**Planning Material P1.1 - Education Oasis Q-Chart**

Directions: Create questions by using one word from the left hand column and one word from the top row. The farther down and to the right you go, the more complex and high-level the questions.

<table>
<thead>
<tr>
<th>Why</th>
<th>How</th>
<th>When</th>
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**Question Creation Chart (Q-Chart)**
Drafting

- Goal:
  "a plan of confederacy for securing the freedom, sovereignty, and independence of the United States."

- Sovereignty: Authority to govern oneself

- Ratified in March, 1781 – nearly 4 year process

- Ratify – Make officially valid

Failure! WEAKNESSES of A.o.C.

1. No chief executive to carry out laws.
2. No federal courts to interpret laws.
3. No power to collect taxes from states.
4. Couldn’t force states to send men or money.
5. Couldn’t regulate foreign or interstate trade.
6. No national currency – states had own money.
7. No power to enforce treaties.
8. Hard to pass laws (needed 2/3 vote).
9. Almost impossible to amend Articles.
10. States had most power.

On a scale of 1-10, how strong was the Central Government in the A.o.C.?
Powers Granted to Congress

- Declare war
- Make Peace
- Regulate Native Americans
- Sign Treaties
- Maintain military
- Request money
- Establish Postal System

Planning Material P1.4 - Sample slide that exemplifies real world connections that will be discussed
Problems Between States

1. States fought over disputed claims in western territories.
2. States taxed goods from other states, which hurt trade.
3. Each state printed its own money, whose value differed from state-to-state.
4. People were more loyal to their state rather than to the new nation.

Shay’s Rebellion

-Led by Daniel Shays, a farmer and veteran of the Revolutionary War
-Central and Western Massachusetts, 1786-1787
-Influences decision to create and ratify the United States Constitution

Colonists become angry
- Economy is failing
- Bad harvests
- High taxes to recover war debt

Shays Rebellion
- 4,000+ militia march to Springfield Armory
- Daniel Shays is finally met with resistance
- Several die

Federalists party forms
- Exposed problem of no taxing powers
- Showed need for national army
- Pro-government support grows
Agenda:

Eq: What compromises were made during the creation of the Constitution?

1) Find Someone Who... → Review of past two days weaknesses/STRUGGS

2) PPT Notes → Who What When Where Why

3) Exit Slip: A letter to Congress
QUICK REVIEW: FIND SOMEONE WHO...

Second Continental Congress
- Drafting of the Articles of Confederation

Weaknesses
- International Relations
- State to State Relations
- No Central Authority

Shays Rebellion
- Nearly 1,000 men storm armory led by Daniel Shays
- National government is helpless
- Leaders decide to revisit idea of constitution

THE THREE FIFTHS COMPROMISE

Southern States
- Wanted slaves to count towards population to increase representation
- Did not want to be taxed for slaves

SLAVERY
- Three fifths of the slave population would count towards representation
- Three fifths also counted towards taxation
- South benefits in the end

Northern States
- Argued slaves should not count towards representation
- Argues slaves should count towards taxation

Planning Material P3.2 - Slide with main points to “quick review “ before new content

Planning Material P3.3 - Example of slide that will be reviewed after students have attempted to complete their guided notes during independent practice
FEDERALISTS

Leaders: Alexander Hamilton,
George Washington*, James
Madison, Benjamin Franklin

Arguments:
• Need for a stronger central government
• No need for Bill of Rights
  • It would be dangerous to list rights

Strategies:
• Focus on weaknesses of Articles of
  Confederation
• Promises Bill of Rights after ratification

Above: Alexander Hamilton
To the People of the State of New York:

AFTER an unequivocal experience of the inefficiency of the subsisting federal government, you are called upon to deliberate on a new Constitution for the United States of America. The subject speaks its own importance; comprehending in its consequences nothing less than the existence of the UNION, the safety and welfare of the parts of which it is composed, the fate of an empire in many respects the most interesting in the world. It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force. If there be any truth in the remark, the crisis at which we are arrived may with propriety be regarded as the era in which that decision is to be made; and a wrong election of the part we shall act may, in this view, deserve to be considered as the general misfortune of mankind.

This idea will add the inducements of philanthropy to those of patriotism, to heighten the solicitude which all considerate and good men must feel for the event. Happy will it be if our choice should be directed by a judicious estimate of our true interests, unperplexed and unbiased by considerations not connected with the public good. But this is a thing more ardently to be wished than seriously to be expected. The plan offered to our deliberations affects too many particular interests, innovates upon too many local institutions, not to involve in its discussion a variety of objects foreign to its merits, and of views, passions and prejudices little favorable to the discovery of truth.

Among the most formidable of the obstacles which the new Constitution will have to encounter may readily be distinguished the obvious interest of a certain class of men in every State to resist all changes which may hazard a diminution of the power, emolument, and consequence of the offices they hold under the State establishments; and the perverted ambition of another class of men, who will either hope to aggrandize themselves by the confusions of their country, or will flatter themselves with fairer prospects of elevation from the subdivision of the empire into several partial confederacies than from its union under one government.

I will not amuse you with an appearance of deliberation when I have decided. I frankly acknowledge to you my convictions, and I will freely lay before you the reasons on which they are founded.

I propose, in a series of papers, to discuss the following interesting particulars:

THE UTILITY OF THE UNION TO YOUR POLITICAL PROSPERITY
THE INSUFFICIENCY OF THE PRESENT CONFEDERATION TO PRESERVE THAT UNION
THE NECESSITY OF A GOVERNMENT AT LEAST EQUALLY ENERGETIC WITH THE ONE PROPOSED,
TO THE ATTAINMENT OF THIS OBJECT
THE CONFORMITY OF THE PROPOSED CONSTITUTION TO THE TRUE PRINCIPLES OF REPUBLICAN GOVERNMENT
ITS ANALOGY TO YOUR OWN STATE CONSTITUTION
and lastly, THE ADDITIONAL SECURITY WHICH ITS ADOPTION WILL AFFORD TO THE PRESERVATION OF THAT SPECIES OF GOVERNMENT, TO LIBERTY, AND TO PROPERTY.
Federalist Papers

"The operations of the federal government will be most extensive and important in times of war and danger; those of the State governments, in times of peace and security."
-James Madison, no. 45

"Among the many objects to which a wise and free people find it necessary to direct their attention that of providing for their safety seems to be the first."
-John Jay, no. 3

"The best we can hope for concerning the people at large is that they be properly armed."
-Alexander Hamilton, no. 46

"Among the numerous advantages promised by a well-constructed union, none deserves to be more accurately developed, than its tendency to break and control the violence of faction."
-James Madison, no. 10

"We must bear in mind that we are not to confine our view to the present period, but to look forward to remote futurity [the future time]. Constitutions of civil government are not to be framed upon a calculation of existing [urgent matters], but upon a combination of these with the probable [urgent matters] of ages, according to the natural and tried course of human affairs."
-Alexander Hamilton, no. 34

"In framing a government, which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and then oblige it to control itself."
-James Madison

"A nation, despicable by its weakness, forfeits even the privilege of being neutral."
-Alexander Hamilton, no. 11

Anti-Federalist Responses

"The evils we experience flow from the excess of democracy. The people do not want virtue, but are the dupes of pretended patriots."

"The Confederation, having been formed by unanimous consent, could be dissolved by unanimous consent only. Does this doctrine result from the nature of compacts?"

"The object of every free government is the public good, and all lesser interests yield to it. That of every tyrannical government is the happiness and [exaggeration] of one, or a few, and to this the public [pleasure] and every other interest must submit."

"They will give the sense of every article of the constitution, that may from time to time come before them. And in their decisions they will not confine themselves to any fixed or established rules, but will determine, according to what appears to them, the reason and spirit of the constitution. The opinions of the Supreme Court, whatever they may be, will have the force of law, because there is no power provided in the constitution that can correct their errors, or control their adjudications. From this court there is no appeal. And I conceive the legislature themselves, cannot set aside a judgment of this court, because they are authorized by the constitution to decide in the last resort."

*Anti-federalists believed federalists were only looking out for the aristocratic interests of the wealthy and did not support rural farmers.
### Discourse Markers Guide

<table>
<thead>
<tr>
<th>ADDING</th>
<th>SEQUENCING</th>
<th>ILLUSTRATING</th>
<th>CAUSE and EFFECT</th>
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<tr>
<td>And</td>
<td>First (ly), second (ly), third (ly)</td>
<td>For example, such as</td>
<td>Because</td>
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<td>Also</td>
<td>Finally</td>
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<td>As well as</td>
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<td>In the case of</td>
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<td>Moreover</td>
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<th>COMPARING</th>
<th>QUALIFYING</th>
<th>CONTRASTING</th>
<th>EMPHASIZING</th>
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<td>Similarly</td>
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<td>As compared to</td>
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### Planning Material P4.4 - Discourse Markers Guide distributed to students

**DISCOURSE IN THIS COURSE**

**Discourse (N) – Written or spoken communication or debate**

**Discourse (V) – To speak or write authoritatively about a topic**

**Double Entry Journal:**

1-Read Federalist Paper No. 1 or excerpts handed out.

2-Write a “Compare and Contrast” essay by analyzing and evaluating each side’s arguments.

3-Trade with neighbor, respond to their original commentary.

<table>
<thead>
<tr>
<th>CRITERIA/SCORE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Use of Discourse Markers</strong></td>
<td>Student uses 2 or fewer discourse markers in reaction.</td>
<td>Student uses 3 discourse markers in reaction.</td>
<td>Student uses 4 discourse markers in reaction.</td>
<td>Student uses 5 or more discourse markers in reaction.</td>
</tr>
<tr>
<td><strong>Accuracy of Content</strong></td>
<td>Concepts and facts are non-existent or unrelated to text.</td>
<td>Concepts and facts are inserted but not analyzed or are improperly placed in context.</td>
<td>Concepts and facts are accurate and reflect upon ideas/information from the text.</td>
<td>Concepts and facts are accurate and exhibit analyzing comparing and contrasting.</td>
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<tr>
<td><strong>Vocabulary Use</strong></td>
<td>Student did not use any content based vocabulary.</td>
<td>Student incorrectly used content based vocabulary.</td>
<td>Student will sometimes correctly incorporate content based vocabulary in writing/response.</td>
<td>Student consistently includes content based vocabulary in writing/response.</td>
</tr>
<tr>
<td><strong>Commentary</strong></td>
<td>Student did not comment on partner’s writing.</td>
<td>Student commented but focused on their own ideas.</td>
<td>Student analyzed partner’s writing and compared or contrasted ideas.</td>
<td>Student analyzed partner’s writing and compared and contrasted ideas.</td>
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### Planning Material P4.5 - Instruction slide for double entry journal assessment activity