**We the People Lesson Plan**

**Cover Sheet**

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| **Textbook** | [x] Level 2: Middle School[ ] Level 3: High School |
| **Unit & Lesson** | **Level 2** | **Level 3** |
| [ ] **Unit 1**[ ] Lesson 1[ ] Lesson 2[ ] Lesson 3[ ] Lesson 4[ ] Lesson 5[ ] **Unit 2**[ ] Lesson 6[ ] Lesson 7[ ] Lesson 8[ ] Lesson 9[ ] Lesson 10[ ] Lesson 11[x] **Unit 3**[ ] Lesson 12[x] Lesson 13[x] Lesson 14[ ] Lesson 15[ ] Lesson 16 | [ ] **Unit 4**[ ] Lesson 17[ ] Lesson 18[ ] Lesson 19[ ] Lesson 20[ ] Lesson 21[ ] Lesson 22[ ] **Unit 5**[ ] Lesson 23[ ] Lesson 24[ ] Lesson 25[ ] Lesson 26[ ] Lesson 27[ ] **Unit 6**[ ] Lesson 28[ ] Lesson 29[ ] Lesson 30 | [ ] **Unit 1**[ ] Lesson 1[ ] Lesson 2[ ] Lesson 3[ ] Lesson 4[ ] Lesson 5[ ] Lesson 6[ ] Lesson 7[ ] **Unit 2**[ ] Lesson 8[ ] Lesson 9[ ] Lesson 10[ ] Lesson 11[ ] Lesson 12[ ] Lesson 13[ ] Lesson 14[ ] **Unit 3**[ ] Lesson 15[ ] Lesson 16[ ] Lesson 17[ ] Lesson 18[ ] Lesson 19[ ] Lesson 20 | [ ] **Unit 4**[ ] Lesson 21[ ] Lesson 22[ ] Lesson 23[ ] Lesson 24[ ] Lesson 25[ ] Lesson 26[ ] **Unit 5**[ ] Lesson 27[ ] Lesson 28[ ] Lesson 29[ ] Lesson 30[ ] Lesson 31[ ] Lesson 32[ ] **Unit 6**[ ] Lesson 33[ ] Lesson 34[ ] Lesson 35[ ] Lesson 36[ ] Lesson 37[ ] Lesson 38[ ] Lesson 39 |
| **Lesson Topic** | **How did the Framers resolve the conflict about representation in Congress?** |
| **Course Title** | **8th Grade-South Carolina History** |

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| **Standard** | 8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution. |
| **Essential Question** | What is the difference between equal representation and proportional representation?In what ways were the economic interests of the Northern and Southern states different? |
| **Activities / Assignments** | 1. Students will be given a blank map of the thirteen colonies. Students will correctly:
	1. Label the 13 colonies
	2. Identify which colonies are large or small
	3. List the population for each colony
	4. Students will use page 115 as a guide
2. Students will be given the handout Main Ideas and Details.
	1. Under the topic write which method of representation might better represent the states?
	2. Main Idea = New Jersey Plan, Virginia Plan, Great Compromise
	3. Provide the essential details for each plan and the compromise
	4. Under the Generalization heading answer the following. Was the Great Compromise an effective plan? Defend your answer.
3. Students will complete a Read, Recap and Request for the reading on pages 122 – 124. How were the economies of the North and South different?
	1. Form groups of three.
	2. Assign each person a number–1, 2, or 3.
	3. Read: Student 1 reads a text passage assigned by the teacher aloud to the other two students as they follow along silently.
	4. Recap: Student 2 summarizes the passage.
	5. Request: Student 3 formulates questions for the group. They may be clarifying questions or questions to spark further discussion.
	6. Move on to another text passage and rotate roles.
	7. Continue until the end of the section or the lesson.
	8. As a group, work together to summarize the entire portion and formulate questions for another group to answer.
	9. Circulate questions among groups and allow time for groups to respond.
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| **Materials** | “We the People: The Citizen and the Constitution” textbookBlank 13 colony mapMain Ideas and Details Handout8-3.2 Notes |