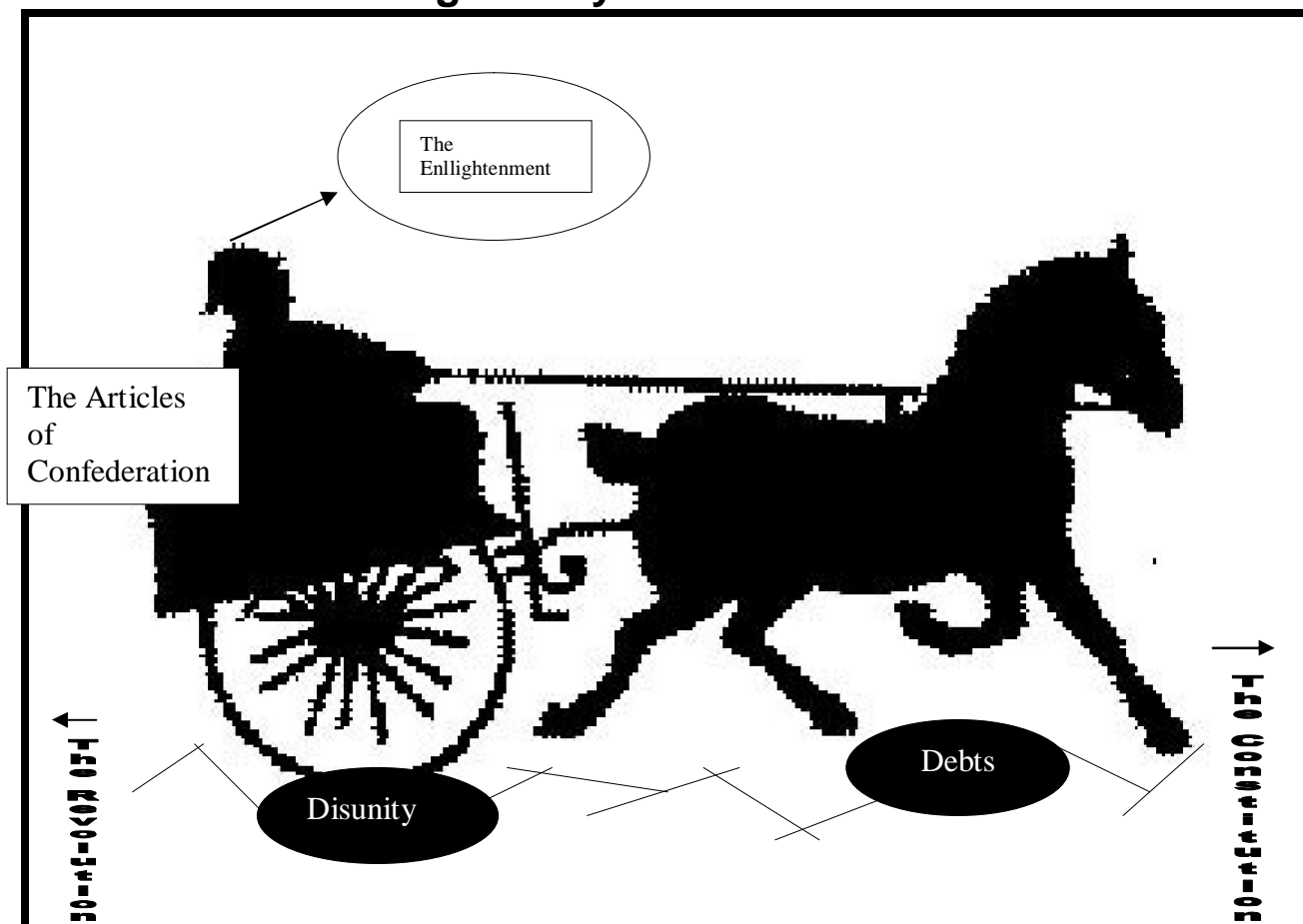


The Bumpy Road to a Written Contract for Lasting Liberty in the United States



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HIS-6710–The Enduring Legacy of the American Revolution-Castleton 2007-2008

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Final Project

Grade Level: 8

Unit Proposal:

The objective of this unit is to present and expose the students to the issues and subsequent responses with which the fledgling nation of the United States was faced from the advent of the American Revolution. This period starts in November 1777 with the approval of the Articles of Confederation by the Continental Congress to its subsequent failure and remedy with the Constitution in September 1787. With this unit the students are better able to understand the difficulties the American Founding Fathers confronted on the road to achieving the American Experience with the Constitution, which comes next. This unit comes after one in which the students review life in various aspects in the English Colonies and the reasons why the Revolution started.

Seminar Impact:

For various reasons I was unable to attend the summer seminar. Unfortunately this has had a negative impact on me as I feel less 'fired up' about this year's theme in addition to being less aware of the overall trend for this year. It is planned that I will view the recorded information there is of the summer's seminars to lessen the above ignorance.

Enduring Understandings:

- ✓ Democracy is a difficult endeavor.
- ✓ To be truly great one must be a little selfless like the American Founding Fathers.
- ✓ Like any great and long-lasting document the Constitution had a trial-and-error period, i.e., the Articles of Confederation
- ✓ The American Experiment in democracy was the first of its kind.

Essential Questions:

- What is essential in a new government?
- How does one compromise one's values for the general good?
- What did it take to become an American Founding Father?
- How do you handle dissenters?
- What were the principles of the Articles of Confederation?
- How did the Articles of Confederation turn into the Constitution?
- What philosophies and sources led to the American governmental documents?

Challenge Questions:

- ✓ What did the Founding Father and the early US go through to achieve lasting freedom?
- ✓ How did one become a Founding Father?
- ✓ What kept the 'American Experiment' from failing?
- ✓ When is a strong federal government better than strong state governments?

Intended Learning Outcomes/Main Objectives:

- t To show students what the early US experienced to obtain a lasting democracy.
- t To expose students to the lives and actions of the American Founding Fathers.
- t To give students an opportunity to evaluate primary governmental sources upon which and including the Articles of Confederation and the Constitution.
- t To make students analyze their own microcosmic world and how they can improve it.

Unit duration:

It is expected that this unit will take from three to four weeks of class time which will be comprised of three 50-minute classes and a 100-minute block class weekly. The unit will include analyses of primary sources, readings in the history textbook, videos, a role-play, a written 'autobiography,' a group project (as a final assessment) and debates.

(The following standards will be touched upon if not directly addressed.)

National History Standards:**Standards in History for Grades 5-12****Era 3 Revolution and the New Nation (1754-1820s)**

Standard 2: The impact of the American Revolution on politics, economy, and society

Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

Historical Thinking Standards for Grades 5-12**Standard 1: Chronological Thinking**

A. Distinguish between past, present, and future time.

E. Interpret data presented in time lines and create time lines. F. Reconstruct patterns of historical succession and duration; explain historical continuity and change.

Standard 2: Historical Comprehension

A. Identify the author or source of the historical document or narrative and assess its credibility.

B. Reconstruct the literal meaning of a historical passage. C. Identify the central question(s) the historical narrative addresses. D. Differentiate between historical facts and historical interpretations. E. Read historical narratives imaginatively. F. Appreciate historical perspectives.

Standard 3: Historical Analysis and Interpretation

A. Compare and contrast differing sets of ideas. B. Consider multiple perspectives. C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas. D. Draw comparisons across eras and regions in order to define enduring issues. E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

J. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

A. Formulate historical questions. B. Obtain historical data from a variety of sources. C.

Interrogate historical data.

Standard 5: Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past. B. Marshal evidence of antecedent circumstances. C. Identify relevant historical antecedents. D. Evaluate alternative courses of action. E. Formulate a position or course of action on an issue. F. Evaluate the implementation of a decision.

Vermont Grade Expectations for History and Social Sciences

Inquiry

H&SS7-8:5 Students develop reasonable explanations that support the research statement by...

Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, and/or justifying (e.g., analyzing information to determine why two historical accounts of the same event might differ.)

H&SS7-8:6 Students make connections to research by...

Formulating recommendations and/or making decisions based on evidence.

H&SS7-8:7 Students communicate their findings by...

Developing and giving oral, written, or visual presentations for various audiences.

History

H&SS7-8:8 Students connect the past with the present by...

Explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes).

Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).

Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i

H&SS7-8:9 Students show understanding of how humans interpret history by...

Identifying different types of primary and secondary sources (for example, visual, literary, and musical sources), and evaluating the possible biases expressed in them (e.g., analyzing Paul Revere's engraving of the Boston Massacre).

H&SS7-8:10 Students show understanding of past, present, and future time by...

Making predictions and/or decisions based on an understanding of the past and the present (e.g., after analyzing past events, determining what steps can impact the future).

Identifying important events in the United States and/or world, and describing multiple causes and effects of those events.

Explaining transitions between eras that occurred over time (e.g. independence of African

nations) as well as those that occurred as a result of a pivotal event (e.g., the invention of the automobile and the light bulb).

Civics, Government, and Society

H&SS7-8:15 Students show understanding of various forms of government by...

- Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution).
- Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion).

H&SS7-8:16 Students examine how different societies address issues of human interdependence by...

- Explaining ways in which conflicts can be resolved peacefully (e.g., assimilation /separatism; affirmative action; diplomacy).

Preparation for Teaching:

- HIS-6710
- Individual Research (See below.)
- Planning time
- Lesson plans
- Worksheet, text and photocopies

ANNOTATED BIBLIOGRAPHY (See attached.)

Activities: (what will the students be doing in preparing and doing class work)

Researching a Founding Father

Writing a Founding Father 'autobiography'

Video: *The Founding Brothers* and *Shh! We're Writing the Constitution!*

Colonial music

Reenacting the Constitutional Convention in character

Federalist/Anti-Federalist debates

Writing an editorial about the Articles of Confederation

Home Connections-student journal writes based on parent/child discussion around a newspaper article and/or set of reaction questions.

Field Study to state capital

Assessment: (what rubrics will you be implementing, essays, testing and any other)

Historical Role Play Rubric: The Constitutional Convention

Constitutional Convention worksheets

Teamwork rubric

Rubric for an Autobiography

Early American Newspaper Project (with focus on the Articles of Confederation)

Quizzes

Oral presentations

Worksheets

Discussion questions

Home Connections/Journal entries

OVERVIEW TO THE UNIT OF THE BUMPY ROAD TO A WRITTEN CONTRACT FOR LASTING LIBERTY IN THE US

In this unit the students will be placed in the shoes of the American Founding Fathers in order to fully understand the background, challenges and results which eventually led to the US Constitution. This unit comes after one about the life of early Americans around the time of the American Revolution. This is done to maximize their knowledge of the background of this nation and its people, especially of the Founding Fathers. Furthermore it has the intention to lead the students to the realization of the necessity for an organized government for the new nation as seen in the Articles of Confederation. The students learn of the drawbacks/difficulties facing the nation under the Articles of Confederation and why this first US constitution was eventually discarded for the present Constitution.

In the first few lessons of this unit the students examine the reasons and types of government (worksheets ‘The Need for Government’ and ‘Types of Government’ from *US Government*), the Enlightenment philosophies and primary sources of examples of early constitutions (including the Magna Carta, the Mayflower Compact, the English Bill of Rights,

the Virginia Statute of Religious Freedom, the Declaration of Independence and the Articles of Confederation) upon which the Founding Fathers based their ideas for, first, the Articles of Confederation and, second, the Constitution; many of these documents are included in an activity from the textbook *Call to Freedom*'s supplementary materials, 'Founding Documents Treasure Hunt.' The students are also assigned Home Connections (a set of reaction questions often provided with a reading as well for the students to examine and discuss with a parent) the results for which the students write up and bring in for classroom discussion now and throughout the unit. This has the effect of reinforcing and adding additional information for the students.

The class then reads about the United States under the leadership of the Articles of Confederation via the textbook, *Call to Freedom*, pages 180-195. Of course the preceding work can be done with another text or like materials about the Articles of Confederation. In this reading the students learn of the need for the Articles, the dates they were in use, the events occurring under them and the drawbacks/weaknesses which arose. The class summarizes the pros and cons of the Articles, one of which is the lack of fiscal control by the weak central government. To emphasize this with the students and as an interesting hands-on project the students design paper currency from one of the thirteen original states plus the 14th, Vermont. In order to support the students in this endeavor, they are provided with parchment-like paper for an authentic-looking style and actual examples of the bank notes used at that time as starting points. At this point a showing of parts of the video *Founding Brothers* to give the students more of an idea as to the people and times is recommended.

As a final assessment to study of the Articles of Confederation and before the students go on to think about revising them in their Constitutional Convention, they do a small group project.

This project takes the format of an editorial page of an early American newspaper. The students are to judge the effectiveness of the Articles of Confederation by discussing their strengths and weaknesses in essay form. Later the students present their newspapers to the class, which creates a further opportunity at revising the Articles.

The class now looks at those Founding Fathers involved in the Constitutional Convention when the Articles were discarded and a new constitution written. We do this first by going to the website www.law.umkc.edu 'Who's Wants to Marry a Founding Father?' which is an amusing way of introducing these famous men. The students are given an assignment sheet with a list (completed as the teacher sees fit) of the Founding Fathers who attended the Constitutional Convention, with the more important/active members given an asterisk. This sheet explains that the students need to choose one of the Fathers, to research him, to write an 'autobiography' on him and finally to look for what he did and said at the Constitutional Convention.

Once the students have chosen their Fathers making sure that the ones with asterisks are all chosen, they are told they will need to research their Fathers in order to write an 'autobiography'; it is an autobiography because the students are to take on the persona of their Fathers and write in the first person. They are given an instruction sheet and rubric to complete their autobiography. This will help them better understand the role of their Fathers in the Constitutional Convention. Some good web sites for research purposes are www.archives.gov, www.foundingfathers.org and www.colonialhall.com/biousec.php. The class also reads pages 196-201 from the textbook, *Call to Freedom*, for more background information on the Founding Fathers with an emphasis on the Constitutional Convention and the Constitution.

The preparation for the Constitutional Convention now commences with the students

researching what their Fathers actually said and did there. The Madison and Elliot Debates are among the useful sources for this research. The students are to make cue cards and act as historically true as possible. On the day of the Convention the students put on the costumes (provided by Castleton College), make name tags and find like-minded delegates by region, ideas on slavery, powers and rights of big or small states, etc. After enough preparation time the George Washington student starts the Convention with James Madison taking detailed notes. The teacher is in the background guiding the debates whenever necessary. It is important to note that the role of Washington be given to an academically strong student for a smoother debate. The students are graded on what and how much they say during the Convention, which they have already been told. So that students feel they can participate more freely during the debate, they are told that they may add their own feelings regardless of the historical veracity. One may show the students the video, *Shh! We're Writing the Constitution!*, at this point for the students to compare their rendition with a more factual one. One may also tape the students and show it to them afterwards for them to see how accurate they feel they are.

As a wrap-up to the creation of the Constitution at the Constitutional Convention the class talks about the ratification process via debates and readings. Short selected excerpts from the *Federalist* and *Anti-Federalists Papers* are useful tools for the students to understand the fierce debate which ensued. A classroom debate between the two sides is great at highlighting the differences which raged. It is important to know that both sides won with a strong central government for the Federalists and a bill of rights for the Anti-Federalists. A nice field study to further examine this role of state versus federal government is a trip to the state capital.

As this unit uses a textbook and some of its supplementary materials what follows are the

examples of the activities created to support and emphasize the information presented in this unit. Although a chronological guideline is provided above, the teacher may decide to use whatever resources he/she feels is important to his/her needs.

Lesson Plan Steps for the Bumpy Road to a Written Contract for Lasting Liberty in the United States

The class first reviews the enduring understandings and the essential and challenge questions to be answered in the unit. This gets the students to start thinking and to invest in their learning.

The class begins discussion on the reasons for a government and the various types seen in the world. The class reads and completes the two worksheets, 'The Need for Government' and 'Types of Government' from the workbook, *U.S. Government* (See attached Annotated Bibliography).

Next the class moves on to the need for a government by the self-proclaimed United States of America as a result of *The Declaration of Independence*. We examine *The Declaration* for any clues as to what the Founding Fathers were thinking. The students are reminded on the Enlightenment ideas seen in a previous unit. The students are asked if they know the name of the first constitution and how it was created. They are given the name of the constitution as being *The Articles of Confederation* (1777-1788) and asked what they have heard about it.

In order for the students to better understand the cutting edge philosophy of the day, they are given a jigsaw reading about the main points of the Enlightenment ('Could the American Revolution Have Happened Without the Age of Enlightenment?' See attached Annotated Bibliography.) In this activity the students in pairs must look closely at the article to put it back together. Once that is done the students are told to get out their highlighters to mark what they think are the important points and their authors. These are then discussed as a class so that they understand the effects of Locke's 'natural rights' and the duty of government to protect these rights (a bill of rights) or else the people have the right to revolt and overthrow the government which is not be serving its people adequately and Montesquieu's ideas on the creation of government including checks and balances and each branch being separate among others. We go back to *The Declaration* to look for examples of Enlightenment thinking and its effects on the Founding Fathers' endeavors.

The class next looks at others examples of early constitutions including *The Magna Carta*, *The Mayflower Compact*, *The English Bill of Rights*, *The Virginia Statutes of Religious*

Freedom and, of course, *The Articles of Confederation*. First the students do a ‘treasure hunt’ where they match selections of the documents with the names; this gets them to look closely at the wording and ideas (See attached Annotated Bibliography). They then scan the documents for examples of people’s natural rights and ideas on how a government should be created, which is then followed by a discussion. To further reinforce/highlight the idea of government a Home Connection is sent home with reaction questions for the students to complete with a parent. The reactions are brought back to class for more discussion on the topic. Finally there is a debate about the best type of government by the students.

The class then reads through the text, *Call to Freedom* (See attached Annotated Bibliography), about the United States under the guidance of its first constitution, *The Articles of Confederation*. From this reading the students get an idea of the reasons why *The Articles* were created and their subsequent drawbacks. To highlight this the class makes a chart of the pros and cons of *The Articles*. As a further reinforcement the students are pitted against each other on two sides to defend either the pro or con side of the matter.

An activity idea here to highlight one of the drawbacks is for the students to create paper banknotes based on the respective ones used by the individual 13 states; this highlights the lack of a national bank/treasury and commerce laws under *The Articles*. The students are provided with facsimiles of the notes in order to get an idea of what they looked like. They are also provided with a parchment-like paper to give the notes a more authentic look. The students have a great time doing this, which highlights another drawback that of inflation with everyone making money (‘not worth a Continental’). The class shows their banknotes on a mobile-like hanging for all to see.

One may show snippets of the video, *Founding Brothers*, for the students to get any idea of the times as well as the people in the early United States. We also start reading the book, *The Great Little Madison* by Jean Fritz (See attached Annotated Bibliography), for the same reasons as mentioned above although this book and its contents continue on with the class’ next unit, the Constitution.

The students now have the idea that *The Articles* were not working well enough for the young nation; after all one can point out, ‘Are we still using them?’ As a review of the materials the students do the worksheet, ‘Early U.S. Government’ from *U.S. Government*.

The students are then asked what they think happened next with *The Articles*. As they were not working well, some people were calling for another stronger constitution with a strong central or federal government as opposed to keeping the balance of power with the state governments as seen in *The Articles*. In this the students see the beginning of the American political parties, the Federalists and the Anti-Federalists. A further worksheet is completed to clarify this information, ‘Political Parties’ from *U.S. Government*. This leads to a conversation about political parties now and then.

To assess this aspect of the unit the students act as early reporters to put together an op-ed piece for a newspaper/broadsheet. They are placed in small groups to confer as a team and then each student writes an article about *The Articles*, their performance at that point and if something should be done. Once the teams have finished their respective projects, they present them to the class.

Now begins the final phase in this unit, the preparation and holding of the Constitutional Convention, where *The Articles* are not only changed but rewritten into today's still strong Constitution. As a fun way to introduce the Founding Fathers, the students go onto the website, *Exploring Constitutional Law: "Who Wants to Marry a Founding Father?"* (See attached [Annotated Bibliography](#).), to explore the various backgrounds of the Fathers. They must then choose one of them which they will research, write an 'auto'biography on and finally perform in the Constitutional Convention. See the student hand-outs. *It is important to note here to make sure appropriate students are chosen/select the more active roles for a better Convention. Furthermore, the teacher should check to see that these students are aware of their roles with regards to the plans which they introduce at the Convention.

See attached [Annotated Bibliography](#) for some websites to help the students with their research. The rationale behind the research and autobiographies is for the students to get a real idea of what their Fathers are like before taking their parts in the Convention.

On the day of the class' Constitutional Convention the students are told to get into their costumes (Care of Castleton College!), find allies, e.g. small states with small states, large with large, northern states with northern ones, slave states with slave states, etc., and plan for their role-playing. They are told that their grade will be based on how much and what they say during the Convention. They are reminded to keep to historical precedent as much as possible but to use their own ideas wherever possible as well. The proceedings are taped for the class to see afterwards and discuss. One may also wish to show the video, *Shh! We're Writing the Constitution!* as a further basis for comparison and discussion.

A possible field study to continue the look into federal government as seen in the Constitution and state government as extolled in *The Articles* is to go to the state capital. A discussion is held about the differences and the students' feelings for each. As a follow-up the students complete a Home Connection about the trip.

Finally the students follow the ensuing ratification debate of the Constitution in the various states of the nation. They learn what the Anti-Federalists insist on having in the document before many of them will sign it, a bill of rights. We continue this by reading from the textbook, *Call to Freedom*. The students also receive two reading selections, one from the *The Federalist Papers* and one from *The Anti-Federalist Papers* to read and examine for later discussion. (See attached [Annotated Bibliography](#).) As a further discussion and investigation into this matter, one may use two more Home Connections about

maintaining freedom and the role of a good leader

To wrap up and assess the overall effectiveness of the unit the class again reviews the enduring understandings and the essential and challenge questions of the unit.

Next step, The Constitution!

**Home Connection:
The Need & Type of
Government**

--In our studies of American history we have been looking at how the Founding Fathers put together a government after the Declaration of Independence. These men were heavily influenced by Enlightenment ideas and so our first constitution, The Articles of Confederation, was as well. They felt they we should have a representative style of government or republic. It was a great experiment in democracy, which many others in the world thought would come to nothing. However, it has lasted for over two hundred years. What do you feel about 'government'? What style do you prefer? Or perhaps you feel there should not be government or very little of one. Talk to a parent about the Enlightenment ideas of the Founding Fathers and your ideas on the need and type of government you like.

NAME: _____

**AMERICAN OURSTORY:
Opinions on the Articles of Confederation**

--You are reporters working for a local newspaper, which is covering the past fifteen years from the Declaration of Independence to the creation of the Articles of Confederation. It is March 1787. There has been a lot of talk about the effectiveness (or lack thereof!) of the Articles of Confederation. Many people are calling for serious changes or even a new constitution. Your job is to **each** sum up the strengths and weaknesses of the Articles in a short editorial form, which you will then present to the entire class. This should take the form of an editorial section in a newspaper. Address how the American democratic system has been functioning and whether or not changes should be made to the Articles or whether they should be completely changed. Give your opinions about how the changes should be made. First of all think of a catchy name for your paper. Think about what items you see in a newspaper. It would be a good idea to include advertisements appropriate to the time period and visuals to liven the paper up. It is important that everyone participate equally in the work and presentation; remember your group/team philosophies. Finally, you are reporters so you want your work to sell! You will be assessed on the following criteria:

- A. Originality** of the final product
- B. Effort** demonstrated
- C. Effectiveness** in presenting an overall and complete picture of the time
- D. Interest level** for the class

--For each category there is a possibility of getting 4 points for a grand total of 16.

4 means an excellent job in the category.

3 means a great attempt at the job.

2 means there are still items to be worked on.

1 means you should have put much more work into the project.

You will have until the end of class on Mon., 22 Oct. to complete your newspapers. You will be asked to present them and their contents to the entire class starting on Tues., 23 Oct.

**The Founding Fathers at the Constitutional Convention
Philadelphia, 1787**

--You are to choose one of the following Founding Fathers who was at the Constitutional Convention. Next you are to research this man and find out all you can about him. For example, you should find out what sort of person he was, his social and political background, what he said at the Constitutional Convention, how he voted there (Federalist or Anti-federalist) and what happened to him afterwards. With this information you are to write a five-paragraph biography of this man and prepare to be him at our own Constitutional Convention.

Rufus King

Charles Cotesworth Pinckney

Nathaniel Gorham

Charles Pinckney*

Alexander Hamilton

Edmund J. Randolph*

George Washington*

William Blount

Robert Morris

Benjamin Franklin

Gouverneur Morris*

Jared Ingersoll

James Wilson*

Roger Sherman*

James Madison, Jr.*

William Paterson*

George Mason*

John Dickinson*

John Rutledge*

***These men have are especially important to the Convention; assign first.**

Founding Father Autobiography

--As a lead-up to our very own Constitutional Convention, you have chosen a Founding Father to become. You need to research what he (you!) did and said at the Constitutional Convention at Independence Hall in Philadelphia, Pennsylvania from May to Sept. 1787. To help you better understand the role of this person, you are to write an autobiography. It is about you who are now the Founding Father. Therefore, you will be writing in the first person, I. You should have at least five paragraphs outlining your life. Please see the mapping below to understand what to write. You may have more than one paragraph for paragraphs 2 through 4. Your grading rubric is on the back. As to format, this must be typed, 12 font, Times New Roman and double-spaced.

1>>	The first paragraph is your introduction. In general terms explain who you are.
2>>	In the second paragraph you will talk about your childhood/growing up.
3>>	In the third paragraph talk about your career and adulthood.
4>>	In the fourth paragraph you must specifically address what you did and said at the Constitutional Convention.
5>>	Finally, in the fifth paragraph you will write your conclusion where you wrap your life and accomplishments up.

FOUNDING FATHER AUTOBIOGRAPHY RUBRIC

ITEM	5/5	4/5	3/5	0/5	
HISTORICAL BACKGROUND INFORMATION	EXPLAINS THE HISTORY LEADING UP TO THE INDIVIDUALS LIFE THOROUGHLY AND CLEARLY		LACKING IN ONE WAY	LACKING IN MORE THAN ONE WAY	LACKING COMPLETELY
PERSONAL BACKGROUND INFORMATION	EXPLAINS THE PERSONAL BACKGROUND OF THE INDIVIDUAL THOROUGHLY AND CLEARLY		LACKING IN ONE WAY	LACKING IN MORE THAN ONE WAY	LACKING COMPLETELY
PERSONAL HISTORY AND INFORMATION	EXPLAINS THE ADULT PERSONAL HISTORY OF THE INDIVIDUAL IN DETAIL		LACKING IN ONE WAY	LACKING IN MORE THAN ONE WAY	LACKING COMPLETELY
POLITICAL/ HISTORICAL HISTORY	CLEARLY EXPLAINS WHAT THE PERSON DID TO MAKE HIM/HER HISTORICALLY IMPORTANT		LACKING IN ONE WAY	LACKING IN MORE THAN ONE WAY	LACKING COMPLETELY
EXPLANATION OF RELEVANCE AND IMPORTANCE	CLEARLY DISCUSSES THE MODERN DAY IMPORTANCE OF THIS PERSON		LACKING IN ONE WAY	LACKING IN MORE THAN ONE WAY	LACKING COMPLETELY

State vs. Federal Government

--As a follow-up to our field study to the Vermont State House and our initial look into the federal government, please analyze the two different types of government. With a parent talk about the Venn diagram with the similarities and differences between the two types of government. Come up with some decisions about the two. For example, is there one which works more effectively? Should one or the other have more or less control/power in our lives as both Vermonters and US citizens? Which do you feel more secure with? What changes, if any, would you like to see?

ANNOTATED BIBLIOGRAPHY

“America’s Founding Fathers: Delegates to the Constitutional Convention” The Charters of Freedom <http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html>

This site supplies useful and pertinent information about those men who went to the Constitutional Convention (CC) and which states they represented in an easy list form. Each name is hyperlinked to the individual’s respective biography. It is a great starting point for the students’ research into the delegates of the CC. As this is a government-run website (.gov) the information in it has been verified by many scholarships for its veracity. The students have found this site to be invaluable for their research into the delegates to the CC. One assumes that the government personnel responsible for this website keep it up-to-date with all proven new facts added as they arise.

I found this site while browsing for specific websites which would both aid the teacher as well as the students. Some of the keywords I used included constitutional convention, delegates and Founding Fathers.

Berkin, Carol. *Revolutionary Mothers* New York: Vintage Books, 2006

This book not only gives great insight into the trials and tribulations faced by the citizens (both Loyalist and Patriot) of the Thirteen Colonies, the neighboring Native Americans, the African slaves and the foreigners involved in the Revolutionary War, it also, and more specifically, highlights the roles/experiences of the women who participated either voluntarily or involuntarily in the conflict. Via its specific portrayals of the participants this book successfully contradicts the fallacy that the War was either an easy or ‘gentlemanly’ affair, but, rather, a bloody, terrible and highly convoluted conflict, as all wars tend to be. The author is a respected

and well-known historical writer and professor who has written other works on various aspects of early America and its people. The book has an easy-to-read format and would be appropriate for Middle School students to read. This book is an essential resource for anyone learning about the Revolutionary War whether it be the teacher and/or the students. Furthermore, this book was published recently and so has the latest interpretation of events.

This book was part of a Castleton course for history teachers. We also had the opportunity to hear and question the author, Ms. Berkin, at one of our meetings.

Butterfield, Herbert. *The Whig Interpretation of History* New York: W. W. Norton & Company, 1965

This book provides information about the way in which Whig historians view history. The author states that these Whig historians are not true historians as they do not study ‘the past for its own sake.’ The Whig historian, rather, tends to judge history based on their knowledge of the present. It does not unfortunately give very much insight into the Whigs though some nuggets of information can be found. Not only is this book very slow and dense reading, it was also written over some forty years ago (1965!). I would not recommend this book for the students to read, especially middle schoolers or younger. On the other hand if one were doing a specific course or some research on the ways in which history has been written, one may want to glean for information from this book. As to the veracity of this book, the author is well-educated with an MA. However, it is not stated in what he earned the MA.

This book was part of a Castleton course for history teachers. I am not sure that I would have read it otherwise due to its verbose and unhelpful style. It is like a book one would find at a library give away.

Fritz, Jean. *The Great Little Madison* New York: Puffin Books, 1998

This book details the life and deeds of the James Madison. At the same time that it narrates the life of Madison, it also provides the reader with an idea of his times and the people he knew. Being the Father of the Constitution it is important to understand the man, James Madison. Furthermore, it is important for the students to comprehend the difficulties faced by the Founding Fathers as told in the book. The book is easy to read and is read by my students as reinforcement to their studies into The Articles of Confederation and the Constitution. The author is not a scholar though the book is well-known by librarians as a good tale of Madison. Being a biography, the book is based on historical events although it is written with young readers in mind. Based on other research into James Madison it is understood that the book faithfully follows the events of Madison in its telling of his life. The book was not published recently but is still viable as a resource for its clear and lasting facts.

I found this book by going through catalogues for historical fiction for young readers and by

talking to my school librarian.

Hazen, Walter. *U.S. Government* (Reproducible Workbook) St. Louis: McDonald Publishing Company, Inc., 2000

As the notation states, this book is a workbook to aid in the students in their learning of the US government. It takes the reader through the various aspects of 'government' to the specifics of the US government by presenting each new topic with a short reading selection followed by a task quizzing the reader on the information in the reading. I find these worksheets work quite well by helping to introduce, reinforce and/or assess a topic of study. It is indeed great support material for the classroom teacher. Specifically in the above unit I use this book and its worksheets to support the class' investigation into the need and types of government as well as a quick review of the students' understanding of The Articles of Confederation. Furthermore it is short and to the point just as the students appreciate. Although last published in 2000, the book remains valuable as a classroom aid. Its reliability has proven itself based on the class' further studies of government.

I found this resource while at the local teachers' materials store looking for appropriate classroom aids. It was found when I looked through the available resources for government and Constitution.

Linder, Doug. "Who Wants to Marry a Founding Father?" Exploring Constitutional Law: 2007. <<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/home.html>>

This site provides a large number of activities and information round the Constitution, its creation and its use. The above activity gives the students an interesting introduction to the Founding Fathers by guiding them with a set of marriage questions, e.g., 'Do you want to marry a Founding Father from the North or South?' The students absolutely love using the activity although the boys initially ask about why they would marry another man. Via this playful activity the students are introduced to the basic biographies of the Founding Fathers. It is a great first step in the approach to the creation of the Constitution and its creators at the Constitutional Convention. Being from a center of learning (.edu) the site is reliable and kept up to date by that institution. Furthermore, the site supplies other interesting activities surrounding the Constitution, e.g., The Bill of Rights Golf.

I found this site by doing a Google.com search for materials relating to the Founding Fathers, the Constitutional Convention and the Constitution.

Madison, James. "The Debates in the Federal Convention of 1787." <http://www.constitution.org/dfc/dfc_0000.htm>

This website provides the typed transcripts for the Constitutional Convention (CC) as penned by James Madison via a hyperlinked calendar; one simply chooses the day of the CC and the site provides what was said/recorded on that day. It is a great primary source for the actual words of the CC. We use it for research purposes for the class' own CC as it gives the students the actual words of the delegates. This helps them prepare and share in the historical times with the syntax of those days. It has been invaluable for the students as a support. The reliability of the site has been good with issues as yet.

I found this site by doing a Google.com search for materials relating to the Founding Fathers, the Constitutional Convention and the Constitution.

McCullough, David. *1776* New York: Simon & Schuster, 2005

This book portrays the crisis in the American Colonies starting with the British response to their unruly colonies' acts of 1775. It covers the colonists' declaration of independence and the subsequent acts of both parties. In his usual style David McCullough brings to vivid life the times via the thoughts and actions of his characters of whom in particular we hear from Nathaniel Greene and Henry Knox. The book reads very well as it is a work of historical fiction. Although written as a work of historical fiction, McCullough obviously spent much time researching his book as can be seen by the historical accuracy of the tale. Published in 2005 the book is quite current in its approach and ideas of the American Revolution's times. I would recommend this book to anyone interested in the American Revolution and a good read. It is a little long for the Middle Schooler so I would not have them read this in class.

This book was part of a Castleton course for history teachers. It is another great selection on the part of the mentors of the course as a resource for the year's focus, the legacy of the American Revolution.

Nay, Annette, MS, (PhD?). "Could the American Revolution Have Happened Without the Age of Enlightenment?" Copyright © 2001. 20 Oct. 2007 <<http://www.three-peaks.net/annette/Enlightment.htm>>

This site is in the form of an article written about the causes of the American Revolution as can be seen in its title. The article blends itself well into the topic of the education and the then-current philosophies of the American Founding Fathers. Moreover, it summarizes the ideals of the Enlightenment and relates their effects upon the American Revolution. This helps the students understand how the ideas of the Enlightenment shaped the American experiment as we see in its founding documents, e.g., the Declaration of Independence, the Articles of Confederation and the Constitution. Based on other investigations the article bears up to academic inquiry and it was written relatively recently. On the other hand, upon further inspection of the source spelling mistakes have been found leading the reader to feel the source to be a bit dubious. In our study of the early American government this article brings up important ideas of how the Founding Fathers thought which are then discussed by the class. In

this way they better understand the actions and deeds of the Fathers when they wrote the American founding documents.

I found this article and website after having typed in such keywords as the Enlightenment and the American Revolution.

Randall, Willard Sterne. *Alexander Hamilton: A Life* New York: HarperCollins Publishers (Perennial), 2004

This book is an excellent account of the life of one of the most important Founding Fathers, Alexander Hamilton. Upon reading this book one wonders whether the United States would exist now had it not been for the tireless efforts of Hamilton. It is ironic that he is responsible for such a calming effect on New York, getting the Constitution ratified via his co-penned *Federalist Papers* and helping erase the debt of the fledgling nation when his death was so violent and sudden as a result of a duel with Aaron Burr. Were it not for its length, I would have the students read it instead of *The Great Little Madison*. It is full of valuable information about a variety of subjects not least of which includes the early republic of Vermont! The book provides the reader with more than a good idea of the complexity of the issues and problems facing the country at its inception. The book is a scholarly yet interesting biography of this great man and his times.

This book was part of a Castleton course for history teachers. It is another great selection on the part of the mentors of the course as a resource for the year's focus, the legacy of the American Revolution.

"(The) Signers of the U.S. Constitution" Biographies of the Founding Fathers
<<http://www.colonialhall.com/biousc.php>>

This site supplies more useful and pertinent information about those men who went to the Constitutional Convention (CC). It is a great site for the students' research into the delegates of the CC so they can learn enough about the Founding Fathers to write their 'auto'biographies. The information in it is judged to be truthful for the reason that to date no errors have come to light. The students have found this site to be invaluable for their research into the delegates to the CC. I have been using this site for some time as a resource for both the CC as well as an aid for the students to help them understand the backgrounds of the various Fathers.

I found this site while browsing for specific websites which would both aid the teacher as well as the students. Some of the keywords I used included constitutional convention, delegates and Founding Fathers.

Stuckey, Sterling and Linda Kerrigan Salvucci. *Call to Freedom* (textbook and accompanying supplementary materials, including: *Citizenship Simulations and Case Studies; Daily Quizzes; Vocabulary; and Readings*) Boston: Holt, Rinehart and Winston, 2000 [The following are primary sources found and used in the above textbook materials: ‘The Declaration of Independence’; ‘The Articles of Confederation’; ‘The English Bill of Rights’; ‘The Virginia Statute of Religious Freedom’; ‘The Magna Carta’; ‘The Mayflower Compact’; ‘The Federalist Papers’ (selected); and ‘The Anti-Federalist Papers’ (selected).]

This textbook and supplementary material has been invaluable not only as the primary source of information for the students but also as an excellent resource for the teacher. The book is written in a clear and understandable fashion, easy for the student to comprehend. The units are subdivided into sections all of which include vocabulary reviews, comprehension questions, writing piece suggestions and critical thinking questions. The text is highly readable with all important vocabulary highlighted in bold black print. All important American documents are found therein with clarifying commentary. All in all the text is a great source of information and a good beginning point for student research. The supplementary materials are extremely useful to the teacher in reinforcing the information presented in the text’s chapters by providing graphic organizers, vocabulary activities; further reading selections, map work, political cartoons, critical thinking case studies/activities, daily quizzes (sectional), study guides and three types of tests. It is written with the Middle School student in mind as well. However, as with all texts, it is quite heavy and a bit unwieldy for the students to carry round. The publishers are well known for their academic textbook work. Although the copyright is now eight years behind us, the text and its accompanying materials continue to be valuable sources of information for the class. With regards to the presented unit this textbook provides an excellent activity in which primary sources (mentioned previously) are presented to the students for an intensive study.

I found this series by going to one of the teachers’ conventions. I was researching a replacement for the aging texts we had at the time. I wanted something which would lend itself to a Middle School student while also giving them and the teacher valuable information and activities.