Unit 04: The Critical Period

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 1**
Length: **3 Weeks**
Status: **Published**

Standards

	Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
	Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
	Resources impact what is produced and employment opportunities.
6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
	Chronological sequencing serves as a tool for analyzing past and present events.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
	Civics, Government, and Human Rights: Human and Civil Rights
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

1. Difficulties over trade, finances, and interstate and foreign relations as well as internal unrest, led to calls for significant revisions to the Articles of Confederation and a stronger central government.

A. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

B. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.

2. Delegates from the states worked through a series of compromises to form a Constitution for a new national government while providing limits on federal power.

A. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years.

B. Calls during the ratification process for greater guarantees of rights resulted in the addition of a Bill of Rights shortly after the Constitution was adopted.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. Should we compromise?

2. How did the US Constitution represent and contribute to issues of unity, division, equality, and inequality in America?

3. How did Americans maintain Revolutionary Republicanism?

4. To what degree did the ratification of the Constitution complete the American Revolution?

Knowledge and Skills

How were the virtues of Revolutionary Republicanism maintained and practiced throughout the United States throughout the American Revolution?

Articles of Confederation

State Constitutions (Massachusetts 1780 State Constitution, Pennsylvania 1776 State Constitution, etc.)

Jefferson's Statue of Religious Freedom

Land Ordinance Act of 1785

Northwest Ordinance Act of 1787

What issue proved to be the most challenging obstacle for the United States after the War of Independence?

British Forts

War Debt

Post-War Inflation

Robert Morris

Trade Deficits

Weak Confederation Congress

Strong State Legislatures

Interstate Conflicts

Shays' Rebellion

To what extent, was Shays' Rebellion justified according to the ideals and principles of the Declaration of Independence?

Daniel Shays

Founding Fathers' Reactions (George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, etc.)

Annapolis Convention

Philadelphia Convention

What factors influenced and defined the goals of the Constitutional Convention at its onset in May 1787?

Demographics of Delegates to Philadelphia Convention

James Madison, George Washington, Benjamin Franklin, Alexander Hamilton, etc.

Federalist Perspective

"Excesses of Democracy" or Mobocracy

Why was compromise needed and employed at various points throughout the Constitutional Convention?

Virginia Plan

New Jersey Plan

William Paterson

Great Compromise (Connecticut Compromise)

Roger Sherman

Bi-Cameral Legislature

State Representation vs Population Representation

To what extent was the US Constitution a pro-slavery document?

References to "Slavery"

3/5 Compromise

Fugitive Slave Clause

Congressional Debate Clause

Slave Importation Ban Clause

South Carolina Threats

What are the parts of the US Constitution and how do they protect and maintain republican virtues in the United States?

- 7 Articles of the Constitution
- 3 Branches of Federal Government
- Separation of Powers
- Jean-Jacques Rousseau
- Electoral College
- System of Checks & Balances
- Enumerated Powers
- Reserved Powers
- Elastic or "Necessary & Proper" Clause
- Full Faith & Credit Clause
- Supremacy of Law Clause
- Federalism

How were the goals and motivations over the debate to ratify the Constitution similar and different?

- Federalists
- Alexander Hamilton
- James Madison
- John Jay
- Anti-Federalists
- Richard Henry Lee
- Patrick Henry

What were the parts of the Bill of Rights and how did it complete the work of the Constitutional Convention?

- 12 Proposed Amendments
- 10 Ratified Amendments

Rights of Individuals

Amendments 11-27

What are the specific aspects of the relationship between the Federal government, the state governments, and individual citizens?

Federalism

Natural Rights vs Political Rights vs Social Rights

Definition of a Citizen

Dual Citizen

Transfer Goals

Students will be able to independently identify the components for successful compromise and evaluate how to implement compromise with multiple perspectives involved.

Students will be able to independently evaluate how the decisions at the Constitutional Convention continue to have an effect on government policies and society's behaviors.

Resources

- Textbooks:
  - The Americans by George Danzer
    - Chapter 5
    - The Living Constitution (pgs 152-179)
  - American Yawp - Stanford University

    Who Built America

Openstax - Rice University

  - By the People: A History of the United States by James W. Fraser
    - Chapter 6
- Primary Source Documents
  - Articles of Confederation (1781)
  - US Constitution (1789)
  - Federalist No. 2 – John Jay (October 31, 1787)
  - Federalist No. 10 – James Madison (November 22, 1787)
  - Federalist No. 15 – Alexander Hamilton (December 1, 1787)
  - Federalist No. 51 – James Madison (February 6, 1788)
  - John Jay "Nationalist with a Sense of Duty" (1788)
  - Mad Tom in a Rage Political Cartoon (1801)
  - Patrick Henry's Anti-Federalist Speech and Passionate Orator Full of Contradictions (1788)
  - Richard Hofstadter "The Founding Fathers: An Age of Realism" (1989)
  - Charles A. Beard "An Economic Interpretation of the Constitution" (1913)
- Video Clips
  1. School House Rock – The Constitution https://www.youtube.com/watch?v=FzAJyK0ovo8
  2. Let's Throw Away the Constitution – Mike Seidman Ted Talk https://www.youtube.com/watch?v=gSqUUvEHjng

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

American Colonies, Alan Taylor

Myth America (secondary source)

History Channel Video clips/articles

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

A March of Liberty - History of the Supreme Court

Founding Brothers

Voices of Freedom Vols 1-2

Amend - Amazon series

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

Internet and AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.

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Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit