Did We Form A Stable Government?

Supporting Questions

1. What beliefs did the delegates bring to Philadelphia?
2. What kind of structure is needed to form a government?
3. How did the delegates balance their regional interests with national interests?
4. What was the role of compromise in the Constitutional Convention?
## Inquiry Blueprint

### Did we form a stable government? (290-350 minutes)

<table>
<thead>
<tr>
<th>Standards</th>
<th>2015 Virginia Standards of Learning: VUS.5b, VUS.5c</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staging the Compelling Question</strong></td>
<td>Discuss situations in the present or past where people have moderated or overseen groups in which people disagree in a way that leads to an agreement.</td>
</tr>
</tbody>
</table>

### Supporting Question 1

**What beliefs did the delegates bring to Philadelphia?**

### Supporting Question 2

**What kind of structure is needed to form a government?**

### Supporting Question 3

**How did the delegates balance their regional interests with national interests?**

### Supporting Question 4

**What was the role of compromise in the Constitutional Convention?**

### Formative Performance Task 1

Create a resume of assigned delegate, including biographical information, positions on pertinent issues and potential allies.

### Formative Performance Task 2

Create a plan for the structure of the new government to present to the convention, addressing the issues of representation, slavery, the executive branch, and commerce and taxation.

### Formative Performance Task 3

Develop a counter response to each part of the plan and prepare counter arguments.

### Formative Performance Task 4

Participate in a simulation of the Constitutional Convention.

### Featured Sources

- **Source 1:** [Brief Biographies of Delegates](#)
- **Source 2:** [Economic Interests of the Delegates](#)
- **Source 3:** [Day to Day Summary of the Convention](#)
- **Source 4:** [James Madison’s Notes of the Debates](#)
- **Source 5:** [Montesquieu, The Spirit of the Law, 1748 (excerpts)](#)
- **Source 6:** [Articles of Confederation](#)
- **Source 7:** [The Virginia Plan (excerpts)](#)
- **Source 8:** [The New Jersey Plan (excerpts)](#)
- **Source 9:** [The Connecticut Compromise](#)
- **Source 10:** [1790 United States Census Data](#)
- **Source 11:** [Map of Big vs Small States](#)
- **Source 12:** [Map of Slave Population](#)
- **Source 13:** [Roberts Rules of Order](#)
- **Source 14:** [Roberts Rules of Order (Cheat Sheet)](#)

### Summative Performance Task

Construct an argument (e.g. detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historic sources while acknowledging competing views.

### Taking Informed Action

**Understand:** Identify an unresolved issue or problem facing legislators today.

**Assess:** Determine how legislators have or have not dealt with this issue in an appropriate manner.

**Act:** Write a letter to a congressional or state representative about how they might compromise on the selected issue.
Staging the Compelling Question – The Hook (Suggested Time 40-60 minutes)

| Featured Source(s) | Source 1: Articles of Confederation, March 1, 1781 (excerpt) | Source 2: John Jay to George Washington, March 16, 1786 |

**INSTRUCTIONS/PROCESS FOR THE COMPELLING QUESTION:**

*Note: Students should have some basic background instruction on the Articles of Confederation and the Convention, whether through watching video clips from George Washington’s Mount Vernon, textbook reading, teacher delivered information, or by reading the first two sections of the introduction on Teaching American History’s Constitutional Convention page ([http://teachingamericanhistory.org/convention](http://teachingamericanhistory.org/convention)). See Appendix A for a short “Background Information for Teachers”.

1. Begin with asking students to discuss in small groups the definition of a “stable government” and use their knowledge to come up with some modern examples.

2. Use the discussion and examples to come up with some characteristics of a stable government.

3. Inform students that they should look for those characteristics as they read the Articles of Confederation excerpt. Students should underline or highlight, or make a list of examples.

4. Discuss/debate whether the Articles of Confederation were a stable government or not, based on the characteristics identified in Step 2. Ask students if they need to alter their list of characteristics, or if they believe the Articles are a stable government.

5. Have students read and examine the 16 March 1786 letter from Jay to Washington asking Washington to come to the Convention

6. Watch videos as a class to provide students with background information
      i. Chapter 1: Securing the Peace (6:43’)
      ii. Chapter 2: The Convention (6:39’)
      or [https://vimeo.com/200002898](https://vimeo.com/200002898)

7. Begin to examine the set-up of the Convention with a class discussion:
   a. How did Washington help create the environment for conversation to happen?
   b. What type of environment is needed in order to create a new government?
   c. Why would they want Washington to come to the Convention?
   d. Why would the delegates nominate and choose him to be the President of the Convention?
   e. How do you think Washington would lead the convention?
   f. Why was secrecy so important during the duration of the Convention?
To all to whom these Presents shall come, we the undersigned Delegates of the States affixed to our Names send greeting.

Articles of Confederation and perpetual Union between the states of New Hampshire, Massachusetts-bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina and Georgia.

I. The Stile of this Confederacy shall be "The United States of America".

II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

III. The said States hereby severally [individually] enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

IV. The better to secure and perpetuate mutual friendship and intercourse [interactions] among the people of the different States in this Union, the free inhabitants of each of these States, ... shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall free ingress and regress [travel] to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions as the inhabitants thereof respectively, ... provided also that no imposition, duties or restriction shall be laid by any State, on the property of the United States, or either of them.

If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the Governor or executive power of the State from which he fled, be delivered up and removed to the State having jurisdiction of his offense.

Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

V. For the most convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislatures of each State shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each State to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year.

No State shall be represented in Congress by less than two, nor more than seven members; ...nor shall any person, being a delegate, be capable of holding any office under the United States, for which he, or another for his benefit, receives any salary, fees or emolument [compensation] of any kind. ...

In determining questions in the United States in Congress assembled, each State shall have one vote. ...
VI. No State, without the consent of the United States in Congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, alliance or treaty with any King, Prince or State; nor shall any person holding any office of profit or trust under the United States, or any of them, accept any present, emolument, office or title of any kind whatever from any King, Prince or foreign State; nor shall the United States in Congress assembled, or any of them, grant any title of nobility.

No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in Congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No State shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the United States in Congress assembled, with any King, Prince or State, in pursuance of any treaties already proposed by Congress, to the courts of France and Spain.

No vessel of war ... nor shall any body of forces be kept up by any State in time of peace, except such number only, as in the judgement of the United States in Congress assembled, shall be deemed requisite [essential] to garrison the forts necessary for the defense of such State; but every State shall always keep up a well-regulated and disciplined militia, sufficiently armed and accoutered [outfitted]....

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such State, and the danger is so imminent as not to admit of a delay till the United States in Congress assembled can be consulted; ...

IX. The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article -- of sending and receiving ambassadors -- entering into treaties and alliances, ... -- of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated ... -- appointing courts for the trial of piracies and felonies committed on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.

The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States -- fixing the standards of weights and measures throughout the United States -- regulating the trade and managing all affairs with the Indians, not members of any of the States, ... -- establishing or regulating post offices from one State to another, throughout all the United States, ... -- making rules for the government and regulation of the said land and naval forces, and directing their operations.


Dear Sir

Under the same cover with my Letter to You of 2 Instant, I transmitted a Pamphlet, in which I have since remarked the Errors mentioned in the inclosed printed Paper.

altho' you have wisely retired from public Employments, and calmly view from the Temple of Fame, the various Exertions of the Sovereignty and Independence which Providence has enabled You to be so greatly & gloriously instrumental in securing to your country; yet I am persuaded you cannot view them with the Eye of an unconcerned Spectator.

Experience has pointed out Errors in our national Government, which call for Correction, and which threaten to blast the Fruit we expected from our "Tree of Liberty." The convention proposed by Virginia may do some good and would perhaps do more, if it comprehended more Objects[1]—an opinion begins to prevail that a general convention for revising the articles of Confederation would be expedient. Whether the People are yet ripe for such a Measure, or whether the System proposed to be attained by it, is only to be expected from Calamity & Commotion, is difficult to ascertain. I think we are in a delicate Situation, and a Variety of Considerations and Circumstances give me uneasiness. It is in Contemplation to take measures for forming a general convention—the Plan is not matured—if it should be wellconcerted and take Effect, I am fervent in my Wishes, that it may comport with the Line of Life you have marked out for yourself, to favor your country with your counsels on such an important & single occasion. I suggest this merely as a Hint for Consideration, and am with the highest Respect & Esteem Dear Sir your most obt & very hble Servant

John Jay

John Jay letter to George Washington, 16 March 1786, asking Washington to come help lead the effort for Article revision (mentioned in Larson, George Washington Nationalist, pg. 47)

Text Accessible Online: https://founders.archives.gov/documents/Washington/04-03-02-0525

C3 INQUIRY: GEORGE WASHINGTON STUDY: DID WE FORM A STABLE GOVERNMENT?

<table>
<thead>
<tr>
<th>Supporting Question 1 (Suggested Time 50-60 minutes)</th>
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<tr>
<td><strong>Supporting Question</strong></td>
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<td>Create a resume of assigned delegate, including biographical information, positions on pertinent issues and potential allies.</td>
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**Process and Formative Performance Task**

1. Assign each student a delegate at the convention, focusing on the delegates who were more present and active. Make sure to have at least one representative from each state (minus Rhode Island who did not send delegates). An overview of delegates can be found in Appendix B.
2. Using Appendix C, provide each student with a Delegate Resume Template - digitally if possible. Instruct students to review the parts of the resume that are required and the information they need to find.
3. Review the resources to use with students so they have an idea of where to begin looking for information.
4. Provide students time to research their delegates and complete their resumes.
   a. Students who need more time can complete at home to turn in the next day. A sample resume and rubric for grading can be found in Appendix D.

**Featured Sources:**

**FEATURED SOURCE 1** Brief Biographies of the Delegates

- [TeachingAmericanHistory.org – Brief biographies of each of the delegates](#)

- Biographies can also be found in Carol Berkin’s, *A Brilliant Solution: Inventing the American Constitution*.

**FEATURED SOURCE 2** Economic Interests of the Delegates

- [TeachingAmericanHistory.org – Economic Interests of the Delegates](#)
FEATED SOURCE 3: Day to Day Summary of the Convention

- TeachingAmericanHistory.org – Day to Day Summary of the Convention

FEATED SOURCE 4: James Madison’s Notes of the Debate

  Avalon Project, Avalon Project, 2008, avalon.law.yale.edu/subject_menus/debcont.asp
  * Note: Use “Command + F” and type in a specific delegate's name to search for what they said during the convention.

ADDITIONAL SOURCES: Delegate specific sources


## Supporting Question 2 (Suggested Time 60 minutes)

<table>
<thead>
<tr>
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<td>Create a plan for the structure of the new government to present to the convention, addressing the issues of representation, slavery, the executive branch, and commerce and taxation.</td>
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- **Source 3:** The Virginia Plan (excerpts)
- **Source 4:** The New Jersey Plan (excerpts)
- **Source 5:** The Connecticut Compromise
- **Source 6:** 1790 United States Census Data
- **Source 7:** Population of the United States Map
- **Source 8:** Colonial Economies

## Formative Performance Task and Instructional Approach

1. Group students as delegates by states.
2. Provide students with the Plan for Government handout found in Appendix E and the featured sources below.
3. Working as state delegations, students will create a plan for the structure of the new government to present to the Convention, addressing the four issues: representation, slavery, the executive branch, and commerce and taxation.
4. In developing their plan, students in each state group should read and examine the document sources provided, and discuss what their state would like and not like about the structure of the government and issues discussed.
   a. Suggestion: Have students circle the elements of government that their state would like in the sources below as they read.
In every government there are three sorts of power; the legislative; the executive, in respect to things dependent on the law of nations; and the executive, in regard to things that depend on the civil law.

By virtue of the first, the prince or magistrate enacts temporary or perpetual laws, and amends or abrogates those that have been already enacted. By the second, he makes peace or war, sends or receives embassies; establishes the public security, and provides against invasions. By the third, he punishes criminals, or determines the disputes that arise between individuals. The latter we shall call the judiciary power, and the other simply the executive power of the state.

The executive power ought to be in the hands of a monarch; because this branch of government, which has always need of expedition, is better administered by one than by many: Whereas, whatever depends on the legislative power, is oftentimes better regulated by many than by a single person.

But if there was no monarch, and the executive power was committed to a certain number of persons selected from the legislative body, there would be an end then of liberty; by reason the two powers would be united, as the same persons would actually sometimes have, and would moreover be always able to have, a share in both.

Were the legislative body to be a considerable time without meeting, this would likewise put an end to liberty. For one of these two things would naturally follow; either that there would be no longer any legislative resolutions, and then the state would fall into anarchy; or that these resolutions would be taken by the executive power, which would render it absolute.

It would be needless for the legislative body to continue always assembled. This would be troublesome to the representatives, and moreover would cut out too much work for the executive power, so as to take off its attention from executing, and oblige it to think only of defending its own prerogatives, and the right it has to execute.

Again, were the legislative body to be always assembled, it might happen to be kept up only by filling the places of the deceased members with new representatives; and in that case, if the legislative body was once corrupted, the evil would be past all remedy. When different legislative bodies succeed one another, the people who have a bad opinion of that which is actually sitting, may reasonably entertain some hopes of the next: But were it to be always the same body, the people, upon seeing it once corrupted, would no longer expect any good from its laws; and of course they would either become desperate, or fall into a state of indolence.

Were the executive power not to have a right of putting a stop to the encroachments of the legislative body, the latter would become despotic; for as it might arrogate to itself what authority it pleased, it would soon destroy all the other powers.

But it is not proper, on the other hand, that the legislative power should have a right to stop the executive. For as the execution has its natural limits, it is useless to confine it; besides, the executive power is generally employed in momentary operations.

But if the legislative power in a free government ought to have no right to stop the executive, it has a right, and ought to have the means of examining in what manner its laws have been executed;...

But whatever may be the issue of that examination, the legislative body ought not to have a power of judging the person, nor of course the conduct of him who is intrusted with the executive power. His person should be sacred, because as it is necessary for the good of the state to prevent the legislative body from rendering themselves arbitrary, the moment he is accused or tried, there is an end of liberty.
Articles of Confederation, March 1, 1781

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The United States in Congress assembled shall also have the sole and exclusive right and power of regulating the alloy and value of coin struck by their own authority, or by that of the respective States -- fixing the standards of weights and measures throughout the United States -- regulating the trade and managing all affairs with the Indians, not members of any of the States, ... -- establishing or regulating post offices from one State to another, throughout all the United States, ... -- making rules for the government and regulation of the said land and naval forces, and directing their operations.


FEATED SOURCE 3 The Virginia Plan (excerpts)

1. The National Legislature should consist of two branches.
2. The people of each State should elect the First Branch of the National Legislature for a term of 3 years. The Second Branch of the National Legislature should be elected by the first for a term of 7 years.
3. The National Legislature shall have power "to legislate in all cases to which the separate States are incompetent," and "to negative all laws passed by the States, contravening in the opinion of the National Legislature the articles of Union."
4. The National Legislature shall elect a National Executive.
5. The Executive and a number of National Judiciary will form a Council of Revision. This Council will review laws passed by the National Legislature and have the power to reject the laws, unless the National Legislature can pass the act again.
6. The National Legislature will create the National Judiciary. The structure will consist of one or more supreme tribunals and inferior tribunals. Judges will be appointed for life, during good behavior.
7. State Legislatures, Executives, and Judges are to be bound by oath to support the Articles.
8. The new plan for government should be ratified by the people, through assemblies of representatives chosen by the people.


**RESOLUTIONS OF THE NEW JERSEY PLAN**

Resolution 1: Called for "a union of the States merely federal" reflecting beliefs that the states should have more power than the National government (for more info refer to Federalists and Anti-Federalists)

Resolution 2: The articles of the confederation ought to be revised, corrected and enlarged

Resolution 3: The federal Government ought to consist of a Supreme Legislative, Executive, and Judiciary

Resolution 4: The Powers of Legislation (meaning authority to make, alter and repeal laws) ought to be vested in Congress

Resolution 5: Additional powers given to congress to pass laws applying duties (taxes) on foreign goods and regulation of trade and interstate commerce

Main points of other Resolutions: Congress should be given the authority to collect taxes from states based on the number of free citizens and 3/5ths of slaves in that state but this power requires the consent of some proportion of the states (term limits of representatives stated

Congress should elect a federal executive (rules of election and recall also stated)

The federal judiciary is represented by a Supreme Tribunal appointed by the executive (powers and terms stated - The judiciary would be appointed by the executive and would serve for life)

The Articles of Confederation and treaties are the supreme law of the land

The federal executive is authorized to use force to compel non-compliant states to observe the law

A procedure for the admission of new states should be established

A procedure relating to Naturalization should be established (meaning the acquisition of citizenship and nationality by somebody who was not a citizen of that country

A citizen of one state can be prosecuted under the laws of another state in which the crime was committed

State Legislatures, Executives, and the judiciary should be bound by oath to support the Articles of Union


Full text: [http://avalon.law.yale.edu/18th_century/debates_615.asp#pat](http://avalon.law.yale.edu/18th_century/debates_615.asp#pat), [http://avalon.law.yale.edu/18th_century/patextc.asp](http://avalon.law.yale.edu/18th_century/patextc.asp)
FEATURED SOURCE 5 The Connecticut Compromise

Proposed Monday June 11, 1787

Mr. SHERMAN proposed that the proportion of suffrage in the 1st. branch should be according to the respective numbers of free inhabitants; and that in the second branch or Senate, each State should have one vote and no more. He said as the States would remain possessed of certain individual rights, each State ought to be able to protect itself: otherwise a few large States will rule the rest. The House of Lords in England he observed had certain particular rights under the Constitution, and hence they have an equal vote with the House of Commons that they may be able to defend their rights.

http://avalon.law.yale.edu/18th_century/debates_611.asp

FEATURED SOURCE 6: 1790 United States Census Data

<table>
<thead>
<tr>
<th>State</th>
<th>Total Population</th>
<th>Slave Population</th>
<th>Slave % of Total Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>237,946</td>
<td>2,764</td>
<td>6%</td>
</tr>
<tr>
<td>Delaware</td>
<td>59,096</td>
<td>8,887</td>
<td>15%</td>
</tr>
<tr>
<td>Georgia</td>
<td>82,548</td>
<td>29,264</td>
<td>35%</td>
</tr>
<tr>
<td>Maryland</td>
<td>319,728</td>
<td>103,036</td>
<td>32%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>378,787</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>141,885</td>
<td>158</td>
<td>0.1%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>184,139</td>
<td>11,423</td>
<td>6%</td>
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<tr>
<td>New York</td>
<td>340,120</td>
<td>21,324</td>
<td>6%</td>
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<td>North Carolina</td>
<td>393,751</td>
<td>100,572</td>
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<tr>
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<td>434,373</td>
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<tr>
<td>Rhode Island</td>
<td>68,825</td>
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<td>1%</td>
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<tr>
<td>South Carolina</td>
<td>249,073</td>
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</tr>
<tr>
<td>Virginia</td>
<td>691,737</td>
<td>292,627</td>
<td>39%</td>
</tr>
</tbody>
</table>

https://en.wikipedia.org/wiki/1790_United_States_Census

https://www.census.gov/history/www/through_the_decades/overview/1790.html
C3 INQUIRY: GEORGE WASHINGTON STUDY: DID WE FORM A STABLE GOVERNMENT?

FEATURED SOURCE 7 Population of the United States Map

https://www.census.gov/history/img/1790-b.jpg
New England's economy was characterized by:

- Small, family run farms and small household manufacturing endeavors. Farmland - typically 100-150 acres per family - consisted of fields adjacent to the clustered dwellings in town.
- Self-sufficient families who lived in clustered town dwellings.
- Small towns surrounded by adjacent fields.
- Division of labor. The farm economy was rigidly controlled by division of labor within the family: men were responsible for field work; women were responsible for housework, gardening, dairy, hen house, etc. The reliance upon family farming meant little need for servants or slaves.
- Manufacturing and exporting their natural resources.
- Export Average (1763-77): 44% dried fish and whale oil, 17% livestock, 13% wood products, 26% other.

The Middle Colonies' economy was characterized by:

- Commercial enterprises with small farmers growing diversified crops and craftsmen and merchants providing many services and resources. By the 1630s, the Dutch had created a strong commercial economy throughout the Hudson valley and the Swedes had created an independent fur-trading community in the Delaware River Valley.
- Hard working small farmers, craftsmen, and merchants.
- Manufacturing which included iron ore products - tools, kettles, nails and plows.
- Trade that included exported agricultural products and natural resources and imported European manufactured goods.
- Export Average (1763-77): 73% Grain, 6% iron, 4% wood products, 17% other.

The Southern Colonies' economy was characterized by:

- Single crop economy - profitable, single crop farms growing tobacco, indigo, rice, hemp, and later on, cotton.
- Slave labor. The quest for huge profits, which depended upon a constant source of cheap labor, created an enormous slave population.
- Rural areas with sparse settlements.
- Export Average (1763-77): 48% tobacco, 20% rice, 12% grain, 2% indigo, 12% other.

Olson-Raymer, Gayle. “Conclusions: The Colonists - What They Created.” The Colonists - What they created, Humboldt State University, users.humboldt.edu/ogayle/hist110/colonial.html

Extension Source: Plan of Charles Pinckney http://avalon.law.yale.edu/18th_century/pinckney.asp
Supporting Question 3 (Suggested Time 50 minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>How did the delegates balance their regional interests with national interests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Develop a counter response to each part of the plan and prepare counter arguments.</td>
</tr>
</tbody>
</table>
| Featured Source(s)   | Source 1: Population of the United States Map  
                      Source 2: 1790 United States Census Data  
                      Source 3: Map of Big vs Small States  
                      Source 4: Map of Slave Population |

Formative Performance Task and Instructional Approach

1. Working in their state groups, student delegates should examine their proposed plans for the new government, and think of what the counter-arguments are going to be for each of their proposed points. Use the worksheet in Appendix F for this portion of the activity.
   a. For example, if they represent a small state and want equal representation in either/both houses of Congress, the counter would be larger states wanting representation by population will have more influence, so the interests of the smaller states will always be in the minority.

2. Students should also work together to think of how to counter the counter arguments from the opposite viewpoints to have debate points ready for the simulation.

3. Finally, remind students that governments cannot be formed without some compromise - even in the Articles there were compromises. Have state groups come up with at least three possible areas where they are willing to compromise with another state’s point of view.
C3 INQUIRY: GEORGE WASHINGTON STUDY: DID WE FORM A STABLE GOVERNMENT?

Featured Sources

FEATURED SOURCE 1 Population of the United States Map

https://www.census.gov/history/img/1790-b.jpg
FEATURED SOURCE 2 1790 United States Census Data

<table>
<thead>
<tr>
<th>State</th>
<th>Total Population</th>
<th>Slave Population</th>
<th>Slave % of Total Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>237,946</td>
<td>2,764</td>
<td>6%</td>
</tr>
<tr>
<td>Delaware</td>
<td>59,096</td>
<td>8,887</td>
<td>15%</td>
</tr>
<tr>
<td>Georgia</td>
<td>82,548</td>
<td>29,264</td>
<td>35%</td>
</tr>
<tr>
<td>Maryland</td>
<td>319,728</td>
<td>103,036</td>
<td>32%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>378,787</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>141,885</td>
<td>158</td>
<td>0.1%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>184,139</td>
<td>11,423</td>
<td>6%</td>
</tr>
<tr>
<td>New York</td>
<td>340,120</td>
<td>21,324</td>
<td>6%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>393,751</td>
<td>100,572</td>
<td>26%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>434,373</td>
<td>3,737</td>
<td>0.8%</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>68,825</td>
<td>948</td>
<td>1%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>249,073</td>
<td>107,094</td>
<td>42%</td>
</tr>
<tr>
<td>Virginia</td>
<td>691,737</td>
<td>292,627</td>
<td>39%</td>
</tr>
</tbody>
</table>

https://en.wikipedia.org/wiki/1790_United_States_Census

https://www.census.gov/history/www/through_the_decades/overview/1790.html
FEATURED SOURCE 3: Map of Big vs Small States

Map of Big vs Small States
From A More Perfect Union Video, Chapter 2
*The larger the state population, the higher the state shown has risen*

FEATURED SOURCE 4: Map of Slave Population

Map of Slave population
From A More Perfect Union Video, Chapter 2
*Each white dot represents x non-slaves, each black dot represents x slaves*
Supporting Question 4 (Suggested Time 90-120 minutes)

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>What was the role of compromise in the Constitutional Convention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Constitutional Convention Simulation</td>
</tr>
<tr>
<td>Featured Source(s)</td>
<td>Source 1: Roberts Rules of Order  Source 2: Roberts Rules of Order (Cheat Sheet)</td>
</tr>
</tbody>
</table>

Formative Performance Task and Instructional Approach

Set up:
1. If possible, have delegates from each state seated at small tables to mirror the seating arrangement of the actual Constitutional Convention.
   a. Prepare placards for each state – can be teacher-made or student-made.
      i. Options: have multiple states at the same table, just on either end, or have long rows facing each other, whatever works for your classroom.
   b. You can leave a blank spot at a table with a placard for Rhode Island. Students always find this amusing.
   c. It is helpful to have nametags for the students so they know who each other is as a delegate.
2. The teacher or an outside visitor (or librarian, other staff) can play George Washington – act as Secretary (Mr. Johnson), and run the debate using Robert’s Rules of Order
3. While the debate is occurring, type up the proposals and votes in a Word or Google Document which is projected (playing a bit James Madison) so that students can see what has been proposed. At the end of the debate students have created a written constitution, which you can then print and the next class have each delegate sign with a fancy pen.
4. Open the Convention on Friday May 25th, 1787 by welcoming all of the delegates, reminding them that Washington was elected unanimously to serve as President of the Convention. Thank the delegates for the honor they have conferred upon you as Washington, and remind them of the novelty of the scene of business in which they are to act (no one else has ever done this!). Remind delegates of their sworn oath to secrecy of the proceedings of which are to follow.
5. Remind Delegates of the Ground Rules in Appendix G and review sources.

Discussion/Debate: Thus proposed by Mr. Randolph: “Resolved, that the Articles of Confederation ought to be so corrected and enlarged as to accomplish the objects proposed by their institution; namely, “common defence, security of liberty, and general welfare.”1 (Mr. Randolph then proposed the Virginia Plan – you can have the delegates debate this as below, or skip to save time).

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1 Mr. Randolph’s proposal: http://teachingamericanhistory.org/convention/debates/0529-2/
C3 Inquriry: George Washington Study: Did we form a stable government?

**Representation** - What is going to be the new form of our legislative government? How will the people be represented? One branch? Two branches? Other creative options?

- VA Plan presented by Edmund Randolph (To save time, you can pretend that these Plans were introduced but failed and go straight into committees.)
  - 2 pro, 2 con speeches
  - Vote

- NJ Plan presented by James Patterson
  - 2 pro, 2 con speeches
  - Vote

- If there is no unanimous vote, announce the need for a compromise, delegates spend 2-5 minutes in committee to discuss their state plans and form a new plan as a committee.
  - Plan must answer: how many houses, how to determine number of representatives, how to elect representatives
    - Committee 1: New York, South Carolina, Pennsylvania
    - Committee 2: North Carolina, Massachusetts, Delaware
    - Committee 3: Connecticut, Virginia, New Hampshire
    - Committee 4: Maryland, New Jersey, Georgia
  - Present each plan back to back with 30 second speech each
  - Debate the new plans
    - Try to limit each person to speaking twice on the same topic to allow for all students to get involved. You can also require students to speak a certain number of times.

- Vote on each new plan. Use the Vote Tally Sheet in Appendix H to keep track of votes.
  - “Everyone in state has to be on board.” Can set 8-9 vote threshold for a winning plan instead of unanimous but don’t tell students so they work on forming a unanimous compromise.

**Slavery** – Do slaves (“persons of property”) count for representation? (This might be part of your debate on Representation above.)

- Have 2 pro, 2 con speeches on whether slaves fully count for representation
- No unanimous vote, pair groups “committees” (can do some slave & free together) to come up with compromise plan, must have both perspectives within
  - Committee 1: New York, South Carolina, Pennsylvania
  - Committee 2: North Carolina, Massachusetts, Delaware
  - Committee 3: Connecticut, Virginia, New Hampshire
  - Committee 4: Maryland, New Jersey, Georgia
- Present each plan with 30 second speech.
- Combine plans if needed (have 2-3).
- Go through each plan, then have delegations have one speech on why theirs’s is best and others aren’t.
C3 INQUIRY: GEORGE WASHINGTON STUDY: DID WE FORM A STABLE GOVERNMENT?

If time – continue discussion/debate on:

The Executive Branch – Do we have a President? A Council? If so how long does he¹ serve? What powers does the Executive have? How is the Executive selected?

- Have students work in their original or create new committees to come up with plans, then present all plans, debate and vote.

Commerce – can the federal government tax (if so which branch)? All items? Some items? One printed money or can each state print money? Can the federal government regulate trade? Imports (tariffs)? Exports?

- Have students work in their original or create new committees to come up with plans, then present all plans, debate and vote.

Featured Sources:

FEATURED SOURCE 1:

- Roberts Rules of Order

FEATURED SOURCE 2:

- Roberts Rules of Order (Cheat Sheet)

² Remind students that in colonial times women did not participate in government and they are role playing that time period. This can prompt a good discussion of how social standards and women’s roles have changed over time, along with historical accuracy.
Summative Performance Task

Construct an argument (e.g. detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historic sources while acknowledging competing views.

Description

In this task, students will answer the question “Did we form a stable government?” by constructing an essay incorporating evidence and support from a variety of sources. Students have examined primary and secondary sources within this lesson to examine George Washington’s leadership traits, his shaping of Article II, the precedents he set for future presidents, and how his presidency has been evaluated over time.

Essays may be evaluated using the following rubric.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Above Standards</th>
<th>3 - Meets Standards</th>
<th>2 - Approaching Standards</th>
<th>1 - Below Standards</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framing the Essay</td>
<td>The essay includes a thorough definition of what it takes to be a good President.</td>
<td>The essay includes an adequate definition of what it takes to be a good President.</td>
<td>The essay does not directly define what it takes to be a good President, but alludes to characteristics of a good President.</td>
<td>There is no definition of what it takes to be a good President.</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>The thesis statement takes a position on whether George Washington was a good first President and outlines the main points to be discussed.</td>
<td>The thesis statement takes a position on whether George Washington was a good first President and outlines some of the main points to be discussed.</td>
<td>The thesis statement takes a position on whether George Washington was a good first President or outlines some of the main points to be discussed.</td>
<td>The thesis statement does not take a position on whether George Washington was a good first President or outline some of the main points to be discussed.</td>
<td></td>
</tr>
<tr>
<td>Support for Thesis</td>
<td>Essay includes multiple pieces of evidence from a variety of sources that support the thesis statement. Student further has provided at least 1 counter-argument.</td>
<td>Essay includes multiple pieces of evidence from a variety of sources that support the thesis statement.</td>
<td>Essay includes few pieces of evidence that support the thesis statement.</td>
<td>Essay includes little to no evidence that support the thesis statement.</td>
<td></td>
</tr>
<tr>
<td>Evidence and Examples</td>
<td>All of the evidence and examples used are specific, relevant and explanations are given that show how each piece of evidence supports the thesis statement.</td>
<td>Most of the evidence and examples used are specific, relevant and explanations are given that show how each piece of evidence supports the thesis statement.</td>
<td>At least one of the evidence and examples used are specific, relevant and explanations are given that show how each piece of evidence supports the thesis statement.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure, Grammar, and Spelling</td>
<td>All sentences are well-constructed with varied structure. There are no significant errors in grammar or spelling.</td>
<td>Most sentences are well-constructed with varied structure. There are no significant errors in grammar or spelling.</td>
<td>Few sentences are well-constructed with varied structure. There are few significant errors in grammar or spelling.</td>
<td>Most sentences are not well-constructed. There are multiple errors in grammar or spelling that detract from the essay.</td>
<td></td>
</tr>
</tbody>
</table>
Taking Informed Action

| Taking Informed Action | Understand: Identify an unresolved issue or problem facing legislators today.  
| | Assess: Determine how legislators have or have not dealt with this issue in an appropriate manner.  
| | Act: Write a letter to a congressional or state representative about how they might compromise on the selected issue. |

Description/Note to Teacher

Taking informed action is a way for students to extend what they have learned. This should be done outside the classroom and can be driven by student strengths.

Useful sources include:

- How to Contact your Elected Officials - [https://www.usa.gov/elected-officials](https://www.usa.gov/elected-officials) (includes Federal and State Officials)
- Writing the Basic Business Letter - [https://owl.english.purdue.edu/owl/resource/653/01/](https://owl.english.purdue.edu/owl/resource/653/01/)
Appendix A

Background Information for Teachers:

Once the Declaration of Independence was signed, the new states set about creating their own state constitutions, and the Second Continental Congress began to draft the Articles of Confederation for a new federal government. Fearing a strong central power like that of Great Britain which they were in rebellion against, the Articles set up a very weak central government that gave more power to the states and hindered any ability to solve federal problems. Luckily one of the few powers granted was the ability to sign treaties, so once the Revolutionary War ended, the United States was officially a new independent country. However, the federal government under the Articles was unable to solve the pressing debt crisis. This became evident especially after Shays’ Rebellion in 1786 as the federal government was unable to respond, leading to calls for a convention to revise the Articles.

Fifty-five delegates from 12 of the 13 states met in Philadelphia a year later in response to the call to revise the Articles. Among them were lawyers and merchants, slave owners, two doctors, and a few soldiers. All but one had prior government experience in either colonial, local, state, or federal governments. They were the best and the brightest that the new American nation had to offer. While they arrived with the idea to simply revise the articles, several, who had been in communication with each other, believed that a new government was necessary, one that was much stronger than any revision of the articles could provide.

George Washington had resigned as Commander-in-Chief in 1783 when the Revolutionary War was done, returning to Mount Vernon to take up his life as a planter. His retirement was short lived as he was persuaded to attend the Constitutional Convention as a delegate for the state of Virginia by John Jay, Henry Knox, and James Madison, as students will read in one of the Hook sources, a letter from John Jay to Washington. Once in Philadelphia, Washington was quickly chosen as the president of the Convention, and thus rarely spoke during the proceedings. However, from sources, we know that Washington was a supporter of the idea of a stronger central government, especially after the failure of the Continental Congress to fully support the Continental Army.

## Overview of Delegates for Teachers

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Pro/Con</th>
<th>Occupation</th>
<th>Political Experience</th>
<th>At Convention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connecticut</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elsworth (Elsworth), Oliver* ♦</td>
<td>42</td>
<td>+</td>
<td>Lawyer, Public Security Interests, Lending and Investments, Mercantilist</td>
<td>State Upper House in Connecticut from 1780-1785, Served on Connecticut Superior Court 1785-1807, Continental Congress 1777-1780, Confederation Congress 1781-1783</td>
<td>Present May-late August, introduced the Resolution which became known as the Connecticut Compromise, urged adoption but did not sign</td>
</tr>
<tr>
<td>Johnson, William S.</td>
<td>59</td>
<td>+</td>
<td>Lawyer, Inventor, Public Security Interests, Lending and Investments</td>
<td>Lower House of the Colonial Assembly 1761 &amp; 1765, Upper House of the Colonial Assembly 1766 &amp; 1771-1775, Refused to participate in First Continental Congress 1774, Confederation Congress 1785-1787</td>
<td>Present almost whole time, influential in securing the passage of the Connecticut Compromise</td>
</tr>
<tr>
<td>Sherman, Roger ♦</td>
<td>66</td>
<td>+</td>
<td>Lawyer, Merchant, Public Security Interests, Cobbler</td>
<td>State Upper House of Connecticut 1766-1785, Connecticut Superior Court 1766-1789, Signed the Declaration of Independence, Signed Articles of Confederation, Member of Continental Congress 1774-1781, Confederation Congress 1783-1784, Mayor of Newhaven 1784-1786</td>
<td>Present almost whole time, debated with James Madison over the representation issue and was influential in securing the passage of the Connecticut Compromise</td>
</tr>
<tr>
<td><strong>Delaware</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bassett (Basset), Richard</td>
<td>42</td>
<td>+</td>
<td>Lawyer, Public Security Interests, Lending and Investments, Farmer</td>
<td>Lower House of Delaware State Legislature 1785, Upper House of Delaware State Legislature 1776 &amp; 1777-1780 &amp; 1783-1785, Delaware State Constitution Convention 1776, Delegate to Annapolis Convention 1786</td>
<td>Present but for one week in august, did not speak</td>
</tr>
<tr>
<td>Bedford, Gunning, Jr.</td>
<td>40</td>
<td>-</td>
<td>Lawyer, Attorney General of Delaware</td>
<td>Lower House State Legislature of Delaware 1784-1785, Confederation Congress 1783-1785, Attorney General for Delaware 1779-1789</td>
<td>Present all but August, when he did speak it was on behalf of the rights of small states</td>
</tr>
<tr>
<td>Broom, Jacob</td>
<td>35</td>
<td>+</td>
<td>Businessman, Public Security Interests, Lending and Investments, Farmer, Mercantile, Manufacturing, and Shipping</td>
<td>Lower House of Delaware State Legislature 1785-1787, Assistant Burgess of Wilmington, Justice of Peace for New Castle County, Delegate to Annapolis Convention (did not attend)</td>
<td>Present, minor role</td>
</tr>
<tr>
<td>Dickinson, John ♦</td>
<td>55</td>
<td>+</td>
<td>Lending and Investments, Lawyer, Retired</td>
<td>Delaware State Upper House 1781, Served Second Continental Congress 1775-1776, Pennsylvania Legislator 1762 &amp; 1764-1771, Voted against Declaration of Independence &amp; did not sign but supported the Revolutionary War, Continental Congress 1779-1780, Drafted and signed Articles of Confederation, President of Delaware's Supreme Executive Counsel 1781, President of Pennsylvania 1782-1785, Represented Delaware at Annapolis Convention 1786</td>
<td>Absent for 3 weeks late June-early July, left Sept 14 due to illness</td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Role/Position</td>
<td>Role/Position Details</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Read, George</td>
<td>53</td>
<td>Lawyer, Public Security Interests, Lending and Investments, Planter and Slave holder</td>
<td>State Upper House of Delaware 1776-1779, Speaker 1776-1778, President of State Constitutional Convention 1776, Acting Governor of Delaware 1777-1778, Continental Congress 1774-1777, Voted against Independence July 2, 1776, Signed the Declaration of Independence July 4, 1776, Attended Annapolis Convention 1786</td>
<td>Present whole time, championed the rights of the small states, strong executive</td>
<td></td>
</tr>
<tr>
<td>Baldwin, Abraham</td>
<td>33</td>
<td>Public Security Interests, Lawyer, Office Holder, Chaplin, Educator</td>
<td>Lower House of Georgia State Legislature 1784-1785, Confederation Congress 1785-1786</td>
<td>Arrived June 11, rarely spoke</td>
<td></td>
</tr>
<tr>
<td>Houstoun, William*</td>
<td>32</td>
<td>Politician, Lawyer, Planter</td>
<td>Confederation Congress 1783-1786, State Legislature of Georgia 1783-1787</td>
<td>Present June 1-Aug 6</td>
<td></td>
</tr>
<tr>
<td>Houstoun, William</td>
<td>32</td>
<td>Politician, Lawyer, Planter</td>
<td>Confederation Congress 1783-1786, State Legislature of Georgia 1783-1787</td>
<td>Present June 1-Aug 6</td>
<td></td>
</tr>
<tr>
<td>Pierce, William L.*</td>
<td>47</td>
<td>Soldier, Merchant</td>
<td>Lower House of Georgia State Legislature 1786, Confederation Congress 1787</td>
<td>May 31-June 30</td>
<td></td>
</tr>
<tr>
<td>Carroll, Daniel</td>
<td>57</td>
<td>Public Security Interests, Lending and Investments, Land owner, Merchant, Planter</td>
<td>State Upper House of Maryland 1781-1789, President of Legislature 1783-1789, Executive Council of Maryland 1777-1781, Confederation Congress 1781-1784</td>
<td>July 9 to signing, influential in delegation</td>
<td></td>
</tr>
<tr>
<td>Jenifer, Daniel of St. Thomas</td>
<td>64</td>
<td>Landowner, Public Security Interests, Planter, Slave Holder, Office Holder</td>
<td>State Upper House of Maryland 1777-1780 and President of State Upper House 1777-1780, Continental Congress 1778-1781 Confederation Congress 1781-1782, Maryland State Revenue and Financial Manager 1782-1785</td>
<td>Attended nearly all sessions, rarely spoke, nationalist</td>
<td></td>
</tr>
<tr>
<td>McHenry, James</td>
<td>44</td>
<td>Office Holder, Lending and Investments, Mercantile, Manufacturing, and Shipping, Physician/Surgeon</td>
<td>Served on the Staff of George Washington at Valley Forge 1776-1780, Maryland Senate 1781-1786, Confederation Congress 1783-1786</td>
<td>Present May 28-June 1, and Aug 6- signing, supported the effort to build a stronger Federal Government</td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Gerry, Elbridge*</td>
<td>Businessman, Public Security and Interests, Real Estate Land Speculation, Mercantile, Manufacturing and Shipping, Investor</td>
<td>Signed the Declaration of Independence 1776, Lower House of Massachusetts State Legislature 1786, Continental Congress 1776-1780, Confederation Congress 1783-1785</td>
<td>Present all, did not think that the Constitution provided adequate protection for the rights of individuals and the rights of the States</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gorham, Nathaniel†</td>
<td>Merchant and Speculator, Public Security and Interests, Real Estate</td>
<td>Colonial Legislature 1771-1775, State Upper House of Massachusetts 1780, Provincial Congress 1774-1775, Commonwealth Board of War 1778-1781, Massachusetts Constitutional Convention 1779-1780, Lower House of Massachusetts 1781-1787 and Speaker 1781-1785, Judge of Middlesex County court 1785-1796, Confederation Congress 1782-1783 &amp; 1785-1787, President of Confederation Congress June 1786-January 1787</td>
<td>Present for all, Chairman of the Committee of the Whole</td>
<td></td>
</tr>
<tr>
<td></td>
<td>King, Rufus</td>
<td>Public Security Interests, Lending and Investments, Mercantile, Manufacturing, and Shipping, Investor, Lawyer</td>
<td>Lower House of Massachusetts State Legislature 1783-1785, Confederation Congress 1784-1787</td>
<td>Present, views became more nationalist, also took notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong, Caleb*</td>
<td>Lawyer, Public Security Interests</td>
<td>State Lower House of Massachusetts 1776 &amp; 1784, Upper House of Massachusetts 1780-1782, Massachusetts Constitutional Convention 1779, Attended State Constitutional Convention of Massachusetts 1779-1780</td>
<td>May 28-Aug23, called home for sick family, would have signed</td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Gilman, Nicholas</td>
<td>Businessman of family store, real estate and land speculations, lending and investments, public security interests, politician, soldier</td>
<td>Confederation Congress (1786-1788)</td>
<td>Arrived July 23- signing, minor part</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Langdon, John†</td>
<td>Ship builder/owner, Public Security Interest, Leading and Investments, Merchant</td>
<td>Continental Congress 1775-1776, New Hampshire Legislature 1777-1781 &amp; 1786-1787, New Hampshire Senate 1784, Confederation Congress 1787, Governor of New Hampshire in 1785</td>
<td>July 23, drafted compromise on slave trade, spoke more than 20 times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brearly (Brearley), David †</td>
<td>Public Security and Interests, Lawyer, Chief Justice New Jersey Supreme Court</td>
<td>State Constitution of New Jersey 1776, Chief Justice of New Jersey 1779-1789</td>
<td>Present, instrumental in Electoral College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dayton, Jonathan</td>
<td>Public Securities Interests, Real Estate, Land Speculation,</td>
<td>Lower House of State Legislature New Jersey 1786-1787</td>
<td>June 21- signing, spoke with moderate frequency, objected to some parts but signed</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Presence</td>
<td>Occupation</td>
<td>Role/Role Details</td>
<td>Notes</td>
</tr>
<tr>
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<tr>
<td>Houston, William C.* x</td>
<td>41</td>
<td>?</td>
<td>Educator</td>
<td>Continental Congress 1775-1776, New Jersey State Legislature 1777-1778, State Judiciary Clerk for New Jersey Supreme Court 1781-1788, Receiver of County Taxes 1782-1785, Confederation Congress 1784-1785</td>
<td>Present May 31-June 1, died before convention finished</td>
</tr>
<tr>
<td>Livingston, William</td>
<td>63</td>
<td>+</td>
<td>Public Security Interests, Lawyer, Governor of New Jersey</td>
<td>Chairman of the Committee of Assumption of State Debts, Chairman of the Committee of Slave Trade, Economy, Frugality and Manufactures Committee</td>
<td>Absent July, more important on committees</td>
</tr>
<tr>
<td>Paterson (Patterson), William ♦</td>
<td>41</td>
<td>+</td>
<td>Lawyer</td>
<td>Delegate to the Annapolis Convention 1786, Attorney General for New Jersey 1776-1783, State Upper House of New Jersey Legislature 1776-1777, Provincial Congress 1775-1776, New Jersey State Constitutional Convention 1776, Legislative Counsel 1776-1777, Counsel of Safety 1777, Elected to Continental Congress 1780 but did not accept.</td>
<td>Present May – Aug 26, returned to sign, remembered for introducing the New Jersey Plan and arguing that the delegates had exceeded their authority</td>
</tr>
<tr>
<td>Lansing, John, Jr.* ♦</td>
<td>32</td>
<td>-</td>
<td>Lawyer, Public Security Interests</td>
<td>New York Lower House Legislature 1780-1784 &amp; Speaker 1786, Confederation Congress 1784-1785, Mayor of Albany 1786-1790</td>
<td>June 2-July 10, thought that the convention had exceeded its authority and that the proposed &quot;consolidated government&quot; would be dangerous to the liberties of the people</td>
</tr>
<tr>
<td>Yates, Robert *</td>
<td>49</td>
<td>-</td>
<td>Politician, Judge</td>
<td>State Constitutional Convention for New York 1776-1777, New York Supreme Court Judge 1777-1798, New York Provincial Congress 1775-1776</td>
<td>May 25-July 10, resistance to the efforts to create a strong central government</td>
</tr>
</tbody>
</table>
**C3 INQUIRY: GEORGE WASHINGTON STUDY: DID WE FORM A STABLE GOVERNMENT?**

<table>
<thead>
<tr>
<th>North Carolina</th>
<th>Name</th>
<th>Age</th>
<th>Position</th>
<th>Electoral College Notes</th>
<th>Signatures and Actions</th>
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</thead>
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<tr>
<td></td>
<td>Blount, William</td>
<td>43</td>
<td>Politician, Public Security Interests, Planter, Merchant, Real Estate and Land Speculation, Educator</td>
<td>+</td>
<td>Lower House of Carolina 1783-1784, Speaker of Lower House 1784, Upper House of North Carolina 1782, 1788-1790, Confederation Congress 1782-1783, 1786-1788</td>
</tr>
<tr>
<td></td>
<td>Davie, William R.*</td>
<td>30</td>
<td>Lawyer, Lending and Investments, Planter and Slave Holder, Soldier, Educator</td>
<td>+</td>
<td>Lower House of North Carolina 1784-1789</td>
</tr>
<tr>
<td></td>
<td>Martin, Alexander * †</td>
<td>47</td>
<td>Politician, Lawyer, Planter, Educator</td>
<td>~</td>
<td>State second branch of North Carolina 1779-1782 &amp; 1785, Speaker of the House 1780-1782, Acting Governor of North Carolina 1781-1782, Governor of North Carolina 1782-1785</td>
</tr>
<tr>
<td></td>
<td>Spaight, Richard D.</td>
<td>29</td>
<td>Politician, Public Security Interests, Planter and Slave Holder, Educator</td>
<td>+</td>
<td>North Carolina Lower House 1779, 1781-1783, 1785-1787, Speaker of Lower House 1785, Confederation Congress 1783-1785</td>
</tr>
<tr>
<td></td>
<td>Williamson, Hugh ††</td>
<td>52</td>
<td>Lending and Investments, Real Estate and Land Speculation, Public Security Interests, Doctor, Merchant, Math Professor at College of Philadelphia, Author</td>
<td>+</td>
<td>State Upper House of North Carolina 1782-1785, Confederation Congress 1782-1785 &amp; 1787-1789, Elected to Annapolis Convention 1786, Surgeon General of North Carolina 1779-1782</td>
</tr>
<tr>
<td>Name</td>
<td>Birth Year</td>
<td>Occupation</td>
<td>Pennsylvania Role</td>
<td>Notes</td>
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<tr>
<td>Fitzsimons, Thomas</td>
<td>46</td>
<td>Mercantile, Manufacturing and Shipping, Lending and Investments, Public Security Interests, Real Estate and Land Speculation, Educator</td>
<td>Lower House of Pennsylvania State Legislature 1786-1789, Confederation Congress 1782-1783</td>
<td>May 25-signing, no significant contributions, strong nationalist</td>
<td></td>
</tr>
<tr>
<td>Franklin, Benjamin</td>
<td>81</td>
<td>Inventor, Real Estate and Land Speculation, Lending and Investments, Publisher, Retired</td>
<td>Governor of Pennsylvania 1785-1787, Clerk of Colonial Legislature 1736-1751, Member of Colonial Legislature 1751-1764, Deputy Post Master of Philadelphia 1735-1753, Deputy Post Master General of Colonies 1753-1774, Represented Pennsylvania at Albany Congress 1754, Negotiated Treaty of Paris 1783, Commissioner to France 1776-1785, Continental Congress 1775-1776, Signer of the Declaration of Independence 1776</td>
<td>May 28-signing, Rising Sun speech, did not approve of many aspects of the finished document but signed</td>
<td></td>
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<tr>
<td>Ingersoll, Jared</td>
<td>37</td>
<td>Lawyer, Lending and Investments, Educator</td>
<td>Continental Congress 1780-1781, Attorney General for Pennsylvania 1790-1799, 1811-1817</td>
<td>May 28-signing, had long favored revision of the Articles of Confederation, seldom spoke</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Role</td>
<td>Legislative/Political Experience</td>
<td>Remarks</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
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<td></td>
</tr>
<tr>
<td>Morris, Gouverneur</td>
<td>35</td>
<td>Lawyer, Mercantile Manufacturing and Shipping, Educator</td>
<td>Lower House of New York State Legislature 1777-1778, State Constitutional Convention of New York 1776, Continental and Confederation Congresses 1778-1789, Signed Articles of Confederation, Assistant Superintendent of Finance for U.S. 1781-1785</td>
<td>May 25-signing, minus 3 weeks in June, spoke more frequently than any other delegate and supported the effort to build a strong central government, wrote the Preamble to the Constitution and for the &quot;obligation of contracts clause&quot; in AI S10, strong advocate of nationalism and aristocratic rule</td>
<td></td>
</tr>
<tr>
<td>Wilson, James</td>
<td>45</td>
<td>Lawyer, Public Security Interests, Real Estate and Land Speculation, Latin Tutor at College of Philadelphia</td>
<td>Signed the Declaration of Independence 1776, Advocate General for France in America 1779-1783, Confederation Congress 1782-1783 &amp; 1785-1787</td>
<td>May 25-signing, spoke often and with much fervor on behalf of a strong central government</td>
<td></td>
</tr>
<tr>
<td>South Carolinaa</td>
<td>Butler, Pierce ♦</td>
<td>Planter and Slave Holder, Lending and Investments, Public Security Interests, Soldier</td>
<td>Lower House of South Carolina State Legislature 1778-1782, 1784-1789, Confederation Congress 1787-1788</td>
<td>Present for all, outspoken nationalist who attended practically every session and was a key spokesman for the Madison-Wilson caucus, Introduced and defended the fugitive slave clause, pro-slavery</td>
<td></td>
</tr>
<tr>
<td>South Carolinaa</td>
<td>Pinckney, Charles</td>
<td>Lawyer, Planter and Slave Holder, Lending and Investments, Public Security Interests</td>
<td>Continental Congress 1777-1778, Confederation Congress 1784-1787, State Legislature of South Carolina 1779-1780, 1786-1789, 1792-1796, Upper House 1779-1784</td>
<td>May 25-signing, best known for his proslavery position, as well as a strong proponent of a Bill of Rights, warm supporter of stronger central govt</td>
<td></td>
</tr>
<tr>
<td>South Carolinaa</td>
<td>Pinckney, Charles Cotesworth ♦</td>
<td>Lawyer, Planter and Slave Holder, Lending and Investments, Public Security Interests, Soldier, Educator</td>
<td>Provincial Assembly 1769, Lower House of South Carolina State Legislature 1776 &amp; 1778 &amp; 1782, Upper House 1789</td>
<td>May 25-signing, leader, strongly advocated a powerful national government, influence in such matters as the power of the Senate to ratify treaties and the compromise that was reached concerning abolition of the international slave trade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rutledge, John</td>
<td>Planter, Slave Holder, Lawyer, Judge</td>
<td>Lower House of South Carolina 1782, State Constitutional Convention of South Carolina 1776, South Carolina Chancery Court 1784-1791, Governor of South Carolina 1776-1782, First Continental Congress 1774, Confederation Congress 1782-1783</td>
<td>May 25-signing, willing to support a stronger central government as long as slavery remained under the control of each State</td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Rhode Island did not send any delegates to the Constitutional Convention.</td>
<td></td>
<td></td>
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</table>
### Virginia

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Role</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blair, John</td>
<td>55</td>
<td>Judge, Lawyer, Public Security Interests</td>
<td>Virginia House of Burgesses (Representative of William and Mary) 1766-1770, Clerk of Colony's Council 1770-1775, State Upper House of Virginia 1776-1777, Virginia State Constitutional Convention 1776, Virginia General Court Judge 1778, Virginia High Court of Chancery 1780, Virginia Privy Council 1776-1778</td>
</tr>
<tr>
<td>Mason, George * ♠</td>
<td>62</td>
<td>Planter and Slave Holder, Lending and Investments, Real Estate Land Speculation, Public Security Investments, Land owner</td>
<td>Author of Virginia Bill of Rights, State Lower House of Virginia 1776-1780, 1786-1787, Virginia State Constitutional Convention 1776</td>
</tr>
<tr>
<td>McClurg, James*</td>
<td>41</td>
<td>Doctor, Public Security Interests, Professor of Medicine at College of William and Mary</td>
<td>None</td>
</tr>
</tbody>
</table>

- May 25-signing, staunch ally of James Madison, never spoke
- May 25-signing, wrote VA Plan, strong supporter of strong central govt, took copious notes
- May 25-signing, Initially Mason advocated a stronger central government but withdrew his support toward the end of the deliberations. He argued that the Constitution inadequately represented the interests of the people and the States
- May 25-July 21, staunch ally of Madison, asked to attend when Patrick Henry & RH Lee declined
## C3 INQUIRY: GEORGE WASHINGTON STUDY: DID WE FORM A STABLE GOVERNMENT?

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Occupation</th>
<th>Role</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randolph, Edmund J.*</td>
<td>34</td>
<td>Governor of Virginia, Planter and Slave Holder, Lending and Investments, Real Estate and Land Speculation</td>
<td>Virginia House of Delegates Clerk 1778-1779, Continental Congress 1779-1780, Confederation Congress 1781 - 1782 State Constitutional Convention of Virginia 1776, Governor of Virginia 1786-1789, Attorney General of Virginia 1776-1786, Annapolis Convention Signer 1786</td>
<td>May 25-signing, introducing and defending the Virginia Plan, did not sign as final doc had departed from VA Plan</td>
</tr>
<tr>
<td>Washington, George</td>
<td>55</td>
<td>Planter and Slave Holder, General of the Continental Army, Lending and Investments, Real Estate Land Speculations, Public Security Interests</td>
<td>Virginia House of Burgesses 1759-1774, Continental Congress 1774-1775, Commander in Chief of Continental Army 1775-1783</td>
<td>Present for all, spoke once near end, profound influence on the scope and direction of the discussions</td>
</tr>
<tr>
<td>Wythe, George*</td>
<td>61</td>
<td>Planter and Slave Holder, Public Security and Investments, Lawyer, Law Professor at College of William and Mary</td>
<td>House of Burgesses for nearly 20 years, State Lower House of Virginia, Speaker 1777-1778, Second Continental Congress 1775-1776, Virginia Court of Chancery 1777-1801, Signed Declaration of Independence 1776</td>
<td>My 25-June 2, left to care for sick wife, federalist leader at VA ratifying convention</td>
</tr>
</tbody>
</table>

* Did not sign

♦ Make sure to assign this delegate

**Source:**

Appendix C

RESUME FOR CONVENTION DELEGATES

Your name

Delegate Name (1)

Birthplace – State for which a delegate (2)

(Convention Date) (3)

Objective: (4)

(Why are you going to the Convention? What do you hope to achieve?)

Summary: (5)

(What have you done with your life before the Convention? Write a 1 paragraph biography)

Professional Experience and Accomplishments: (6)

(Dates) (Job or Accomplishment)

(Dates) (Job or Accomplishment)

(Dates) (Job or Accomplishment)

References: (7)

(Name) (Why they would recommend you)

(Name) (Why they would recommend you)

Addendum: (8)

(Your addendum should be a paragraph on your personal beliefs on representation, slavery, the executive branch, and commerce and trade.)

Bibliography: (9)

(MLA 8 (MLA + URL))
### KEY TO COMPONENTS OF THE RESUME

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total = 25 points</td>
<td><em>(The numbers listed next to each heading are to direct students to the key and should not be used when writing the resume.) This should be fully typed and proofread.</em></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>Include the full name of the delegate</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>List the place of birth of the delegate &amp; the state they represent</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Identify the starting date of the Constitutional Convention</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Explain the delegate’s objective in the Constitutional Convention; the objective should relate to the purpose of the Constitutional Convention.</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Present a short paragraph biography of the delegate’s life, occupation and accomplishments relating to the purpose of the Constitutional Convention. Do not include any information past the date of the Constitutional Convention.</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>Include relevant professional experience and accomplishments prior to the date of the Constitutional Convention</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>Include a minimum of three references. There should be a brief explanation of the qualifications of each person used as a reference and WHY they would be a reference.</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>Include an addendum discussing your beliefs on the issues of representation, slavery, the executive branch, and commerce and taxation. If unable to find exact beliefs, make historical inferences! Read through the correspondence page, if your delegate had correspondence, who did they write to and what did they say?</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>Include a bibliography with a minimum of three sources, one of which must contain a primary source. Bibliographic entries must be in correct MLA 8 format and the sources must be in alphabetical order according to the author’s last name, or, if there is no author, according to the first word in the title that is not “a/an” or “the.”</td>
</tr>
</tbody>
</table>
Appendix D

SAMPLE RESUME FOR CONVENTION

Mrs. Smith

George Washington
Wakefield Plantation, VA (February 22, 1732) – Virginia
May 25, 1787

Objective:
To support and lead the creation of a new constitution for these United States of America.

Summary:
I was born into a planter family in Virginia and inherited one of the family plantations, Ferry Farm when my father died, and Mount Vernon when my brother Lawrence died. I attended an Anglican school near Fredericksburg, as well as was taught by tutors. When my brother Lawrence died, I was appointed by the Governor to be one of the four district militia adjutants with the rank of Major. I became a surveyor in 1749 for the colony and worked in Wester Virginia, helping to establish new counties and towns. In 1753 I was sent by Governor Dinwiddie as an ambassador to the French officials who were building forts in the Ohio Valley, however after delivering the letter they refused to leave and I returned to Virginia. I was then sent by the Governor back to build a fort at the three rivers location, but discovered the French already building the fort. My troops won the Battle at Jumonville Glen, but then were attacked soon after building Fort Necessity and forced to surrender to the French. In 1755, I became the senior aid to General Braddock and helped organize the retreat in the Battle of the Monongahela, and then was tasked with organizing the defense of the Virginia Frontier. After the war I married Martha Custis, and focused on running my plantation and was elected into the House of Burgesses. As we moved towards the Revolution, I began to become more politically active, opposing the many unfair taxes placed upon us by Parliament, especially after the Townshend Acts. I was selected as a Virginia delegate to both Continental Congresses, and was nominated by John Adams to become General and Commander-in-Chief of the newly formed Continental Army, leading it to the victory at Yorktown. After the war, I resigned my position of Commander-in-Chief to return home to Mount Vernon.
Professional Experience and Accomplishments:

1753-1759  Virginia Militia
1755       Hero of the Battle of Monongahela
1755       Colonel of the Virginia Regiment, the first full time regiment in the colonies
1758-1774  Virginia House of Burgesses
1769       Introduced a proposal into the House of Burgesses calling for Virginia to boycott English goods until the Townshend Acts were repealed
1774-1775  First & Second Continental Congress
1775-1783  Commander in Chief of Continental Army
1776       Forced the British to retreat from Boston
1776       Successful surprise attack at Trenton
1781       Forced the British surrender at Yorktown

References:

George Mason               Fellow Virginia planter and member of the House of Burgesses
John Adams                 Massachusetts lawyer and leader at the Continental Congresses
James Madison              Fellow Virginia planter and member of the House of Burgesses
Henry Knox                 Military officer of the Continental Army and United States Army, served under Washington

Addendum:

(Your addendum should be a paragraph on your personal beliefs on representation, slavery, the executive branch, and commerce and taxation)

Bibliography:


**C3 Inquiry: George Washington Study: Did We Form a Stable Government?**

**Grading Rubric for Resume**

<table>
<thead>
<tr>
<th>Item</th>
<th>Information</th>
<th>Points</th>
<th>Earned</th>
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<td>(The numbers listed next to each heading are to direct students to the key and should not be used when writing the resume.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Include the full name of the delegate</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>List the place of birth of the delegate &amp; birth date</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Identify the state represented &amp; date of the Constitutional Convention</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Explain the delegate's objective in the Constitutional Convention; the objective should relate to the purpose of the Constitutional Convention.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Present a short synopsis of the delegate’s life, occupation and accomplishments relating to the purpose of the Constitutional Convention. Do not include any information past the date of the Constitutional Convention.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Include relevant professional experience and accomplishments prior to the date of the Constitutional Convention</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Include a minimum of three references. There should be a brief explanation of the qualifications of each person used as a reference and <strong>WHY</strong> they would be a reference.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Include an addendum of a paragraph discussing your beliefs on the issues of representation, slavery, the executive branch, and commerce and taxation. If unable to find exact beliefs, make historical inferences!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read through the correspondence page, if your delegate had correspondence, who did they write to and what did they say?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Include a bibliography with a minimum of three sources, one of which must be a print source and one of which must contain a primary source. Bibliographic entries must be in correct MLA format and the sources must be in alphabetical order according to the author's last name, or, if there is no author, according to the first word in the title that is not “a/an” or “the.”</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>Total Earned</strong></td>
<td>25</td>
<td></td>
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</table>
Appendix E

Name: ____________________________  Delegate: ____________________________

______________________’s Plan for Government
(State Name)

Write out your state’s proposed ideas to create a new government. Think about what your state wants and needs in writing your proposal.

Proposal for Government Structure:

Proposal for Representation:

Proposal for The Peculiar Institution (Slavery):

Proposal for the Executive Branch:

Proposal for Commerce and Taxation:
Appendix F

Name: ___________________________  Delegate: ___________________________

______________________’s Plan for Government – Counter Argument Preparation
(State Name)

<table>
<thead>
<tr>
<th>Counter Argument to your Proposal for Structure:</th>
<th>How will you argue against this Counter-Argument?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Counter Argument to your Proposal for Representation:</th>
<th>How will you argue against this Counter-Argument?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Counter Argument to your Proposal for The Peculiar Institution (Slavery):</th>
<th>How will you argue against this Counter-Argument?</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Counter Argument to your Proposal for the Executive:</th>
<th>How will you argue against this Counter-Argument?</th>
</tr>
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<tbody>
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</table>

<table>
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<tr>
<th>Counter Argument to your Proposal for Commerce:</th>
<th>How will you argue against this Counter-Argument?</th>
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</thead>
<tbody>
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Part 2

Considering your Proposals and the Counter-Arguments, what are you willing to compromise on as a state for the national good?

List at least three areas within your proposals where you are willing to make a compromise and what that compromise would be.

<table>
<thead>
<tr>
<th>What we are willing to give up</th>
<th>What we want in return</th>
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Ground Rules for the Convention

- Must have same philosophy as your delegate/state, but don't have to vote exactly as your delegate did. *It is ok if this constitution is not the exact same as what was developed in 1787.

- Be polite to others, even when disagreeing ("I respectfully disagree with my esteemed colleague from (state)..."), refer to each other as "Delegate ______" or "Mr. ___.”

- Must refer to slavery as 'that peculiar institution' and slaves as “persons of property.”

- Must vote as a state, if there is disagreement among state delegates, can abstain (use rarely).

- Use colonial taps to signal agreement (soft tapping on the table).

- “Every member, rising to speak, shall address the President; and, whilst he shall be speaking, none shall pass between them, or hold discourse with another, or read a book, pamphlet, or paper, printed or manuscript. And of two members rising to speak at the same time, the President shall name him who shall be first heard.”

- “A member shall not speak oftener than twice, without special leave, upon the same question; and not the second time, before every other who had been silent shall have been heard, if he choose to speak upon the subject.”

- “That nothing spoken in the House be printed, or otherwise published, or communicated, without leave.”

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### Appendix H

**Vote Tally Sheet**

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Appendix I

Bibliography

Primary Sources

_____.


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Secondary Sources


_____.


_____.


_____."Roberts Rules Cheat Sheet.” diphi.web.unc.edu/files/2012/02/MSG-ROBERTS_RULES_CHEAT_SHEET.pdf.


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