Unit Title: Role of Virginians in the Founding of the New Nation

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Grade: Elementary School
Time Estimate: 10 lessons (50-minute classes)

Overview:

In this unit, students will discover what contributions George Washington, Thomas Jefferson, George Mason, and James Madison made to the formation of the new nation based on democracy as opposed to another monarchy or tyranny. Students will identify traits and characteristics of these figures that lead to their accomplishments. A study of the American Revolution emphasizing the role and contributions of Virginians during the conflict will have been completed prior to the start of this unit. Students will be given selections from primary and secondary sources to analyze and interpret multiple perspectives of each individual. They will then draw conclusions identifying their abilities, talents, and ambitions. Students will make connections between their contributions to the formation of the new nation and its relevance to government today.

Historical Background:

As the American Revolution ended the thirteen states were a lose confederation without a strong central government. Many Americans were penniless and the country was deeply into debt with no power to tax. Unable to pay debt, no means for providing for the national defense, or regulating trade, and no common currency, the new nation faced many problems. During these formative, uncertain years many talented and ambitious men made huge contributions that have given us the government as it is known today. Long hard debates would be waged over how much power the federal government would have, protection of states rights including the institution of slavery, and representation in Congress. Four of the most influential of men involved in this process were the Virginians, George Washington, James Madison, Thomas Jefferson, and George Mason. Of these four, Washington was the least educated with barely more then a grade level education. The other three were highly educated and well read.

Washington's talents lie in his great ambition and practiced discipline. He earned his name through his integrity and his acts of selflessness leading a new nation through its revolutionary birth and into its infancy by exhibiting a classical character model for future leaders to follow.

Madison, a scholar who studied and read books from Europe on political and constitutional law for several years prior to the constitutional convention, was probably the best-informed man on political theory at the Convention. His knowledge, intelligence, and even temperament won the respect of his contemporaries. He contributed immensely to the success of the Constitutional Convention and his detailed notes over the four months of deliberations contribute largely to our knowledge of the proceedings. His great

skills at compromise helped the delegates reach agreement during the difficult process of hammering out the principles embodied in the U.S. Constitution.

Jefferson was a man of many interests and was also highly educated. He was a skilled writer and political theorist. Being Madison's mentor, he shared many of his ideas and philosophical views with him. Jefferson was a champion for separation of church and state and this principle is expressed in the Virginia Statute for Religious Freedom passed in 1786 while he was in France serving as minister. This document guaranteed religious liberty in Virginia. The document's ideals then became the basis for the First Amendment to the U.S. Constitution. As the writer of the Declaration of Independence stating the equality of all men his greatest contradiction was that he never freed his slaves.

An aristocrat who owned and managed 5,000 acres of land, Mason was a neighbor and friend of George Washington. He studied law and was active in community affairs but preferred private to public life, often refusing position in public office. He was a great defender of individual rights and wrote the Virginia Declaration of Rights and a large part of the Virginia state Constitution in 1776. A signer of neither the Declaration of Independence or the U. S. Constitution his ideals are embodied in both documents. His strong opposition to the ratification of the Constitution was based mostly on its lack of a bill of rights. Madison helped sponsor and obtain the adoption of the Bill of Rights in 1791.

Major Understanding: Students will understand that George Washington, James Madison, George Mason, and Thomas Jefferson had different skills and ambitions representative of the contributions made by each. They will understand that these men were contempories with varying backgrounds who didn't always agree but were committed to making this "experiment" of a new nation be successful. Through compromise and the belief in the rights of man their leadership contributed to the formation of the democratic government we continue to enjoy today, a government "by the people."

Objectives: Students will:

1. Identify, interpret, and analyze primary sources including paintings, sculptures, letters, notes, and excerpts from documents to understand the role of Virginia in forming the new American nation.
2. Draw conclusions and make generalizations based on the analysis of primary and secondary sources about the character and contributions of George Washington, James Madison, George Mason, and Thomas Jefferson.
3. Make connections between the contributions of Washington, Madison, Mason, and Jefferson historically and the impact of those contributions today.
4. Identify the personality traits and skills of Washington, Madison, Jefferson, and Mason that suited them for the roles they played in the founding of the new nation.
5. Compare and contrast these four historical figures and complete a graphic organizer.

6. Identify documents written by Mason and Jefferson that influenced the U. S. Constitution.
7. Compare and contrast the Virginia Declaration of Rights and the Statute for Religious Freedom with the U.S. Constitution's Bill of Rights.
8. Develop and write questions for a panel discussion. Anticipate and rehearse possible answers to questions.
9. Assume roles of historical figures and reporters to prepare for the panel discussion.
10. Create newsletter reporting the information gathered from the panel discussion.

Standards of Learning:

Skills:

VS. 1 The students will develop skills for historical and geographical analysis including the ability to:

a) identify and interpret artifacts and primary and secondary source documents to understand vents in history.

c) compare and contrast historical events.

d) draw conclusions and make generalizations.

e) make connections between past and present.

g) interpret ideas and events from different historical perspectives.

Content:

VS. 6 The students will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by:

a) explaining why George Washington is called the "Father of Our Country" and James Madison is called the "Father of the Constitution."

b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

Culminating Assessment:

Students will role-play historical figures to conduct a panel discussion answering questions they formulate based on learning from the unit and additional research. Four cooperative groups will research one figure each. They will divide the tasks of formulating questions and anticipating answers to questions to prepare for the discussion. Groups will work cooperatively to answer questions posed. Simple costumes and masks will be created with the assistance of the art teacher for their performance. The class will debrief after the role-play to unify the information

presented. Students will use their knowledge to create a realistic newsletter to report about the historical figures. A rubric will be used based on historical accuracy, quality, and clarity of presentation.

Resources:

Books

Bennett, William J. *Our Country's Founders.* New York: Scholastic Inc. 1998.
Adaptation for young people from Our Sacred Honor: Words of Advice from the Founders in Stories, Letters, Poems, and Speeches by William Bennett. Words of advise from the Founders on being a good citizen. Includes brief biographies and a timeline.

Chase, Philander D. "George Washington." *The World Book Encyclopedia.* 1993. Vol. 21.
Biographical information on Jefferson including an excerpt from a letter to Dr. Walter Jones describing Washington's character.

Cunliffe, Marcus. *Washington, Man and Monument.* The Mount Vernon Ladies' Association, 1998.
Interpretive biography spanning Washington's life including timeline.

Ford, Paul Leicester. *The Writings of Thomas Jefferson Vol. IX 1807-1815.* New York: G. P. Putnam's Sons. 1898
Collection of Jefferson's writings including the letter to Dr. Walter Jones describing Washington's character.

Fritz, Jean. *The Great Little Madison*. New York: Scholastic, 1989.
Biographical information on Madison for young readers.

Oates, Stephen B. and Charles J. Errico. *Portrait of America Vol. One.* Boston: Houghton Mifflin Co., 2003.
Ch. 8: Douglas L. Wilson, "Thomas Jefferson and the Meanings of Liberty"
Ch. 9: Brian McGinty, "Sunrise at Philadelphia"
Ch. 10: Gordon S. Wood, "The Greatness of George Washington."
Brief essays, narratives, and biographical portraits on Jefferson, Washington, and the Constitutional Convention.

Ransom, Candice F. *George Washington*. Minneapolis: Lerner Publications, 2002.
Biography suitable for elementary students.

Wilson, Jr., Vincent. *The Book of the Founding Fathers*. Brookeville, Maryland: American History Research Associates, 1974.
Brief biographies on the Founders. Good resource for students.

Websites

http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html
Use for posters all Virginia Studies.

http://gunstonhall.org/georgemason
Use for timeline and biographical information including Mason's objections to signing the Constitution. Quotes by and about him are also available.

http://gwpapers.virginia.edu
Comprehensive website includes documents, articles, maps, images, and educational resources pertaining to George Washington.

http://gwpapers.virginia.edu/education/kids/kids1.html
Direct link to G. W. Kids resource site. Interact site for elementary age students.

http://lcweb2.loc.gov/ammem/gwhtml/gwtime.html
Use for timeline and biographical information of Washington during the Colonial Period with links to the Revolutionary Period and the Early Republic.

http://memory.loc.gov/cgi-bin/ampage?collId=llsp&fileName=037/llsp037.db&recNum=199
Use for a direct link to the Oration on the Death of General Washington delivered by Henry Lee to Congress on December 28,1799.

http://odur.let.rug.nl/~usa/B/gmason/gmasxx.htm
Use for quotes about Mason's character and role in the creation of the Virginia Declaration of Rights.

http://www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html
Direct link to the Bill of Rights at the National Archives site.

http://www.archives.gov/national_archives_experience/charters/virginia_declaration_of_rights.html
Direct link to the Virginia Declaration of Rights at the National Archives site.

http://www.jmu.edu/madison/center/index.htm
Use for biographical information and quotes by and about James Madison. Find information pertaining his role at the Constitutional Convention.

http://www.jmu.edu/madison/gpos225-madison2/creativeburst.htm
Use for biographical information on Madison.

http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/document/document.htm
Use for Preamble of the U. S. Constitution.

http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/overview/story.htm
Excerpts from letters written by Madison about the Constitution Convention.

http://www.lva.lib.va.us/whatwedo/k12/bor/vsrftext.htm
Use for the Virginia Statute for Religious Freedom.

http://www.monticello.org/jefferson/index.html
Use for biographical information on Jefferson. Also found here is information about his interests, quotes,, role in the Lewis and Clark Expedition, and a timeline of his life.

http://www.pbs.org/jefferson/enlight/sstips1.htm
Teaching tips for discussion of Jefferson's view of religious freedom.

http://www.pen.k12.va.us/VDOE/Instruction/sol.html
Use for Enhanced Scope and Sequence of Virginia Studies. Documents of American History also available here.

http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf
Use for text of Virginia Statute of Religious Freedom and the Constitution of the United States with Amendments.

http://www.vahistorical.org/storyofvirginia.htm
Use for chapters "Becoming Virginians" and "Becoming Americans".

Lesson 1: George Washington: Father of Our Country
Estimated time: 2 days

Objectives:
Students will:
1. Identify and interpret primary source documents to understand events in history.
2. Analyze primary source documents.
3. Draw conclusions and make generalizations based on analysis.
4. Recognize the positive qualities and character traits of George Washington.
5. Write an article for the newspaper defending George Washington's title, "Father of Our Country".

Materials:
- Primary sources:
    - Excerpt from Washington's Farewell Address

- Excerpt Henry Lee's eulogy for Washington delivered to Congress on Dec. 26, 1799
- Excerpts from Thomas Jefferson's Letter to Dr. Walter Jones
- Song written for Washington
- Note to General William Howe
- George Washington Crossing the Delaware (painting)
- George Washington by Gilbert Stuart (painting)

[Note: Best to read the Teacher Background before teaching the lessons on Washington and become familiar with the timeline to use as reference for students as appropriate.]

- Teacher Background on George Washington
- Timeline

Strategies:
Day 1

1. **Hook**: Display a picture of George Washington. Ask students to brainstorm what they know about George Washington. Tell them to think about what they have previously learned. Also have students describe character traits of a father. Confirm or correct responses and record them on chart paper to refer to later. If students give events, draw inferences about his character. Briefly describe the unit explaining that at the end students will be role playing the four Virginians in this unit and presenting a panel discussion.

2. Tell them they will learn why Washington is called the "Father of Our Country". To help them discover the reasons for this title they will be analyzing some primary sources along with secondary source information. Have them describe a primary source as review. By this point in the year students should have a good understanding of primary sources.

- What is a primary source?
- Identify the types of items that can be primary sources.
- How do primary sources help us better understand historical characters and events?
- Why would we use primary sources along with textbooks and other history books?

3. This lesson is designed for use with the interactive websites and the teacher should preview and be familiar with the site before hand. Go to the Learning About Washington website G.W. Kids View slide one. [These primary sources are also included in this unit.] http://gwpapers.virginia.edu/education/kids/kids1.html
Have a volunteer read the overview and discuss the information. Have cooperative groups discuss and report out on the following questions.

- Why do you think the Continental Congress choose George Washington as Commander-in-Chief of the army?
- What qualities did Washington have that would have made him a good choice for Commander-in-Chief?

- How do you think the patriots must have felt if they seemed to be losing the war during the first two years?
- What would have made them continue fighting?

4. Have students make observations about the painting, George Washington Crossing the Delaware by Emanuel Gottlieb Leutze. Ask them to analyze what the artist is representing about the historical event and make generalizations about Washington. Read the For Teacher notes to aid discussion.
- What mood is the artist trying to convey in this painting?
- Why would the artist portray Washington standing in the painting?
- Do you think this is actually how the scene looked? How might it have really looked if you were an eyewitness?
- Why would the artist choose to portray the scene in this manner?

5. Go to the student question page and read the questions about the note Washington sent to General Howe. Have cooperative groups discuss the questions and record their responses to report to the group. The following questions are found on the website;
- How many years ago was this note written?
- What is General Washington returning to the British?
- How did Washington know it belonged to William Howe? From the note, what would you say that "inscription" means?
- Additional questions;
- What does Washington's gesture tell you about his character?

6. Each group should report their answers comparing and contrasting different responses.

7. Go to slide 2 and repeat the procedures from step 2-4 analyzing the information from the presidential years. After reading the overview ask the following question
- Washington served as president of the constitutional convention. Why do you think he was chosen for this job? Would this be the same reason he was chosen as the first president of the United States?
- How had his accomplishments in the past influenced how people felt about him and his character as a leader?
- Why would Washington be careful about the way he conducted himself during his presidency?

8. Analyze the painting of Washington by Gilbert Stuart. Then ask the following questions.
- Point out the rainbow in the window above his outstretched arm. What do you think this symbolizes in the painting?
- Point out the American red, white, and blue insignia on the chair. What is the significance of this in the painting?
- What other items are in the painting and why do you think the artist included them?
- How does Washington look in this painting? What kind of figure is he supposed represent?

9. Go to the student page and read the song the girls and women of Trenton sang to Washington. The following questions are located on this page.

- Why would the citizens of Trenton, New Jersey be especially glad to welcome George Washington to their town in 1789? What had he done there several years ago? Check back on Slide 1 for a hint. While you're there, look for clues for the meaning of "mercenary."
- Thinking about what you've read on the slides so far, why might people have felt that Washington would make a good first president?
- Why do you think George Washington would have written this song down for himself?

10. Have each group make generalizations about Washington's character based on the site viewed and discussed. Have groups report out and add any new information to the chart started at the beginning of the class.

11. **Wrap up**: Have students summarize what they learned about Washington and write their response in their interactive notebook. Ask for volunteers to share their responses.

Day 2

1. **Hook**: Ask students to recall what they learned about Washington the previous day from the paintings, overviews, and primary sources analyzed. Confirm their responses by showing them the chart responses. Add any new responses.

2. Tell students they will view three more primary sources today. They will analyze these to help them draw a conclusion about why Washington has earned the title "Father of Our Country". Hand out the primary documents, transcript of Washington's Farewell address (first three paragraphs), Henry Lee's quote: "First in war, first in peace, and first in the hearts of his countrymen." (excerpt from the eulogy to Congress), and Jefferson's description written after Washington's death (the excerpt from Thomas Jefferson's Letter to Dr. Walter Jones). The documents will be read and discussed in whole group. Cooperative groups will then discuss and generate a list of characteristics that would make Washington the "Father of Our Country". In this process they will generalize the similarities between Washington and a father. They need to be ready to defend their answers with evidence from sources analyzed.

- What kind of documents is each of these?
- What is the significance of the first three paragraphs of Washington's Farewell Address? Why do you think he decided to step down from the presidency? What does this tell you about Washington's character?
- What kind of relationship do you think Lee and Jefferson had with Washington based on the information in these excerpts?
- One of these documents was written immediately following Washington's death the other about fourteen years later. Are there similarities and/or differences in the tone of the message written?
- What type of person would Washington have been to have these kinds of statements made about him?

3. Students will be given a choice sheet from which they will select an option for demonstrating their understanding of the reasons Washington is called the "Father of Our Country". Their product will convey the evidence to support their conclusion. They will be given additional class time to work on their projects.

4. **Wrap up**: Students will work in pairs to construct a graphic organizer that displays the characteristics that support Washington's title. Students will share their work.

The same rubric (the four criteria below) will be used for any product choice.

- Provide clear evidence of reasons George Washington is called the Father of Our Country from primary and secondary sources studied.
- Product connects characteristics of Washington and a father to support his title.
- Accurately sequence historical events.
- Conclusions supported with a defense.

Differentiation:
1. Students will brainstorm as a class to generate ideas that will be recorded on chart paper. This will assist those who cannot easily recall prior knowledge about George Washington.

2. When viewing the websites in a whole group setting on the Smart Board student volunteers will read aloud the overview supporting less able readers. Cooperative groups with well-established roles will then discuss the questions for each slide and report out answers.

3. Students will be given choices for accomplishing the assessment task drawing on the multiple intelligences. Choices will include write a newspaper article, write a poem or create a rap, create a poster, perform a role-play, or create a cartoon sequence.

Excerpt from Washington's Farewell Address

Washington's Farewell Address was printed by David C. Claypoole's *American Daily Advertiser* (Philadelphia), on September 19, 1796.

United States 19th September 1796
Friends, & Fellow—Citizens.

The period for a new election of a Citizen, to Administer the Executive government of the United States, being not far distant, and the time actually arrived, when your thoughts must be employed in designating the person, who is to be cloathed with that important trust, it appears to me proper, especially as it may conduce to a more distinct expression

of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those, out of whom a choice is to be made.

I beg you, at the sametime, to do me the justice to be assured, that this resolution has not been taken, without a strict regard to all the considerations appertaining to the relation, which binds a dutiful Citizen to his country—and that, in withdrawing the tender of service which silence in my Situation might imply, I am influenced by no diminution of zeal for your future interest, no deficiency of grateful respect for your past kindness; but am supported by a full conviction that the step is compatible with both.

The acceptance of, & continuance hitherto in, the Office to which your Suffrages have twice called me, have been a uniform sacrifice of inclination to the opinion of duty, and to a deference for what appeared to be your desire. I constantly hoped, that it would have been much earlier in my power, consistently with motives, which I was not at liberty to disregard, to return to that retirement, from which I had been reluctantly drawn. The strength of my inclination to do this, previous to the last Election, had even led to the preparation of an address to declare it to you; but mature reflection on the then perplexed & critical posture of our Affairs with foreign nations, and the unanimous advice of persons entitled to my confidence, impelled me to abandon the idea.

For the full Farewell Address go to http://gwpapers.virginia.edu/farewell/transcript.html

Excerpt from Henry Lee's Eulogy for Washington

Henry Lee was selected by Congress to deliver a eulogy on behalf of the nation. Lee delivered the entire speech on December 26, 1799.

First in war, first in peace and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life. Pious, just, humane, temperate and sincere—uniform, dignified and commanding—his example was as edifying to all around him as were the effects of that example lasting….Correct throughout, vice shuddered in his presence and virtue always felt his fostering hand. The purity of his private character gave effulgence to his public virtues….Such was the man for whom our nation mourns.

This excerpt can be found at http://gwpaers.virginia.edu/exhibits/mourning/response.html

The entire address is located at http://memory.loc.gov/cgi-bin/ampage?collId=llsp&fileName=037/llsp037.db&recNum=199

Excerpt from Thomas Jefferson's Letter to Dr. Walter Jones
January 2, 1814

This excerpt was found in The World Book Encyclopedia Vol. 21, 1993

The entire letter is found in The Writings of Thomas Jefferson Vol. IX

His mind was great and powerful…as far as he saw, no judgment was ever sounder. It was slow in operation, being aided by invention or imagination, but sure in conclusion….

Perhaps the strongest feature in his character was prudence, never acting until every circumstance, every consideration, was maturely weighed; refraining if he saw a doubt, but, when once decided, going through with his purpose, whatever obstacles opposed.

His integrity was most pure, his justice the most inflexible I have ever known….

He was, indeed, in every sense of the words, a wise, a good and a great man….On the whole, his character was, in its mass, perfect….it may truly be said, that never did nature and fortune combine more perfectly to make a man great….

His temper was naturally high toned; but reflection and resolution had obtained a sound and habitual ascendecy over it.

Song Written for George Washington

Sang to Washington by women and girls in Trenton, New Jersey, on his inaugural trip to New York.

Welcome, mighty Chief once more!
Welcome to this grateful shore
Now no more mercenary foe
Aims again the fatal blow;
Aims at thee, the fatal blow.

Virgins fair & Matrons grave,
These thy conquering arm did save
Build for thee triumphal bowers
Strew ye fair his way with flowers
Strew your hero's way with flowers.

Note to General William Howe

October 6, 1777

Note to Sir William Howe

General Washington's compliments to General Howe. He does himself the pleasure to return him a dog, which accidentally fell into his hands, and by the inscription on the Collar appears to belong to General Howe.

October 6, 1777

George Washington Crossing the Delaware
Emanuel Gottlieb Leutze, American, 1816-1868

George Washington
Gilbert Stuart

Teacher Background on George Washington:

Washington had two traits that must be examined to understand his humanity. He was profoundly ambitious with an eagerness for fame, and he was a man of intense passions. Mistakes made during his youth, largely in part to these traits, were the catalyst for the gradual cultivation of the dignity and self-control seen in the older mature leader that emerges at the Revolutionary War. Washington was born into an upper but not top-level Virginia family who had half brothers who were educated in England. This would surely have been the path for George if not for the untimely death of his father at age eleven. This event sharply changed the direction his life would take. He received little formal education after this time and would always be somewhat insecure because of this lack. There is evidence that he had a strained relationship with his mother. He therefore relied on other family mem
bers, namely half brother Lawrence who became a substitute father, and the powerful Fairfax family for his social upbringing. Although often ill at ease socially his circumstances seem to have sharpened his ambitions. Through connections with the Fairfax family he launched his first career as a surveyor. In this position his energy and reliability afforded him the opportunity to obtain land claims in the Shenandoah Valley. With Lawrence's death there opened a militia adjutancy, George applied and received it. He also was to inherit the Mount Vernon property upon the death of Lawrence's sole heir. At this point Washington embarked on military life and the wilderness battles of the French and Indian war became his training grounds. Eager to prove himself he made many mistakes and at times showed poor judgment, he argued with superiors, and threatened to quit. In this period of his life he aggressively pursued promotion and his faults were very evident. His patience was honed during the trials of this period.

After the French and Indian war he married the wealthiest widow in Virginia and secured his financial status. He became active in civic life, managed Mount Vernon and the Custis properties, cared for family and friends financially, and matured with his responsibilities. Washington's greatness lies in his growth as a man. He gained self-control over his strong passions and he strived to be the classical man of honor. He most certainly understood the reaction his dignified and honorable actions would evoke. A slaveholder all his life he struggled with the dichotomy of holding slaves in a republic founded on equality for all. In his will he not only made provisions to free his slaves on his death but provisions for their education also. He also made the necessary arrangements for the freeing of Martha's slaves at her death.

Representative Henry Lee addressing Congress after Washington's death stated that George Washington was, "First in war, first in peace, and first in the hearts of his countrymen." Washington has earned the title, "Father of Our Country". From the hero status he earned as Commander-in-Chief of the Continental Army to the presidency Washington epitomized the classical leader. He selflessly led the patriots to victory over the British earning America her freedom. He was the trusted man to preside over the Constitutional Convention and when it came time to choose a president there was only one man who could be seriously considered. He became the model for all future

presidents and stepped down from a third term so as not to abuse his powers. In his farewell address he urged the people to support the new government. Washington's greatness lay in his character and his self-discipline to be a man of honor.

Timeline – Events in Washington's life (in italics) and their historical context:

Nov. 6, 1752 – appointed major in the Virginia militia

1754 – French and Indian War began

March 20, 1754 – assumed command of forces sent to Fort Duquesne

July 4, 1754 – French attached Fort Necessity, Washington surrendered

July 9, 1755 – Braddock defeated and killed; Washington praised for his courage in the retreat

July 24, 1758 – elected Burgess for Frederick County, Virginia

1763 – Proclamation of 1763

1765 – Stamp Act passed

1767 – colonists boycotted British goods

1773 – Boston Tea Party

1774 – First Continental Congress

April 19, 1775 – minuteman and British clashed at Lexington and Concord

June 15, 1775 – Congress appointed Washington commander in chief of the Continental Army

June 17, 1775 – British defeated Americans at Bunker Hill

July 4, 1776 – Declaration of Independence adopted

Aug. 27, 1776 – British defeated Americans on Long Island

Sept. 15, 1776 – British occupy New York City

Dec. 25-26, 1776 – crossed the Delaware River to defeat Hessians at Trenton, New Jersey

Oct. 17, 1777 – Burgoyne surrendered at Saratoga, New York

Dec. 1777 – Washington's army retired to winter quarters at Valley Forge
Feb. 6, 1778 – United States and France signed alliance

Feb. 25, 1779 – British surrendered to George Rogers Clark at Vincennes

Sept. 23, 1779 – John Paul Jones's ship, Bonhomme Richard, captured British ship Serapis

May 12, 1780 – Charleston fell to British

Aug. 10, 1780 – British victory at Camden, N. J.

Jan. 17, 1781 – patriot victory at Cowpens

Oct. 19, 1781 – Cornwallis surrendered to Washington at Yorktown

March 15, 1783 – Washington thwarts a military coup at Newburgh, New York

Sept. 3, 1783 – United States and Great Britain signed peace treaty in Paris

Dec. 23, 1783 – resigns commission as commander in chief

May 25, 1787 – elected president of the Constitutional Convention

Sept. 17, 1787 – draft of the Constitution signed

Feb. 4, 1789 – elected President by unanimous vote

Dec. 15, 1791 – Bill of Rights became law

Dec. 5, 1792 – elected for second term; unanimous vote

1794 – suppressed Whiskey Rebellion

Sept. 19, 1796 – Farewell Address published in the Philadelphia paper *Daily American Advertiser*

Dec. 14, 1799 – death at Mount Vernon

Lesson 2: James Madison: Introduction to Father of the Constitution
Estimated time: 1 day

Objectives: Students will:

1. Review primary sources. Examine a painting of James Madison.
2. Draw conclusions about the need for rules both in school and in a country.
3. Make connections between the need for school rules and the need of the new U.S. to establish rules and laws.

Materials:

- Picture of Madison found on the poster website http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html [also included at end of this lesson]
- Questions about rules (included below in strategies, #2)
- Preamble of the U.S. Constitution
- Paper and pencil.

Strategies:

1. **Hook**: Tell students they will be using a primary source to help them begin thinking about the lesson. Show a picture of James Madison. There will be a display on the bulletin board and the teacher will use this website to display to display the picture on the Smart Board. Review primary sources. Tell students James Madison is called the Father of the Constitution and they will be discovering why is has been given that title.
http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html

2. Write the word constitution on the board. Tell students a constitution is a set of rules and laws that tell how a government is organized and run. Either have a group discussion or have cooperative teams discuss and report out on the following questions.

- Why are rules created?
- What rules were established for the school and classroom at the beginning of the year?
- What was the process for establishing those rules?
- Why do we have these rules? If a new country is being formed, what are some of the problems that could happen if there were no rules for people to follow?

3. After the discussion is completed have students draw conclusions about the need for rules: safety, protection, and order. Make the connection between the need for school and classroom rules and that of a country.

4. Review that a constitution is a plan for government that outlines how the government is organized and the responsibilities and rights of its citizens. Show them the Preamble. Read and discuss its meaning.
http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/document/document.htm

5. Use the Pairs Check strategy to have students complete a graphic organizer for the word constitution. First they work with a partner to complete the task, and then they check their work with another pair and come to a consensus.

6. **Wrap-Up**: Conclude this part of the lesson by having students write a summary about what a constitution is and why it is important.

Differentiation:
This lesson will use visuals, graphic organizers, and cooperative groupings to address different learning skills and student abilities.

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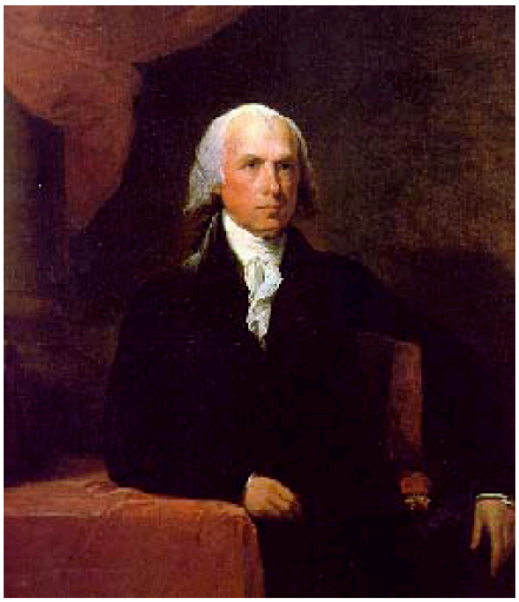
Virginia's Role in the New American Nation



James Madison

James Madison believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title "Father of the Constitution."

George Washington

George Washington, a Virginian, was elected as the first President of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the "Father of Our Country."

Preamble of the U.S. Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/document/document.htm

The text of the Constitution was downloaded from a site of the National Archives. Linked amendments also downloaded from that site.

Lesson 3: Madison's Role
Estimated time: 1 day

Objectives: Students will:

1. Review and identify primary sources.
2. Analyze excerpts from primary and secondary sources to draw conclusions about Madison character and abilities.
3. Create a poster displaying information learned about Madison.

Materials:

- Questions for discuss in reference to the writing of the Constitution (included below in strategies, #3)
- Excerpts from a letter written by Madison [http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/overview/story.htm], a letter written by William Pierce, and an excerpt from an Autobiography by Thomas Jefferson [http://www.jmu.edu/madison/gpos225-madison2/creativeburst.htm].
- Computer and websites to be projected on a Smart Board.
- 12"x18" construction paper, crayons, colored pencils, markers.

Strategies:

1. **Hook**: Do you remember what primary source we used yesterday? Confirm that the picture of the painting and the Preamble were the primary sources. Discuss whom we are learning about and why, reinforcing that Madison is called the Father of the Constitution.

2. Tell students that today they will be using some other primary source documents to discover why Madison earned his title. Have students tell other types of primary sources.

Confirm or correct responses that could include, letters, journals, documents, newspaper articles, paintings or pictures.

3. Ask the following questions to stimulate thinking.
- Would writing a constitution be an easy process? Why? Lead students to conclude that this would have been an extremely long, difficult process.
- What type of men would have been needed to accomplish the task?

4. Use the textbook so students have a brief overview of the Constitutional Convention held in Philadelphia. Be sure to include that Madison kept detailed notes after reading and discussing. Tell students they will be looking at three primary sources to draw conclusions about Madison's role at the Constitutional Convention.

5. Hand out the primary source, an excerpt from a letter from Madison to Thomas J. Wharton concerning the need to call for a Constitutional Convention. The letter is located at this following website.
http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/overview/story.htm
Students will interpret the letter. Help students conclude that Madison saw a strong need for the United States Constitution. View the following website, and read the excerpts embedded on the page from Georgia delegate William Pierce and the excerpt on Madison's role in the constitutional process and his character from an autobiography by Thomas Jefferson.
http://www.jmu.edu/madison/gpos225-madison2/creativeburst.htm
Students will draw conclusion about his character and abilities. Guide them to understand he was an even-tempered, intelligent man who was able to get the delegates to compromise throughout the process of writing the constitution.

6. **Wrap-up**: Have cooperative groups create a poster titled "Father of the Constitution."

Differentiation:
Students will work cooperatively and in the whole group which will accommodate various ability levels. The teacher or volunteers will do the reading and students will discuss ideas in pairs or groups before being asked to respond in whole group. A visual representation of the information will be constructed accommodating visual learners.

Excerpt of Letter written by James Madison to Thomas J. Wharton, August 1827
(**Madison** 1865, III, pages 586-587)

Madison writing about the need for a Constitutional Convention.

Having witnessed, as a member of the Revolutionary Congress, the inadequacies of the powers conferred by the **"Articles of Confederation**," and having become, after the expiration of my term of service there, a member of the Legislature of Virginia, I felt it to be my duty to spare no efforts to impress on that body the alarming condition of the U. States proceeding from that cause, and the evils threatened by delay, in applying a remedy. With this, propositions were made vesting Congress the necessary powers to regulate trade, … and to draw from that source the convenient revenue it was capable of yielding. … The proposition invited the other states to concur with Virginia in a convention of deputies commissioned to devise and report a uniform system of commercial regulations. … The convention proposed took place in Annapolis, in August 1786. Being, however, very partially attended, and it appearing to the members that a rapid progress, aided by the experiment on foot, had made in ripening the public mind for a radical reform of the Federal polity, they determined to waive the object for which they were appointed, and recommended a convention, with enlarged powers, to be held the year following, in the city of Philadelphia. The Legislature of Virginia happened to be the first that acted in the recommendation, …

Excerpt from letter written James Madison to John G. Jackson, December 27, 1821
(**Madison** 1865, III, page 244)

Letter about the need for a U. S. Constitution

That most of us carried into the Convention a profound impression, produced by the experienced inadequacy of the old Confederation, and by the monitory examples of all similar ones, ancient and modern, as to the necessity of binding the States together by a strong Constitution, is certain.

Lesson 4: George Mason: Champion of Human Rights
Estimated time: 2 days

Objectives: Students will:

1. Define *rights* and generate a hypothesis about why some delegates at the Constitutional Convention would not sign the document.
2. Analyze the Bill of Rights and the Virginia Declaration of Rights and make connections between the two documents.
3. Summarize learning.
4. Work cooperatively to construct a graphic organizer comparing the Bill of Rights and the Virginia Declaration of Rights.

Materials:

- Picture of George Mason from website http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html [also included at end of this lesson]
- Chart paper or white board and markers.
- Copy of the Bill of Rights and the Virginia Declaration of Rights [included at end of this lesson]
- Paper, colored pencils, crayons, and markers.

Strategies:

1. **Hook**: Display a picture of George Mason. Use the website noted in the day 6 lesson. Tell students Mason was a neighbor and friend of George Washington. He was concerned about individual rights and wrote a Virginia document about them.

2. Have cooperative groups discuss and define *rights.* List their responses on the board. Ask the following question.

- How might these ideas about rights relate to what we just learned about the Constitution?

Review with students that the Constitution as we know it today protects our rights but when it was written some people would not sign it. Ask them to hypothesize why this might have happened.

3. Explain that the Bill of Rights was added after the Constitution was written. Hand out copies of the Bill of Rights.
http://www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html
Discuss the ten articles and explain they are called amendments. Tell them an amendment is a change or revision. Read and discuss the meaning of each amendment. Tell students they will discover how George Mason was connected to the Bill of Rights.

4. Have pairs summarize the main ideas of the Bill of Rights. Share with another pair and then cooperative groups report to the class. Have students confirm or adjust the information shared until an accurate summary is given.

5. Tell students they will find out where the ideas for the Bill of Rights originated. Distribute copies of the Virginia Declaration of Rights. Tell them that this document was written in 1776 long before the Bill of Rights was written. Read and discuss the document. Have students make connections between the two documents. http://www.archives.gov/national_archives_experience/charters/virginia_declaration_of_rights.html

6. Distribute copies of the Bill of Rights. Cooperative groups will work to compare and contrast the two documents. They will construct a Venn diagram to display their work.

Differentiation:
Some teacher directed activities will be used to scaffold the lesson. Students will work in pairs or cooperatively to discuss information supporting different ability and skill levels. Pictures and graphic organizers will support visual learners.

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Virginia's Role in the New American Nation

George Mason

The Virginia Declaration of Rights, written by George Mason, states that all Virginians should have certain rights, including freedom of religion and freedom of the press. The document became the basis for the Bill of Rights of the Constitution of the United States of America.

Thomas Jefferson

The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. This document was the basis for the First Amendment to the Constitution of the United States of America, the amendment that protects religious freedom.

NATIONAL ARCHIVES & RECORDS ADMINISTRATION

The Bill of Rights: A Transcription

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without

due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Amendments 11-27

Note: The capitalization and punctuation in this version is from the enrolled original of the Joint Resolution of Congress proposing the Bill of Rights, which is on permanent display in the Rotunda of the National Archives Building, Washington, D.C.

The Virginia Declaration of Rights

Virginia's Declaration of Rights was drawn upon by Thomas Jefferson for the opening paragraphs of the Declaration of Independence. It was widely copied by the other colonies and became the basis of the Bill of Rights. Written by George Mason, it was adopted by the Virginia Constitutional Convention on June 12, 1776.

A DECLARATION OF RIGHTS made by the representatives of the good people of Virginia, assembled in full and free convention which rights do pertain to them and their posterity, as the basis and foundation of government .

Section 1. That all men are by nature equally free and independent and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

Section 2. That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants and at all times amenable to them.

Section 3. That government is, or ought to be, instituted for the common benefit, protection, and security of the people, nation, or community; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety and is most effectually secured against the danger of maladministration. And that, when any government shall be found inadequate or contrary to these purposes, a majority of the community has an indubitable, inalienable, and indefeasible right to reform, alter, or abolish it, in such manner as shall be judged most conducive to the public weal.

Section 4. That no man, or set of men, is entitled to exclusive or separate emoluments or privileges from the community, but in consideration of public services; which, nor being descendible, neither ought the offices of magistrate, legislator, or judge to be hereditary.

Section 5. That the legislative and executive powers of the state should be separate and distinct from the judiciary; and that the members of the two first may be restrained from oppression, by feeling and participating the burdens of the people, they should, at fixed periods, be reduced to a private station, return into that body from which they were originally taken, and the vacancies be supplied by frequent, certain, and regular elections, in which all, or any part, of the former members, to be again eligible, or ineligible, as the laws shall direct.

Section 6. That elections of members to serve as representatives of the people, in assembly ought to be free; and that all men, having sufficient evidence of permanent common interest with, and attachment to, the community, have the right of suffrage and cannot be taxed or deprived of their property for public uses without their own consent or that of their representatives so elected, nor bound by any law to which they have not, in like manner, assembled for the public good.

Section 7. That all power of suspending laws, or the execution of laws, by any authority, without consent of the representatives of the people, is injurious to

their rights and ought not to be exercised.

Section 8. That in all capital or criminal prosecutions a man has a right to demand the cause and nature of his accusation, to be confronted with the accusers and witnesses, to call for evidence in his favor, and to a speedy trial by an impartial jury of twelve men of his vicinage, without whose unanimous consent he cannot be found guilty; nor can he be compelled to give evidence against himself; that no man be deprived of his liberty except by the law of the land or the judgment of his peers.

Section 9. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Section 10. That general warrants, whereby an officer or messenger may be commanded to search suspected places without evidence of a fact committed, or to seize any person or persons not named, or whose offense is not particularly described and supported by evidence, are grievous and oppressive and ought not to be granted.

Section 11. That in controversies respecting property, and in suits between man and man, the ancient trial by jury is preferable to any other and ought to be held sacred.

Section 12. That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained but by despotic governments.

Section 13. That a well-regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defense of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty; and that in all cases the military should be under strict subordination to, and governed by, the civil power.

Section 14. That the people have a right to uniform government; and, therefore, that no government separate from or independent of the government of Virginia ought to be erected or established within the limits thereof.

Section 15. That no free government, or the blessings of liberty, can be preserved to any people but by a firm adherence to justice, moderation, temperance, frugality, and virtue and by frequent recurrence to fundamental principles.

Section 16. That religion, or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence; and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practise Christian forbearance, love, and charity toward each other.

Lesson 5: Thomas Jefferson: Religious Freedom
Estimated time: 2 days

Objectives: Students will:

1. Recall, discuss, and build on prior knowledge of Thomas Jefferson and the early Jamestown settlement.
2. Analyze and make connections between historical events and the Declaration of Independence, the Virginia Statute for Religious, and the First Amendment. Apply this knowledge to present day freedoms.
3. Write a summary of their learning.

Materials:

- Picture of Thomas Jefferson using the website http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html [picture at end of preceding lesson, with George Mason]
- Chart paper or white board and markers.
- Copies of the Virginia Statute for Religious Freedom and the Bill of Rights [included at the end of this lesson]
- Social Studies notebook or journals and pencils.

Strategies:

1. **Hook**: Ask students to recall Thomas Jefferson and his contributions during the American Revolution. Show his picture. Again use the website noted in Day 6. Have students brainstorm what they know and record this information on chart paper. Students and teacher will participate in the discussion to confirm, correct, or add to the information shared. Make inferences about Jefferson's character based on information shared.

2. Have students recall the first settlement at Jamestown and who ruled the colony. Confirm that the King of England was the ruler and he required his subjects to worship in the same church. Explain that Jefferson did not agree with this practice and believed that people should be free to worship as they please. Have students make connections between this belief and what Jefferson in the Declaration of Independence wrote.

3. Tell students Jefferson wrote another important document called the Virginia Statute for Religious Freedom. As the name infers it was first written for the Virginia Colony. It was written in 1777.
http://www.lva.lib.va.us/whatwedo/k12/bor/vsrftext.htm
Give students a copy of the document. Read the document and paraphrase its meaning. Have students discuss the document in their cooperative groups and develop a summary. Groups will report out and discuss by agreeing, adding to, or disagreeing with the statements until the group comes to a consensus.

4. Can you make a connection to any other document we have studied? Students should be able to make a connection to the First Amendment of the Bill of Rights. Confirm the connection by looking at the First Amendment and reading it. Ask cooperative groups to consider the following questions:

How does this law impact our lives today?
What is its relevance?

5. Have groups summarize the main point of the document and its importance to American citizens. Then have students individually write a summary. The written summary could be assigned for homework

Differentiation:
Scaffolding will be done by the teacher to build background information so students can accomplish the given tasks cooperatively and independently. Reading and writing skills will be practiced throughout the lesson. Cooperative groupings will support differences in learning styles and abilities. Pictures will support visual learners.

An Act for establishing religious Freedom.

Whereas, Almighty God hath created the mind free; that all attempts to influence it by temporal punishments or burthens, or by civil incapacitations tend only to beget habits of hypocrisy and meanness, and are a departure from the plan of the holy author of our religion, who being Lord, both of body and mind yet chose not to propagate it by coercions on either, as was in his Almighty power to do, that the impious presumption of legislators and rulers, civil as well as ecclesiastical, who, being themselves but fallible and uninspired men have assumed dominion over the faith of others, setting up their own opinions and modes of thinking as the only true and infallible, and as such endeavouring to impose them on others, hath established and maintained false religions over the greatest part of the world and through all time; that to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical; that even the forcing him to support this or that teacher of his own religious persuasion is depriving him of the comfortable liberty of giving his contributions to the particular pastor, whose morals he would make his pattern, and whose powers he feels most persuasive to righteousness, and is withdrawing from the Ministry those temporary rewards, which, proceeding from an approbation of their personal conduct are an additional incitement to earnest and unremitting labours for the instruction of mankind; that our civil rights have no dependence on our religious opinions any more than our opinions in physics or geometry, that therefore the proscribing any citizen as unworthy the public confidence, by laying upon him an incapacity of being called to offices of trust and emolument, unless he profess or renounce this or that religious opinion, is depriving him injuriously of those privileges and advantages, to which, in common with his fellow citizens, he has a natural right, that it tends only to corrupt the principles of that very Religion it is meant to encourage, by bribing with a monopoly of worldly honours and emoluments those who will externally profess and conform to it; that though indeed, these are criminal who do not withstand such temptation, yet neither are those innocent who lay the bait in their way; that to suffer the civil magistrate to intrude his powers into the field of opinion and to restrain the profession or propagation of principles on supposition of their ill tendency is a dangerous fallacy which at once destroys all religious liberty because he being of course judge of that tendency will make his opinions the rule of judgment and approve or condemn the sentiments of others only as they shall square with or differ from his own; that it is time enough for the rightful

purposes of civil government, for its officers to interfere when principles break out into overt acts against peace and good order; and finally, that Truth is great, and will prevail if left to herself, that she is the proper and sufficient antagonist to error, and has nothing to fear from the conflict, unless by human interposition disarmed of her natural weapons free argument and debate, errors ceasing to be dangerous when it is permitted freely to contradict them: Be it enacted by General Assembly that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained, molested, or burthened in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief, but that all men shall be free to profess, and by argument to maintain, their opinions in matters of Religion, and that the same shall in no wise diminish, enlarge or affect their civil capacities. And though we well know that this Assembly elected by the people for the ordinary purposes of Legislation only, have no power to restrain the acts of succeeding Assemblies constituted with powers equal to our own, and that therefore to declare this act irrevocable would be of no effect in law; yet we are free to declare, and do declare that the rights hereby asserted, are of the natural rights of mankind, and that if any act shall be hereafter passed to repeal the present or to narrow its operation, such act will be an infringement of natural right.

Exd: ARCHIBALD CARY S.S.
Exd. BENJ HARRISON Sp HD

Source: Record of the General Assembly, Enrolled Bills, Record Group 78, Library of Virginia.

NATIONAL ARCHIVES & RECORDS ADMINISTRATION

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Amendment II

A well regulated Militia, being necessary to the security of a free State, the right

of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Amendments 11-27

Note: The capitalization and punctuation in this version is from the enrolled original of the Joint Resolution of Congress proposing the Bill of Rights, which is on permanent display in the Rotunda of the National Archives Building, Washington, D.C.

Lesson 6: Role-Play: "Sir, We Have Some Questions"
Estimated time: 2 days

Objectives: Students will:

1. Summarize roles and contributions of George Washington, James Madison, George Mason, and Thomas Jefferson in forming the new nation.
2. Research, focusing on educational background, accomplishments, and contributions, one of the four historical figures to add to their knowledge base.
3. Working in pairs or cooperative groups, construct questions and answers based on their knowledge and research to conduct a panel discussion.
4. Create costumes with found materials and masks with the assistance of the art teacher to role play their historical figure.
5. Conduct a panel discussion.
6. Discuss and evaluate the performance.

Materials:

- Various resources, those already used and additional sources from online sites, classroom books, and the library.

- Outlines for gathering and organizing information [to be created by the teacher depending on what information or categories s/he thinks are essential for students to know using topics and questions from previous lessons].
- Assessment rubric (Project Evaluation Form)
- Topic cards.
- Items of clothing from home or the teacher to assemble costumes.
- Supplies for mask. Check with the art teacher for suggested materials.
- Self-evaluation sheet (Project Self-Evaluation)

Strategies:

1. Ask students to briefly discuss the four Virginians studied and develop a summary about what has been learned.

2. Tell students they will use what they already know and also do some additional research on one of the four historical figures. They will be working in one of four groups to complete the task. They will be given a criteria sheet to help guide them through the process. They will be expected to work cooperatively with each group member contributing to the success of the project. They will use various online resources and books to research their topic and then develop questions and answers for a panel discussion. They will develop simple costumes to assume the role of the character portrayed. Their audience might be their classmates and other classes of students and teachers, and/ or members of their families.

3. Distribute outlines to be used for gathering information and the rubric that will be used for assessment.

4. Divide the class into four groups ensuring each group includes students of varying skills and ability levels for optimal success.

5. Groups will choose one topic randomly from a set of cards.

6. Members within each group will pair up to begin research of the topic. They will use the outline to gather and organize their information. Information gathered will focus on educational background, accomplishments, and contributions to the new American nation. Students will draw conclusions about the historical figure based on their research.

7. After research is completed group members will decide who will be asking questions and who will be answering. Those asking will work together to develop a set of questions for the panel discussion. Those answering will work together to anticipate what questions might be asked and rehearse to confidently answer possible questions posed. They will be able to confer with each other during the performance before answering questions.

8. Ideas will have been discussed for simple costumes. They are to gather the resources needed from home or can be assisted by the teacher as needed. The art teacher will assist in the creation of character masks.

9. ON the day of the panel discussion, students will be given time to organize and do a final rehearsal. Use resources available for the best possible delivery of student performances. Either rearrange the room to be conducive for a panel discussion or possibly arrange to present in another location in the school. Groups take turns presenting.

10. After each group has presented the class will come back together to debrief. The student audience will be able to respond with likes, and suggestions for improvement. Students will be asked to fill out a self-evaluation.

11. Follow-up activity: This can be done as time allows. Student pairs will use Language Arts time to create newsletters reporting information about the debate. The writing process will be used to plan, write, revise, edit, and publish the newsletter. Check with the technology resource teacher and have her assist in setting up a newsletter template and possible graphics to insert. A rubric will be used to assess this piece of work.

Differentiation:
This lesson will use graphic organizers, visuals, cooperative pairs and groups, materials to construct, and movement to accommodate many learning styles. Students will be grouped to support various skills and abilities. The teacher will support groups who need additional guidance and time to complete tasks.

Project Evaluation Form

Name _____ Date _____

Topic _____

1 = Poor **2** = Fair **3** = Okay **4** = Good **5** = Excellent

1	**2**	**3**	**4**	**5**	**Interest and Creativity** (visually attractive, well-organized, teaches in a creative way)
1	**2**	**3**	**4**	**5**	**Quality of Ideas** (includes important concepts and accurate information)
1	**2**	**3**	**4**	**5**	**Clarity** (clear explanation of ideas and concepts)
1	**2**	**3**	**4**	**5**	**Research Notes** (provides information in your own words, indicates quotes, notes are organized according to subtopics)
1	**2**	**3**	**4**	**5**	**Presentation** (presenter uses loud, clear voice and gives eye contact, evidence of practice and cooperation)
1	**2**	**3**	**4**	**5**	**Participation** (if project is made by a group: shared work, contributed ideas and materials, listened to others)

Comments:

Project Self-Evaluation

Name _____ Date _____

My project was _____

_____

The hardest part about this project was _____

_____

_____

The thing I liked best about my finished project is _____

_____

If I had more time, I would have _____

_____

_____

I think learning about my topic was _____

because _____

_____

Something else you should know is _____

_____

Here's how I would rate my project:

poor	**just fair**	**okay**	**pretty good**	**great**