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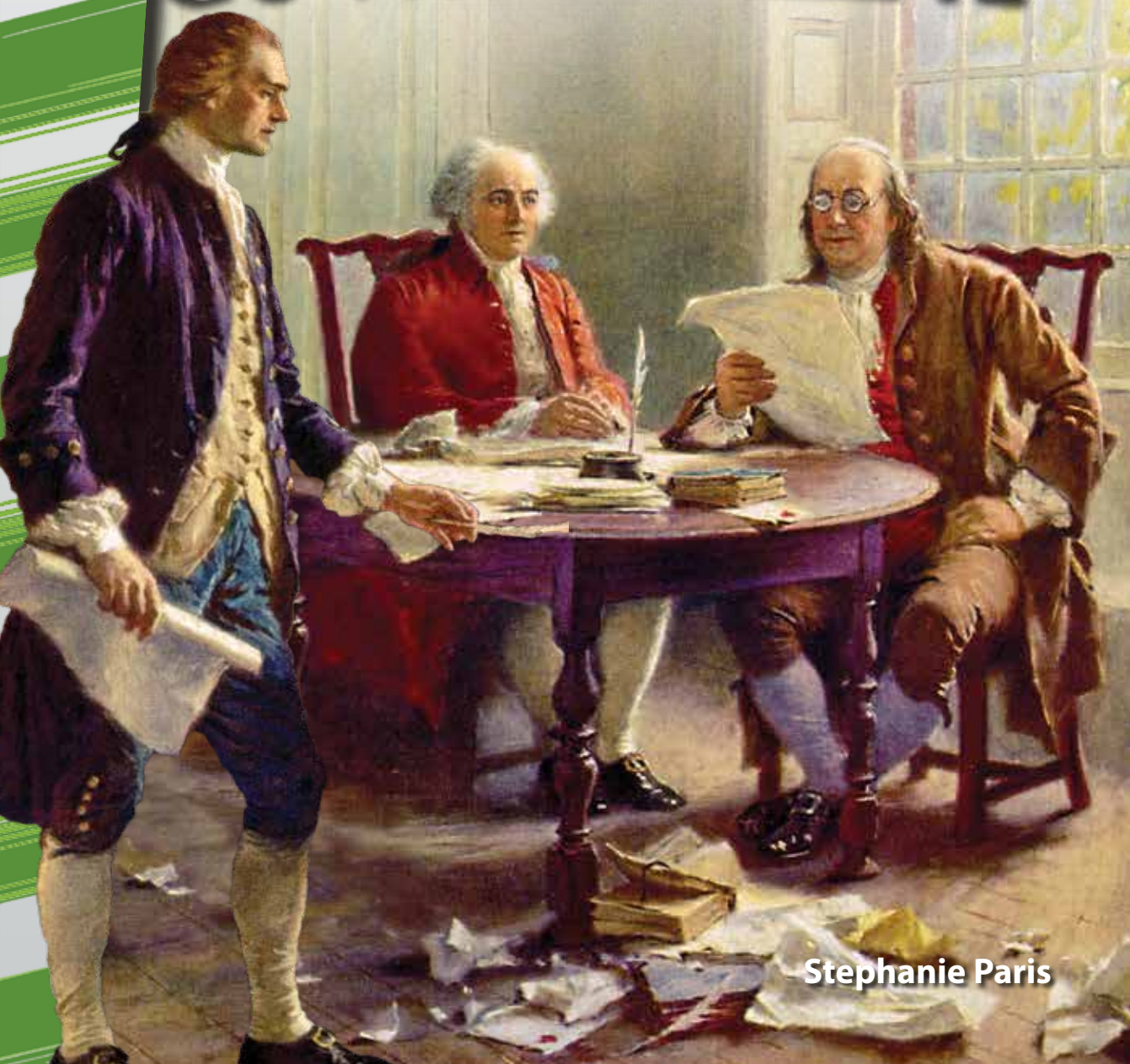
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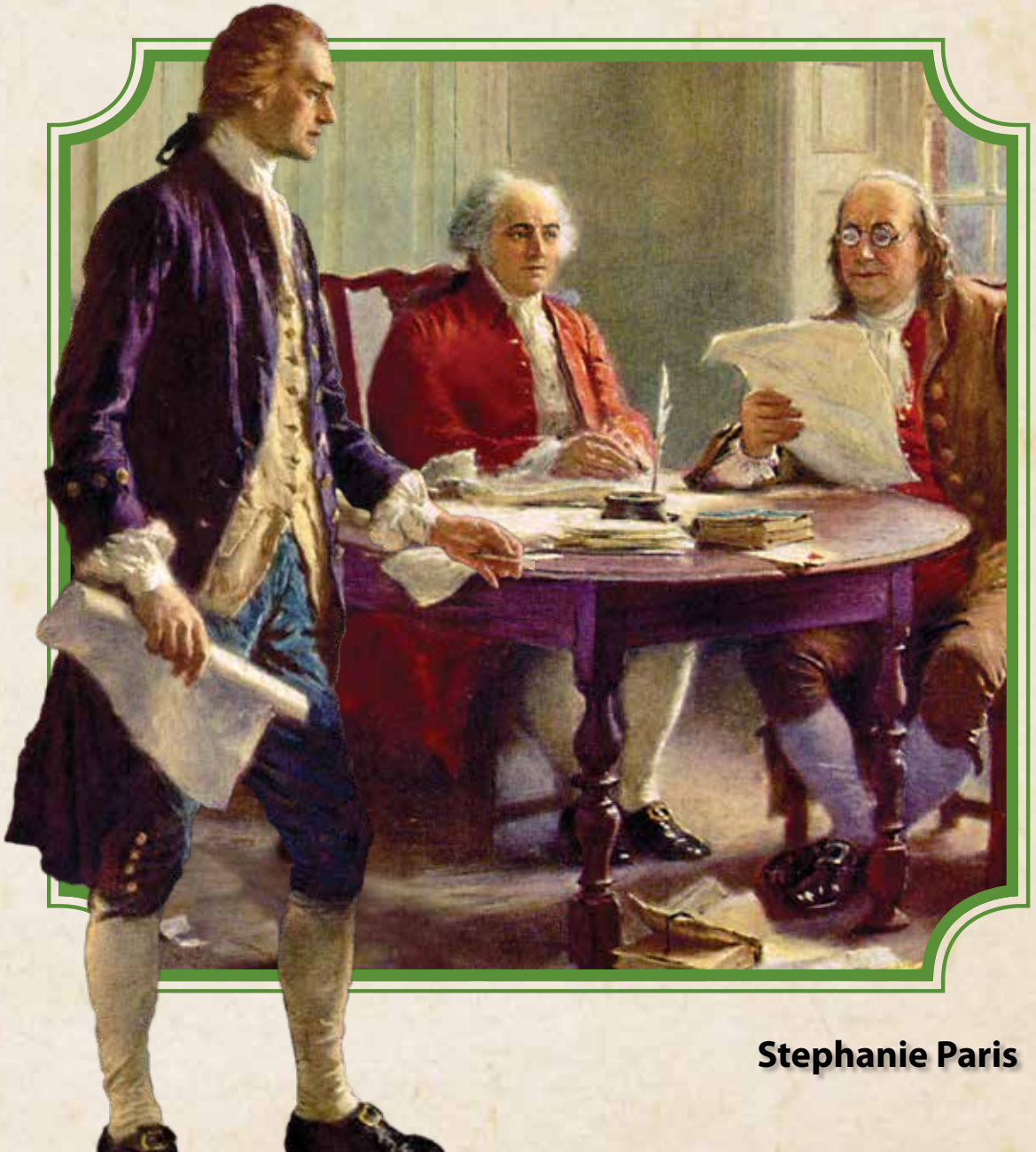
# Forming a New GOVERNMENT



Stephanie Paris



# Forming a New GOVERNMENT



**Stephanie Paris**

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The background of the page is a historical painting depicting the signing of the Declaration of Independence. On the left, three men in 18th-century attire stand in the foreground. In the center and right, other men are seated at a long table, some writing and others looking towards the camera. The room has high ceilings and large windows with flags hanging in the background.


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# Making Something New

Imagine yourself sitting in a big room. It's hot and stuffy. Flies buzz all around. Everyone is uncomfortable and a little bit cranky. You have come together with a group of people from all over the area. It is your job to figure out how to make a new government. How will you do it? What things are important to you? What if you disagree with the other people there? Will you stick to your ideas? Will you be open to **compromise**? What do you do if you don't get along with the other people?



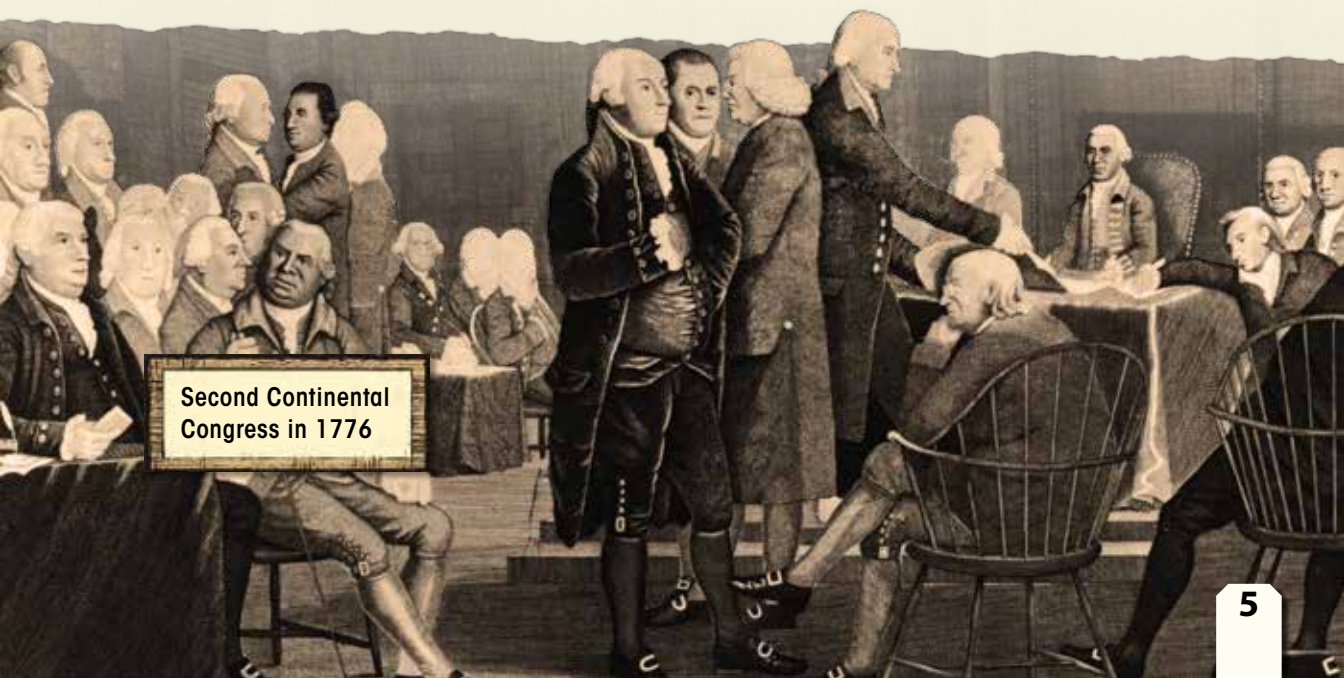
This is one of the rooms  
where the delegates met.





The delegates met at Independence Hall in Philadelphia.

This was the situation when **representatives** from the American **colonies** gathered in the late 1700s. They needed to form a new government. But every person there had his own ideas about what that meant. At that time, women were not allowed to participate in government. So only men were present. They were called **delegates**. The meetings were called the **Continental Congress**. By the end of the last meeting, there would be a new government. But who were the people there? How did they decide what to do?



Second Continental Congress in 1776



# Thousands of Opinions

In 1774, the American Colonies and Great Britain were at odds. King George III thought the colonists were ungrateful. He was strict with them. He thought this would make them comply with his rules. But many colonists felt they were being treated unfairly.

## Confident King

King George III wrote a letter in 1775 to Lord Sandwich. (Yes, the sandwich was named after him.) He wrote, "I am of the opinion that when once these rebels have felt a smart blow, they will submit; and no situation can ever change my fixed resolution..."



Lord Sandwich



King George III



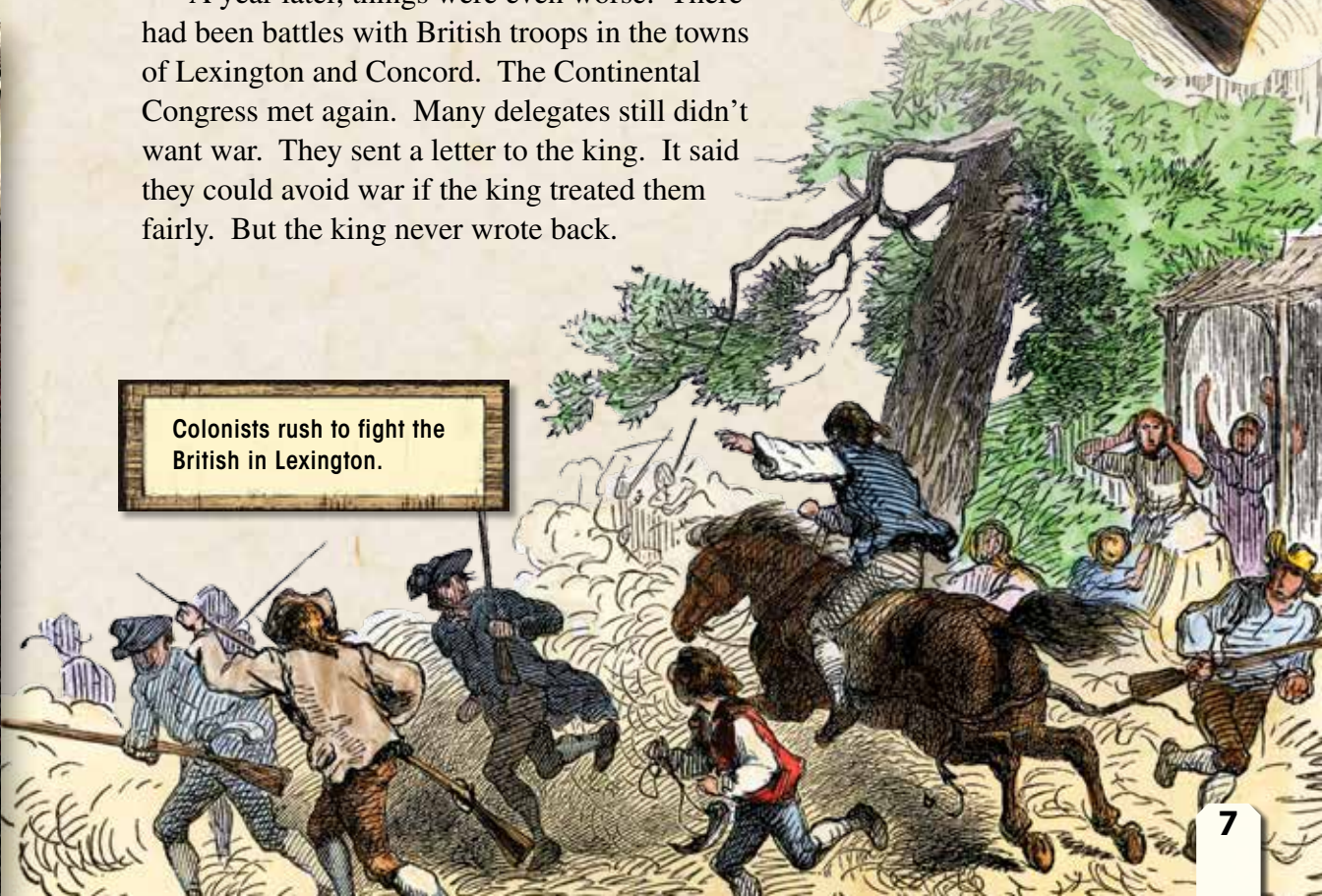
There were thousands of ideas on what to do. The colonists held a big meeting. All the colonies except Georgia sent delegates. Georgia didn't want to upset the British. This meeting was called the First Continental Congress. They talked. They argued. They voted on ideas. But it was hard to decide. Some people wanted to talk more with the British. Others were ready to fight. Finally, they decided to stop trading with Great Britain until the country treated them better. They also urged each colony to form a **militia** (mi-LISH-uh) to help protect its people.

A year later, things were even worse. There had been battles with British troops in the towns of Lexington and Concord. The Continental Congress met again. Many delegates still didn't want war. They sent a letter to the king. It said they could avoid war if the king treated them fairly. But the king never wrote back.



continental soldier

Colonists rush to fight the British in Lexington.





# Declaring Independence

The delegates talked and argued more. Some wanted to become an **independent** country. Others wanted to remain part of Great Britain.

John Adams was one of the delegates who wanted to start a new country. Adams was a short, well-educated lawyer. He was an earnest, opinionated man. He had no patience for those he considered to be fools. We know more about Adams than many of the Founding Fathers. He had to travel a lot. So he wrote his wife, Abigail, many letters. The letters give us a lot of information about Adams in his own words. In one letter, he wrote, "Liberty, once lost, is lost forever." Adams worked hard to get support for the idea of independence from Great Britain.



John Adams





In June 1776, there was a vote. The Congress chose to declare independence. They would create a new country. The first thing they needed was a letter explaining their decision. This would help them gain support. But what should it say? And who would write it?



Abigail Adams

Miss Adorable  
By the same Token

## Terms of Endearment

When John Adams wrote to Abigail, they often used nicknames. He often called her "Miss Adorable." Abigail called him "My Dearest Friend."

my Account: This Order, or Requisition  
call it which you will is in Confi-  
deration of a similar order Upon Aunt's  
for the like favour, and I presume I have  
good Right to draw up  
as I have given two  
at least, when one had been rec'd and  
Consequently the Account between us is  
immensely in favour of you  
John Adams

Letters from John and Abigail Adams

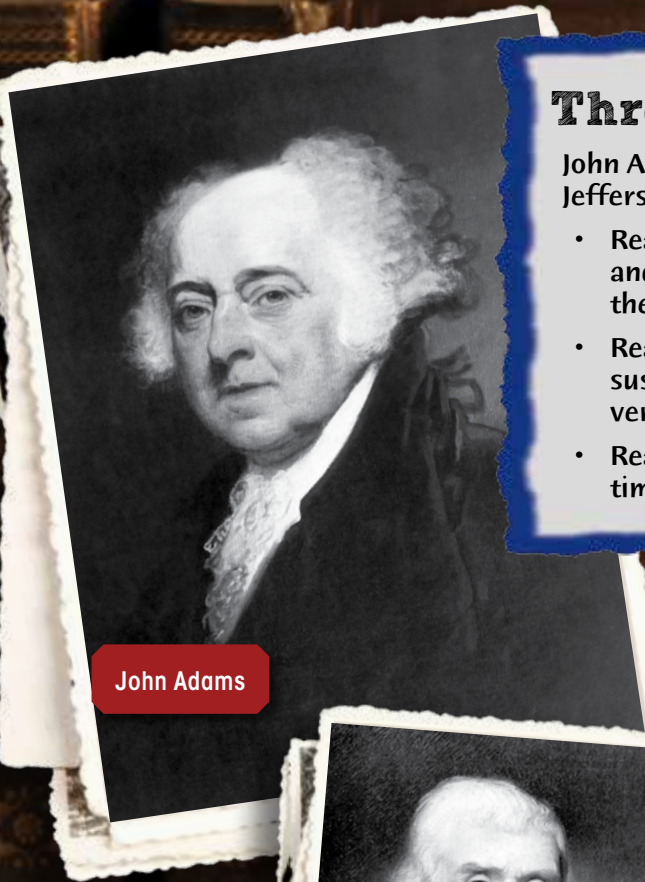


A small group was chosen to write the Declaration of Independence. John Adams was in the group. So were Benjamin Franklin and Thomas Jefferson. They decided that Jefferson should be the main author. Jefferson was tall and quiet. He was an elegant man. He did not like to speak, but he was a very good writer.

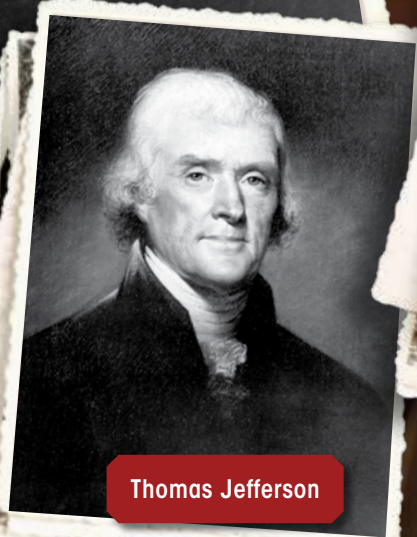
## Three Reasons

John Adams listed three reasons why Jefferson should be the main author:

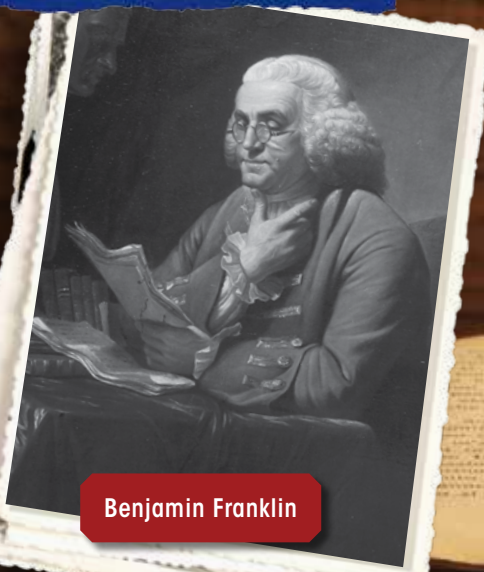
- Reason first, you are a Virginian, and a Virginian ought to appear at the head of this business.
- Reason second, I am obnoxious, suspected, and unpopular. You are very much otherwise.
- Reason third, you can write ten times better than I can.



John Adams



Thomas Jefferson

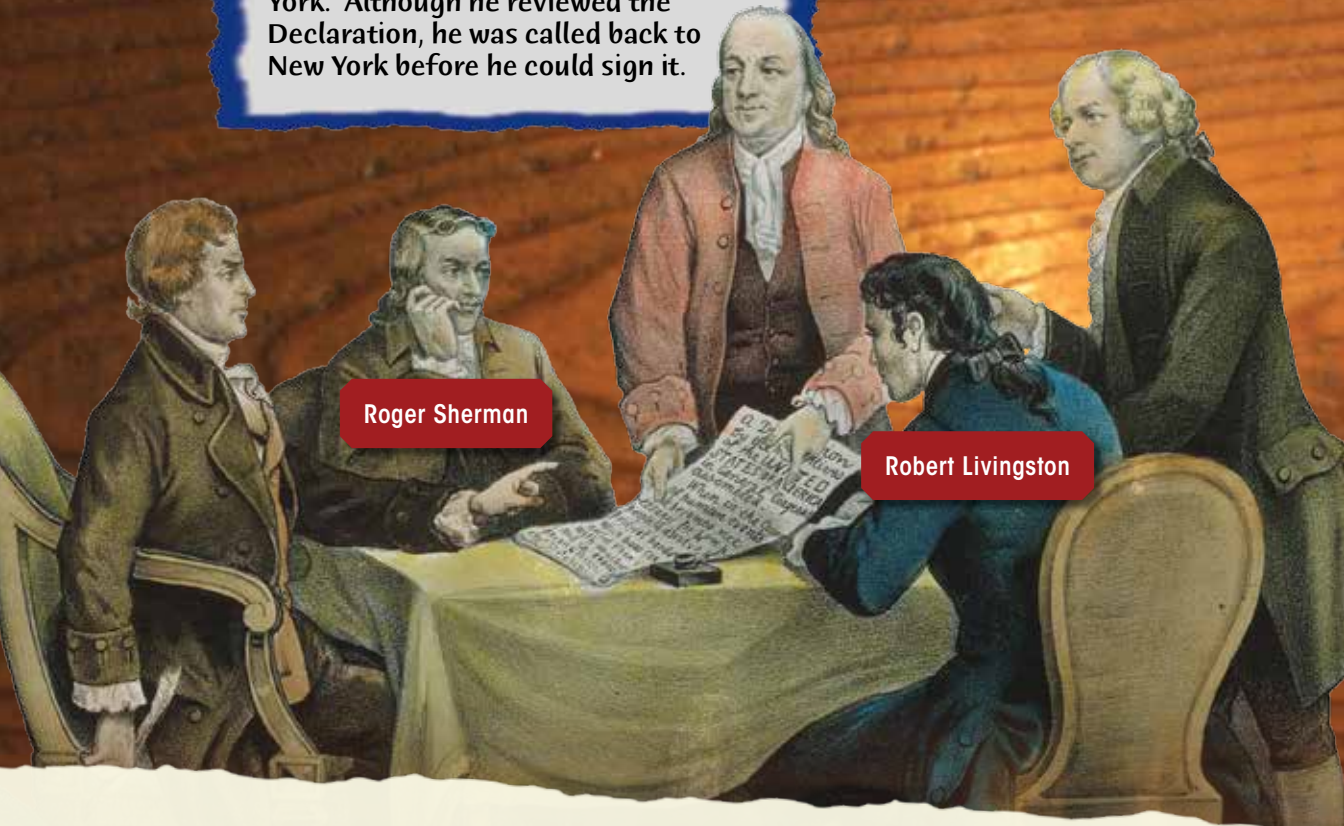


Benjamin Franklin



## Robert and Roger

Robert Livingston and Roger Sherman were also in the group. Roger Sherman was a writer, a business owner, and a lawyer from Connecticut. Robert Livingston was a lawyer from New York. Although he reviewed the Declaration, he was called back to New York before he could sign it.



Roger Sherman

Robert Livingston

Jefferson was also from Virginia. This was important. The Northern and Southern colonies had different ideas. Virginia was in the middle but was part of the South. That meant people from the South would be more likely to agree with what he wrote. The rest of the group would read what he had written and give suggestions. When they were done, they would present it to the Congress. Delegates could suggest changes before voting on it.

Like Adams, Jefferson wrote many letters. Jefferson and Adams were very different men. They disagreed often. Sometimes they were rivals. But in the end, they were good friends. They wrote many letters to each other. They debated ideas and talked about their lives.





Benjamin Franklin

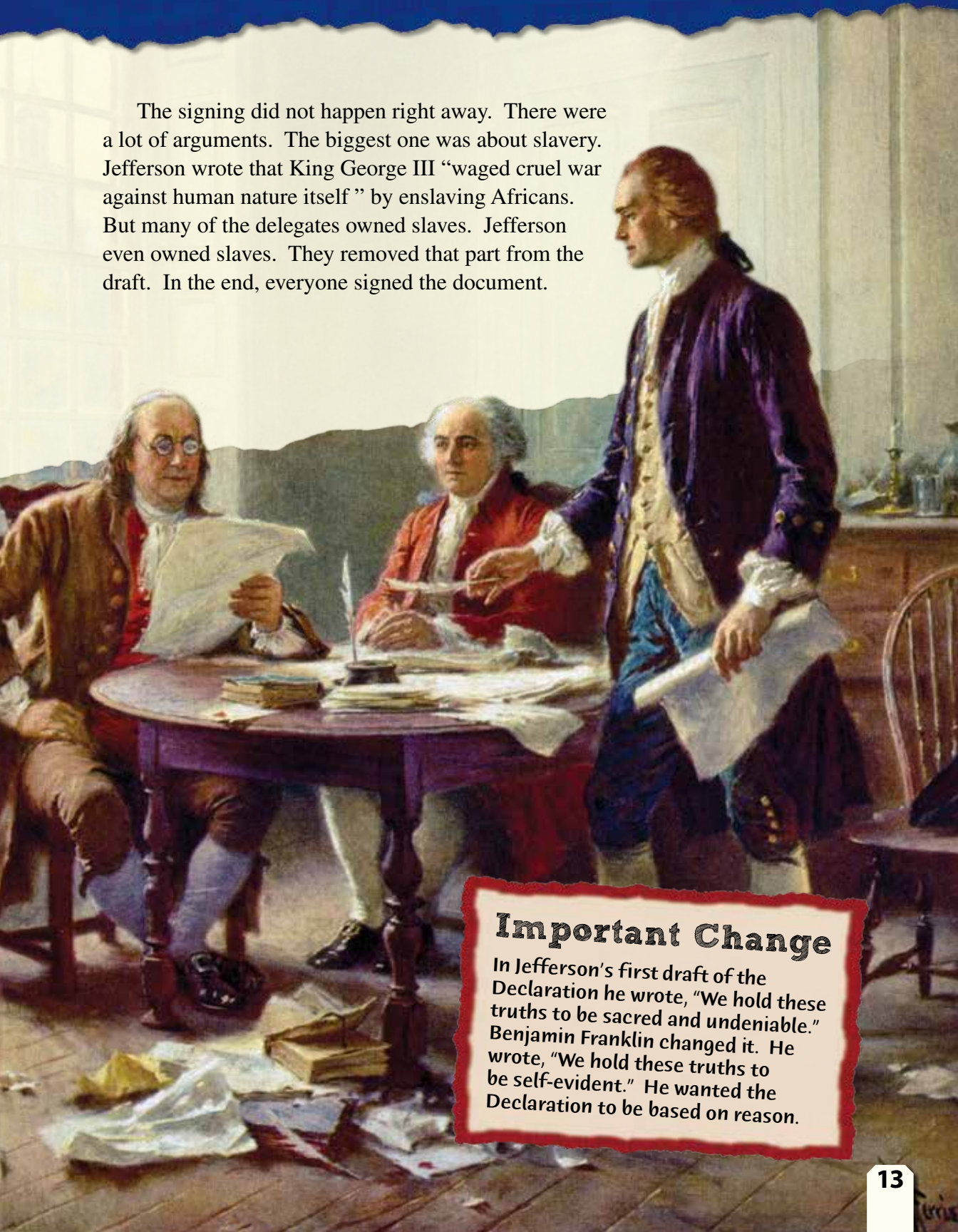
Benjamin Franklin was 70 years old in 1776. Franklin was an inventor. He was a writer. He was a philosopher and a scientist. He was also a **diplomat**. He had been to Europe. The Congress needed his diplomatic skills. They also needed his fame. When Franklin talked, people listened. He was good at getting people to work together. He was also funny. He made jokes to lighten the mood. Signing the Declaration was dangerous. All who signed were committing **treason**. They could be put to death. One delegate named John Hancock said that they must “hang together.” Benjamin Franklin smiled and said, “Yes, we must, indeed, all hang together, or most assuredly we shall all hang separately.”



Franklin visits France as a diplomat.



The signing did not happen right away. There were a lot of arguments. The biggest one was about slavery. Jefferson wrote that King George III “waged cruel war against human nature itself ” by enslaving Africans. But many of the delegates owned slaves. Jefferson even owned slaves. They removed that part from the draft. In the end, everyone signed the document.



### Important Change

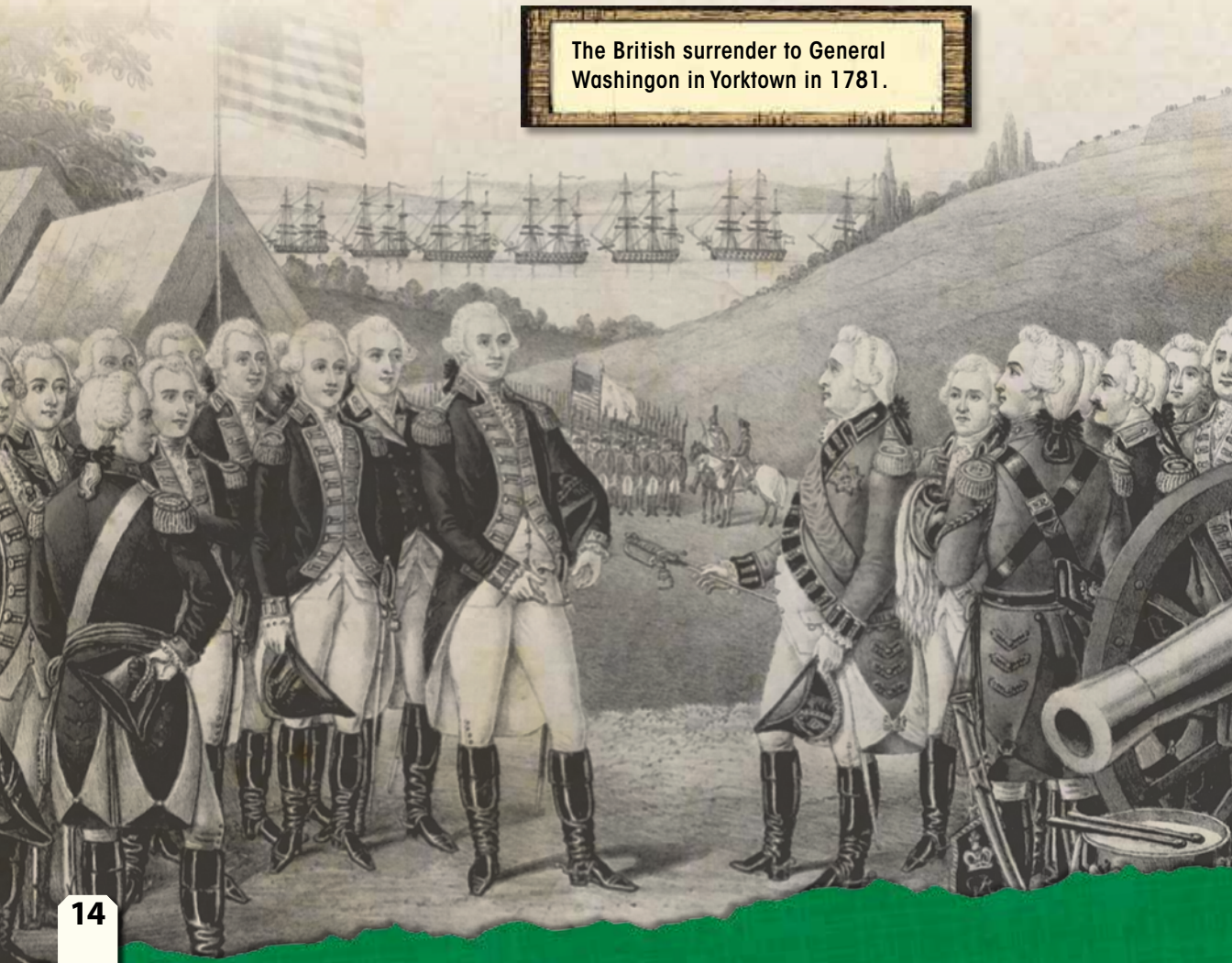
In Jefferson's first draft of the Declaration he wrote, "We hold these truths to be sacred and undeniable." Benjamin Franklin changed it. He wrote, "We hold these truths to be self-evident." He wanted the Declaration to be based on reason.



# First Try at a New Government

By signing the Declaration, the colonists said that they were no longer part of Great Britain. They formed a new country called the United States of America. But Great Britain said they were still British colonies. So the two countries fought in the American Revolution. In the end, the Americans won. But they needed a new government.

The British surrender to General Washington in Yorktown in 1781.



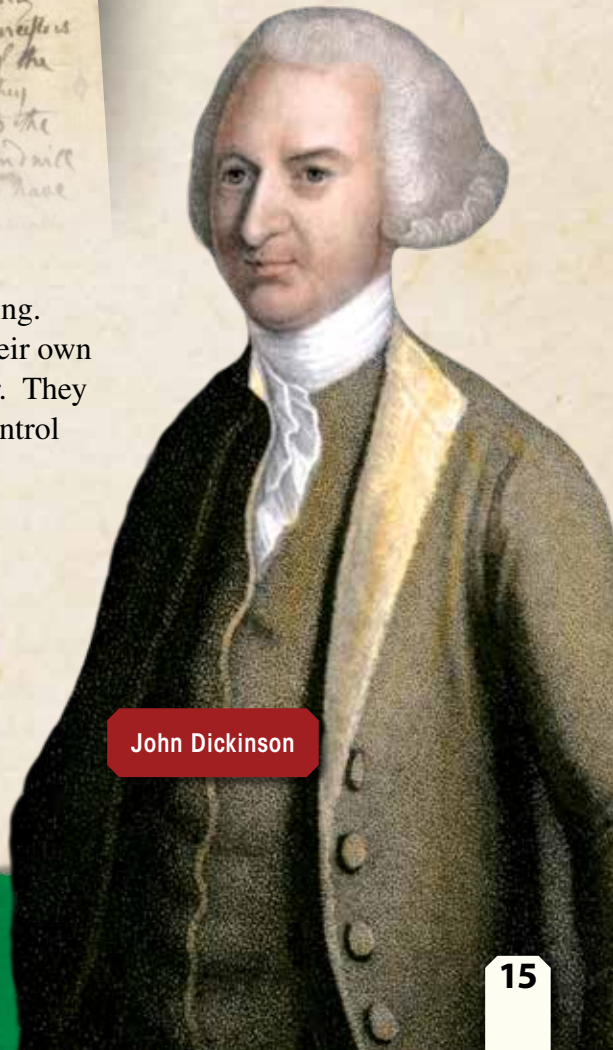


## Remember the Ladies

Abigail Adams wrote to her husband, John, "... in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands."

The delegates knew they did not want a king. They wanted the people to be able to make their own choices. And they wanted a balance of power. They did not want one part of the government to control everything. But making up rules for a whole country is tricky.

Several drafts of a new set of laws were written and rewritten. Some delegates wrote drafts that were not even considered. A delegate named John Dickinson wrote a draft that discussed the role of the central government and the states. It was considered but it was hard getting everyone to agree.



John Dickinson



The delegates had to decide what form the new government should take. They wanted to make sure that the states held a lot of the power. The states already had their own governments. But they still needed a set of rules for how they would interact. They wanted a new document to explain the roles of a central government. There were many things to think about. How many votes should each state get in Congress? Should they have courts? Should there be taxes? Each of these issues was discussed and debated. People were afraid of having a strong central government. They worried that it would be too similar to British control.



Patrick Henry

## Patrick Henry

Patrick Henry worried that a strong central government would go against the will of the people. He said, "The liberties of a people never were, nor ever will be, secure, when the transactions of their rulers may be concealed from them."



In the end, they wrote the Articles of **Confederation**. It was the third version of Dickinson's draft. Of course, it was not signed right away. The Congress debated it. Finally, in 1781, they agreed to the document.

a draft of the Articles of Confederation

# ARTICLES

Of Confederation and perpetual Union  
between the States of *New-Hampshire,*  
*Massachusetts-Bay, Rhode-Island and Provi-*  
*dence Plantations, Connecticut, New-York,*  
*New-Jersey, Pennsylvania, Delaware, Ma-*  
*ryland, Virginia, North-Carolina, South-*  
*Carolina and Georgia.*

THE Stile of this CONFEDERACY shall be "The UNITED STATES OF AMERICA."

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 the respective States.

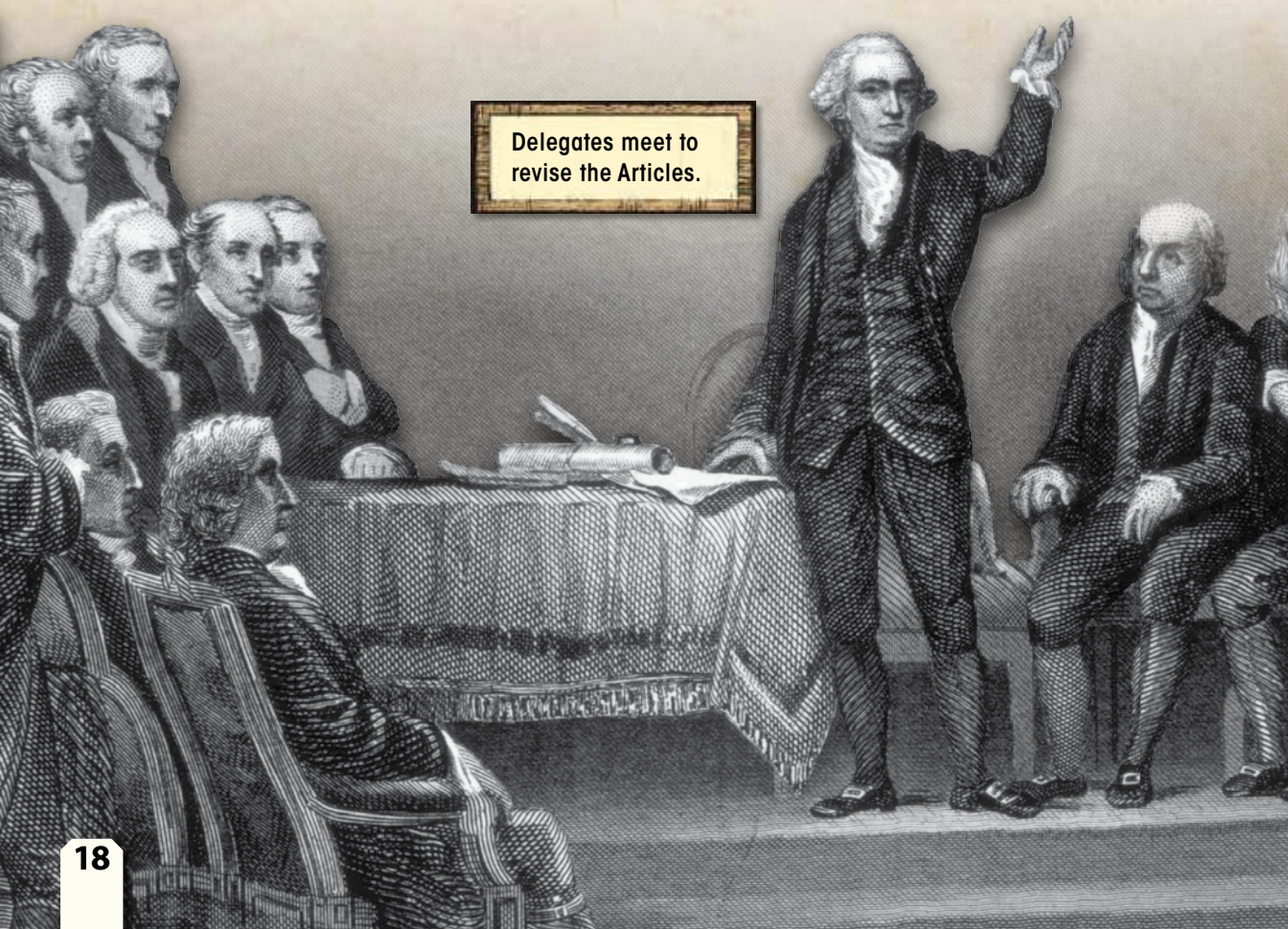
Said States hereby severally enter into a firm league with each other, for their common defence, the security of their mutual and general welfare, binding themselves and their posterity, against all force offered to, or attacks made on them, on account of religion, sovereignty, trade, or otherwise.

For better to secure and perpetuate mutual friendship and alliance among the people of the different States in this Union, no State shall send any person, paupers, vagabonds, and idle persons, out of their respective States, nor shall any person, so sent out of any State, be entitled to all privileges and immunities excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of all States shall have free ingress and regress 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 of that State, provided that such restrictions shall not be so laid as to prevent the removal of property imported into any other State of which the owner is an inhabitant; provided that no duties, duties or restrictions shall be laid by any State, on the importation, duties or restriction shall be laid by any State, of the United States, or either of them.



# The Constitution of the United States

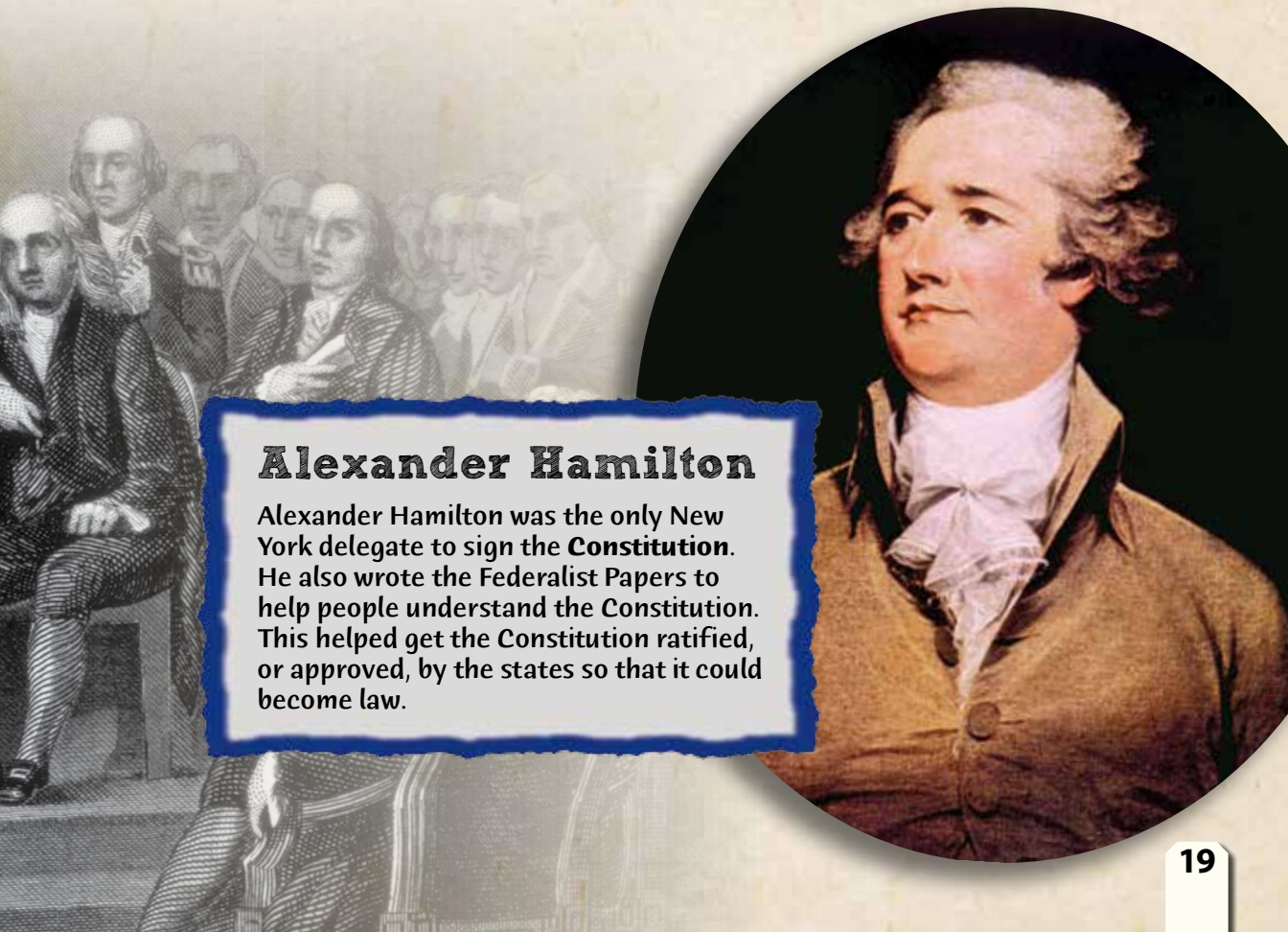
Imagine you have a big project that you have worked on for a long time. Then, halfway through, you realize that it does not do what you need it to do. You have to start all over again. That's what happened to the Founding Fathers after they created the Articles of Confederation. The new government didn't work very well. The central government was *too* weak. It could not collect taxes or form an army. It couldn't even make laws. By 1787, it was clear to almost everyone that they needed something new.



Delegates meet to revise the Articles.



Over the summer of 1787, delegates met behind closed doors. The debate was hot. So was the weather. Many issues had to be revisited. And new issues came up. How much power should the central government have? What should states pay for? What should the central government pay for? Should representatives be chosen directly by the people? Or should the state **legislators** pick? How many representatives should each state have? This last one proved one of the hardest to solve. Once all the decisions had been made, they created a new document.



## Alexander Hamilton

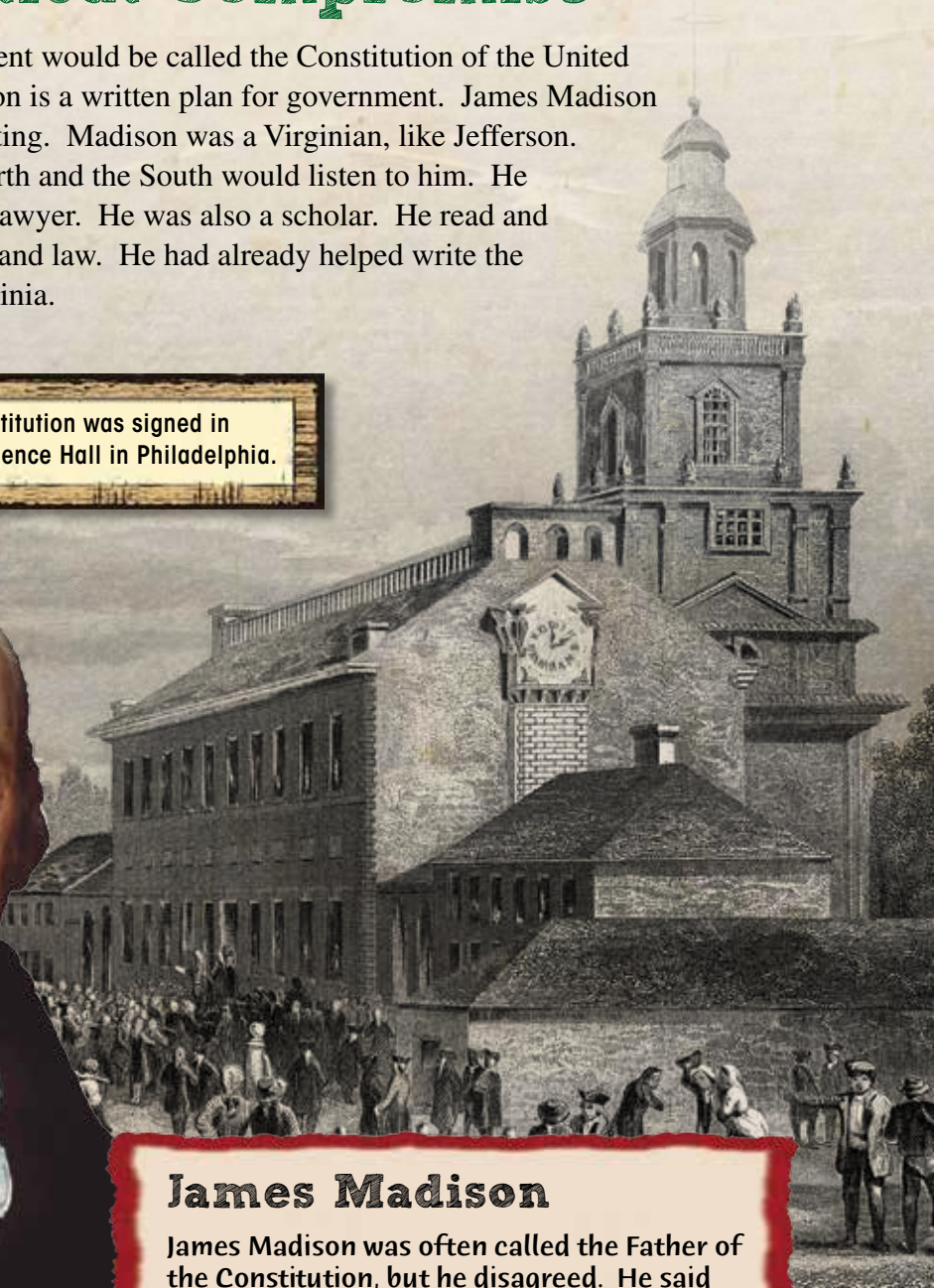
Alexander Hamilton was the only New York delegate to sign the **Constitution**. He also wrote the Federalist Papers to help people understand the Constitution. This helped get the Constitution ratified, or approved, by the states so that it could become law.



# Connecticut Compromise

The new document would be called the Constitution of the United States. A constitution is a written plan for government. James Madison did much of the writing. Madison was a Virginian, like Jefferson. So people in the North and the South would listen to him. He was a farmer and a lawyer. He was also a scholar. He read and wrote about history and law. He had already helped write the constitution for Virginia.


The Constitution was signed in Independence Hall in Philadelphia.



## James Madison

James Madison was often called the Father of the Constitution, but he disagreed. He said that the Constitution was not "the offspring of a single brain." It was, he said, "the work of many heads and many hands."





Delegates meet at the **Constitutional Convention** to plan a new government.

There were many things that still needed to be decided. One problem was how to choose representatives. Delegates from large states, such as Virginia, wanted to choose based on how many people live in a state. That way they would have more power. But leaders from small states, such as New Jersey, wanted each state to have the same number of representatives. The delegates from Connecticut made a compromise. They divided the group of representatives, or Congress, into two parts. The Senate would have two people from each state. The members of the House of Representatives would be based on population. So the states that had more people would have more representatives in the House. Big and small states agreed to the plan. But there was a snag.





Slaves pick cotton in the South.

### Strange Logic

It sounds a little strange, but people who were against slavery still did not want slaves to count as people for representation. They feared that it would just be another reason for slave owners to bring more slaves into the country.

## Three-Fifths Compromise

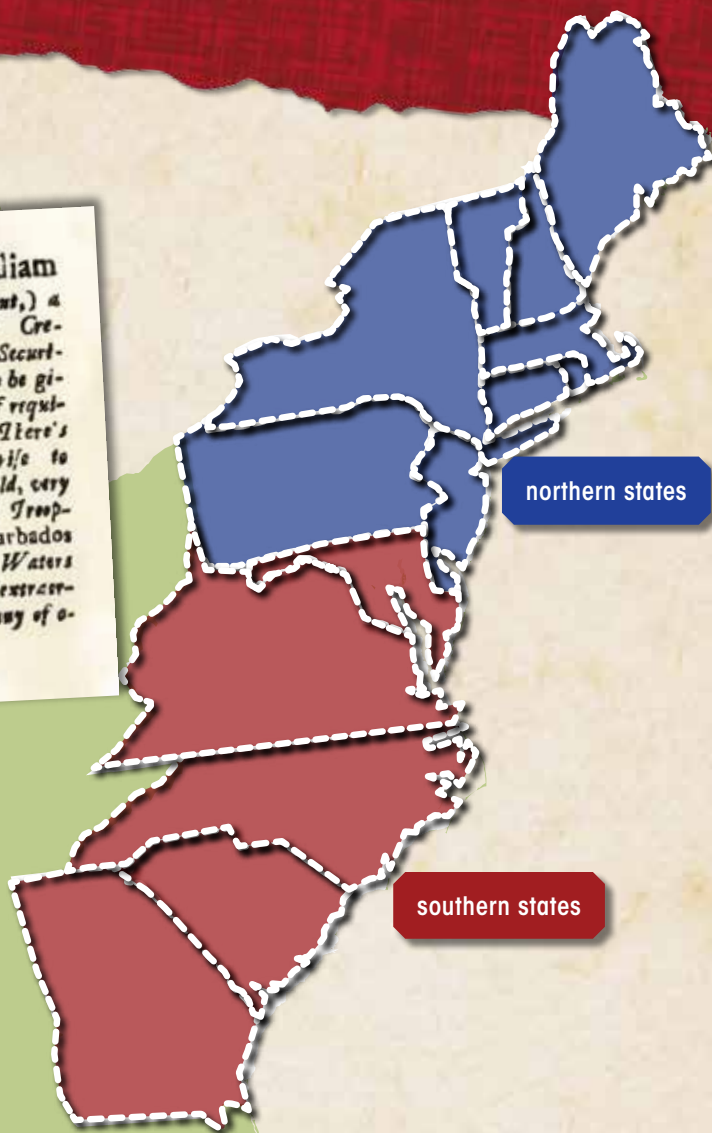
The plan called for states to count their people. But states in the South had a lot of slaves. They wanted slaves to count as people. This would give them more representatives in the House. But Northern states didn't like this. They thought slaves should count as property. After all, they did not have rights, and they could not vote. In the end, there was a compromise. Each slave would count as three-fifths of a person.



**TO BE SOLD by William**  
Yeomans, (in Charles Town Merchant,) a  
parcel of good  
Plantation  
Slaves. En-  
couragement  
will be gi-  
ven by saling  
Rice in Pay-  
ment, or any  
good Troop-  
ing saddles and Furniture, choice Barbados  
and Botton Rum, also Cordial Waters  
and Limesjuice, as well as a parcel of extrave-  
dinary Indian trading Goods, and many of o-  
ther sorts suitable for the Season.



1744 slave sale  
advertisement



northern states

southern states

Slavery was a **controversial** (kon-truh-VUR-shuhl) topic. Delegates from both the North and South owned slaves. But many, especially in the North, thought that slavery should be illegal. They knew, though, that Southern states wouldn't sign the document if they banned slavery. To calm the Southern states, another agreement was made. The government could not prohibit slave trade until 1808. And states were required to return escaped slaves to their owners.









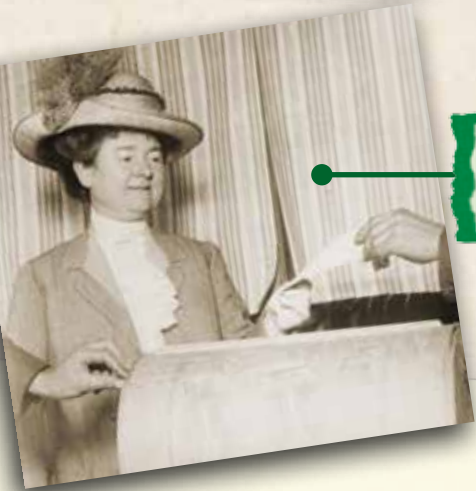
There have been 27 amendments to the Constitution so far.

The 13th Amendment abolished slavery.

The 15th Amendment allowed people of all races to vote.



The 19th Amendment allowed women to vote.



James Madison proposed a list of rights. They were based on the list from Virginia. The other delegates agreed. When the first U.S. Congress met, 10 rights were added. The Bill of Rights became the first 10 **amendments** to the Constitution.



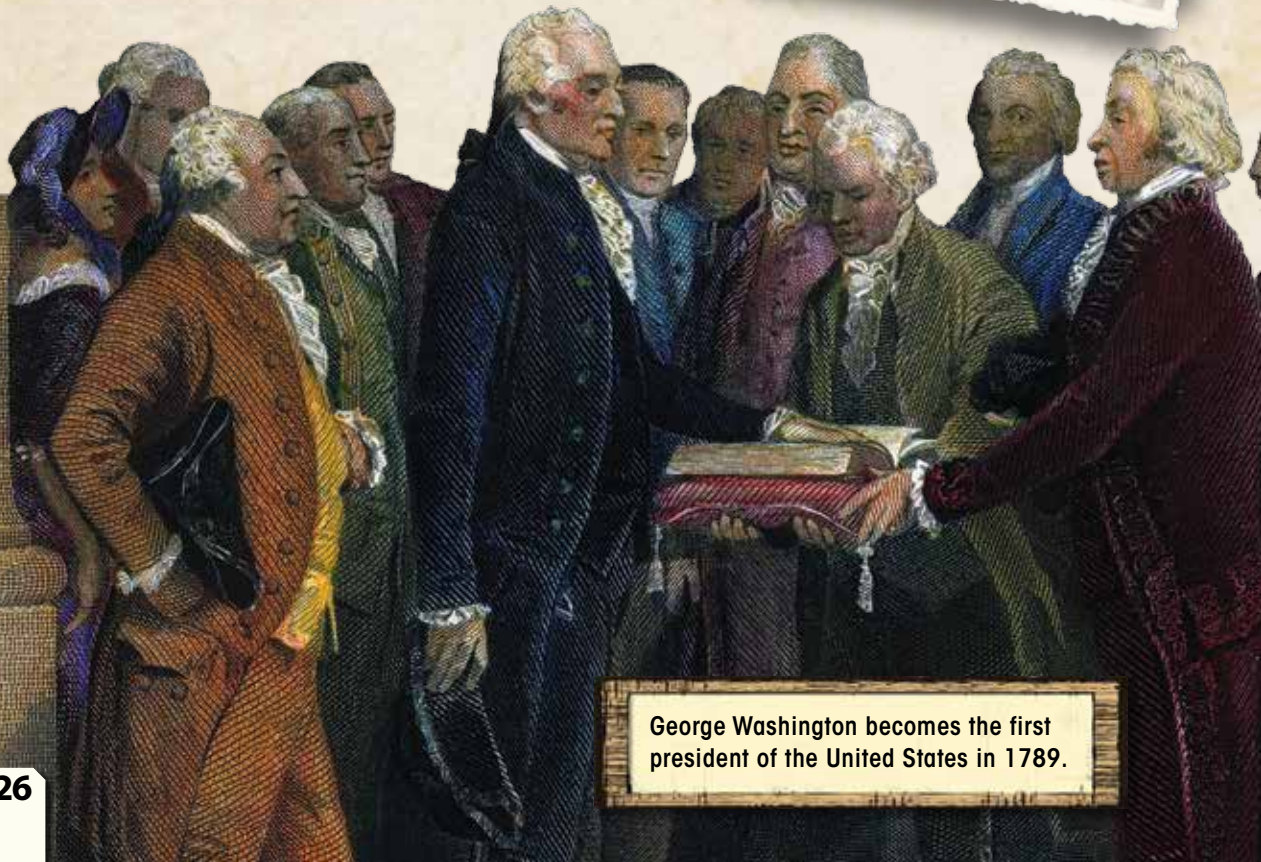
# So Far, So Good

When the United States declared independence, the world was watching. This was something new. Would this new country work? Could a country without a king last? Could one leader give power to another without fighting?

George Washington was the first president. In 1797, he handed over power to John Adams. People were amazed. There was no fighting. The people had voted. The leaders had changed. It was that simple. And so it has been for over 200 years. Elections are held. One leader leaves and another one takes over. Sometimes, the president leaving does not agree with the newly elected president. But the system still works.



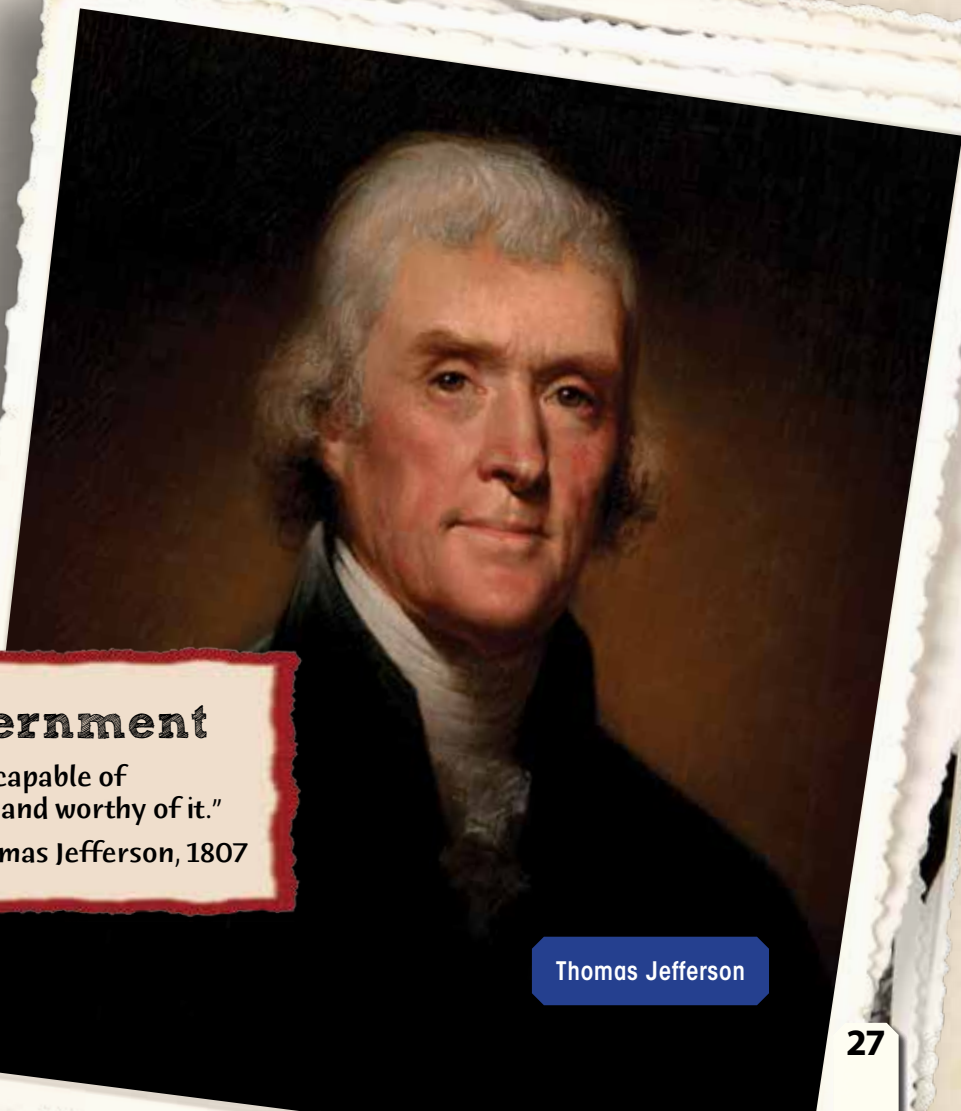
George Washington



George Washington becomes the first president of the United States in 1789.



Other countries have decided to try this type of government over the years. France was the first. But it was not the last. Today, there are around 193 countries in the world. Over 120 of them elect their leaders. What started as an experiment became an example. This new kind of government could, in fact, work.



## **Self-Government**

**"We are a people capable of self-government, and worthy of it."**

**—Thomas Jefferson, 1807**

Thomas Jefferson



# Stage It!

People have made many films, television shows, and even musicals about the founding of the United States. People love watching this inspiring story!

Write your own reader's theater script about America's founding and the people who wrote the founding documents. Include key characters. Have them talk about the issues the delegates faced. When you are done, choose your cast. Rehearse your script. Then, perform your reader's theater in front of your class. And remember to have fun with it!









# Glossary

**amendments**—changes in the wording or meaning of a law or document

**colonies**—areas ruled by a country far away

**compromise**—to give up something that you want in order to reach an agreement

**confederation**—a government made up of several states in which those states have a lot of power over themselves

**constitution**—a system of beliefs, laws, and principles by which a country or state is governed

**Continental Congress**—meeting of colonial leaders to decide how to deal with Great Britain and to decide on laws

**controversial**—something which is disagreed upon for a long time

**delegates**—people chosen to speak for one of the colonies at the Continental Congress

**diplomat**—a person who represents his or her country's government while in another country

**independent**—not controlled or ruled by another country

**legislators**—people who make or give laws

**militia**—regular citizens trained in military combat and willing to fight and defend their country

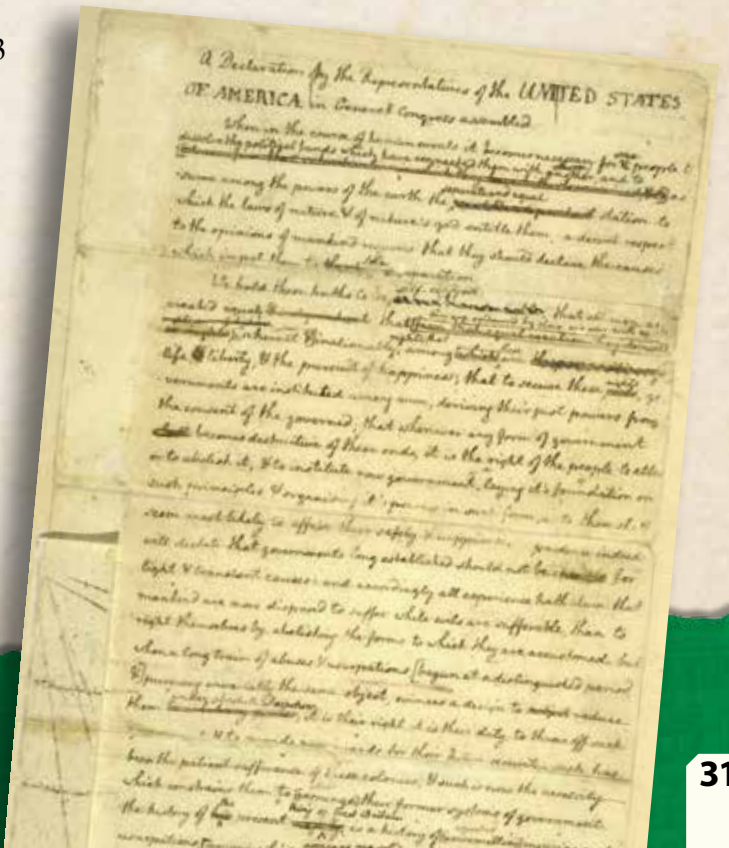
**representatives**—people who act or speak for another person or group

**treason**—the crime of attempting to overthrow the government of your own country or helping your country's enemy during war



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# Your Turn!

## CONGRESS OF THE UNITED STATES.

In the HOUSE OF REPRESENTATIVES,

Monday, 24th August, 1789.

**R**ESOLVED, BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA IN CONGRESS ASSEMBLED, two thirds of both Houses ~~concurring~~, That the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States, all or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes as part of the said Constitution—Viz.

ARTICLES in addition to, and amendment of, the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

### ARTICLE THE FIRST.

After the first enumeration, required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand persons, until the number of Representatives shall amount to two hundred, after which the proportion shall be so regulated by Congress, that there shall not be less than two hundred Representatives, nor less than one Representative for every fifty thousand persons.

### ARTICLE THE SECOND.

No law varying the compensation to the members of Congress, shall take effect, until an election of Representatives shall have intervened.

## Freedom of Speech

The Bill of Rights lists basic rights that all Americans have. The First Amendment protects several rights. Among other things, it protects our freedom of speech. This means that people can speak their minds without being punished. They can even speak out against the government. Why might the Founding Fathers have included it in the Bill of Rights? Why is it important? How would America be different if this right were not protected? Write a paragraph to answer these questions.



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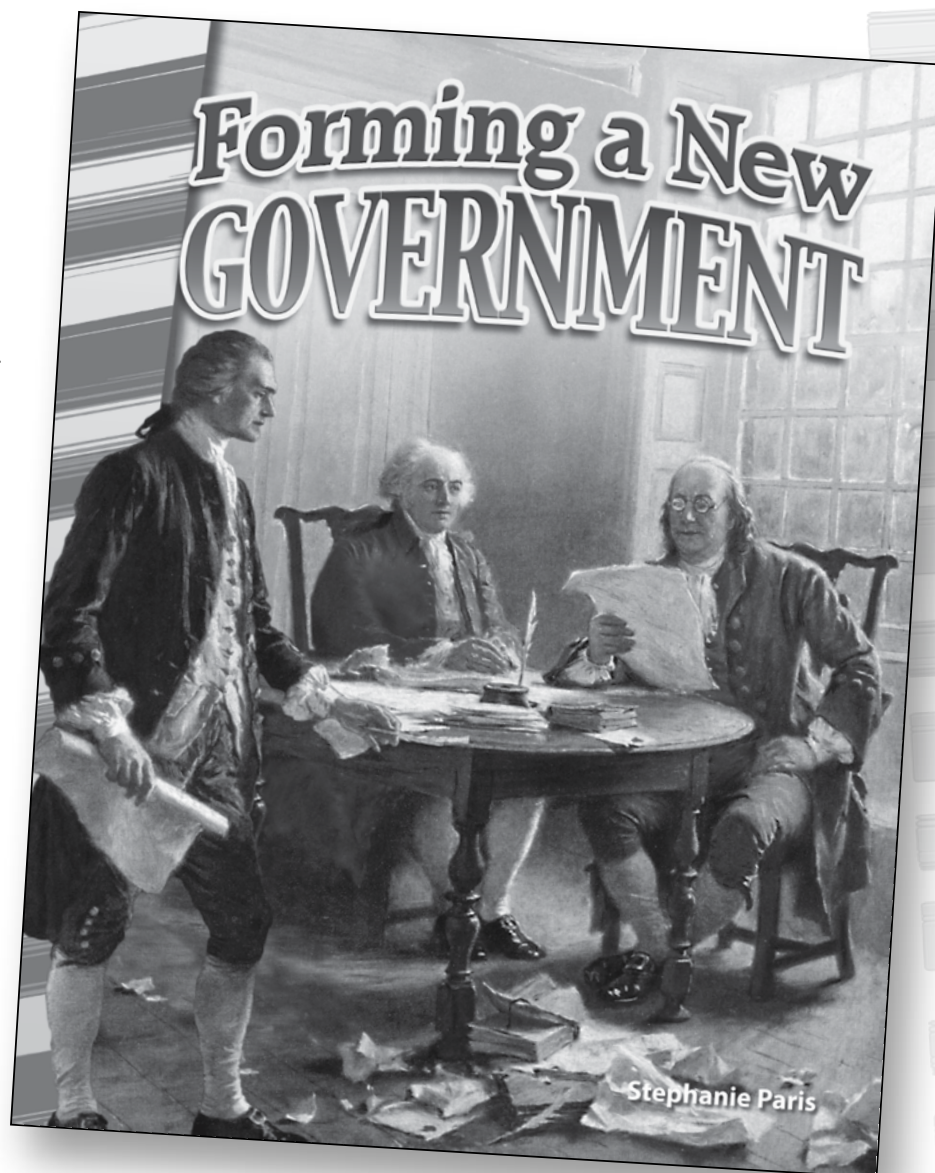
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# Forming a New Government



## Essential Question

*How was the government of the United States created?*

## Standards

- **Content:** Understand the course and consequences of the American Revolution. (HSS.5.6) Describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic. (HSS.5.7)
- **Reading:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- **Writing:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3)
- **English Language Development:** Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. (ELD.I.A.1)

## Materials

- *Benjamin Franklin Speech* primary source
- *Forming a New Government* books
- copies of student reproducibles (pages 8–15)
- sticky notes

## Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Primary Source Activity</b> (page 3)	<b>Before Reading</b> (page 4)	<b>During Reading</b> (page 5)	<b>After Reading</b> (page 6)	<b>End-of-Lesson Activities</b> (page 7)
<b>Summary</b> Students examine and annotate Benjamin Franklin's speech.	<b>Summary</b> Students brainstorm the characteristics of a good government.	<b>Summary</b> Students analyze differing points of view about the Constitution and the Declaration of Independence.	<b>Summary</b> Students write narratives about the Continental Congress.	<b>Summary</b> Students revisit the primary source, stage a reader's theater, answer questions about the Bill of Rights, and/or take the assessments.



# Forming a New Government (cont.)

## Primary Source Activity

### Historical Background

By 1787, it was clear that the Articles of Confederation were ineffective in governing the country. States selected delegates to attend what became known as the Constitutional Convention in Philadelphia. For several months, delegates debated over how the government should operate. They argued over how large the government should be, its role, how states should be represented, and many other issues.

Benjamin Franklin, then 81 years old, both listened to and participated in the debates. Finally, on September 15, the U.S. Constitution was approved. On September 17, the delegates met to formalize their approval. After the Constitution was read aloud, James Wilson rose and read a speech written by Franklin. Working to secure ratification of the Constitution was Franklin's last great contribution to his country.



### About the Primary Source

In this speech, Franklin said there were parts of the Constitution that he did not approve of, but the delegates had done the best possible job. He voiced his hope that the delegates would return to their states and speak in support of the Constitution. He asked delegates to sign their names to the Constitution to show their support.

### Procedure

1. Distribute the primary source *Benjamin Franklin Speech* (page 12).
2. Distribute copies of *Benjamin Franklin Speech Analysis* (page 8) to students.
3. Ask students to carefully observe the primary source. Use these questions to guide a discussion with students:
  - When was this speech given?
  - To whom is it addressed? Who wrote it?
  - What is the occasion for the speech?
4. Read the text aloud. **Note:** This is an excerpt from a longer speech. Encourage students to analyze the primary source while discussing answers to these questions:
  - What does Franklin say about the Constitution?
- What is Franklin's message to the delegates?
- How does Franklin think the delegates' actions will affect the American people?
5. Ask students to think about the observations they have made. Have them use those observations to think of questions they have about the primary source. Have students annotate the primary source by writing their questions on their activity sheets for future reference.
6. Share the historical background information with students. Tell them they will read a book to learn more about the formation of America's government.



# Forming a New Government (cont.)

## English Language Development Support

Use these strategies throughout the lesson.

Emerging	Expanding	Bridging
Provide opportunities for students to have conversations and express ideas with peers by asking questions, allowing them to respond using short phrases.	Have students contribute to class, group, and partner discussions regarding the formation of the U.S. government by following turn-taking rules, asking relevant questions, and adding relevant information.	Students should contribute to class, group, and partner discussions regarding the formation of the U.S. government by asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

## Before Reading Procedure

1. Write the following vocabulary words on the board. Have students predict what they think the words mean. Show students pictures from the *Forming a New Government* book to support them in making predictions. Give students examples and nonexamples, as needed. Then, explain the meaning of each word.
2. Write the vocabulary words on sticky notes, and place them on students' backs. Have students mingle, asking "yes or no" questions to determine what their word is. Redistribute the words, and repeat the activity as time permits.
3. Display the *Forming a New Government* book. Briefly discuss the role and purpose of government. Explain to students that after the American Revolution, American leaders were divided about what type of government would be best for the new nation. Tell them that some people wanted the individual states to have authority to govern their citizens as they saw fit. Others believed that to be a strong and successful nation, America would need a strong government that united all Americans.
4. Distribute copies of *Good Government* (page 9) to students. Have students brainstorm what they believe to be the characteristics of a good government. Have students write at least four ideas on their activity sheets.
5. After students have written characteristics, have them share their ideas with partners.
  - Remind students that, just like the government leaders, they will likely have different views. Have them discuss how their own views are similar and different.
  - Then, have students answer the questions on the bottom of their activity sheets.

### Vocabulary Words

- ★ amendments
- ★ constitution
- ★ compromise
- controversial
- confederation
- representatives

# Forming a New Government (cont.)

## During Reading Procedure

1. Distribute the *Forming a New Government* books and copies of *We Disagree!* (page 10) to students. Have students read the book in small groups.
2. Ask students to focus on the disagreements the founders had over declaring independence and forming a new government. Have them record their ideas on their activity sheets.
3. Discuss student responses. Then, ask students to summarize what the main issues were that led to the differing opinions as the new government was created. Have students share their ideas with partners before asking them to share with the group.
4. Have student pairs choose topics covered in the text. Tell students they will debate topics that the delegates may have also debated, such as fighting the British versus making more attempts to work out an agreement with the British. Have each student in a pair choose one side of the debate.
5. Encourage students to use the book to write key arguments or find information related to their sides of the debate. Then, have pairs come together and informally debate the issue. Have them use the arguments and information they wrote to support their positions.
  - Provide **English learners** time to discuss their arguments in a collaborative manner.
  - Challenge **above-level learners** to anticipate their partners' arguments and write counterarguments.

### Talk About It!

Differing views and opinions, coupled with compromises, led to the U.S. system of government. Discuss with students the importance of truly listening to another person's point of view. Why is it important to listen to what someone has to say before expressing our own views? How can listening to and acknowledging others enhance our own views?

Forming a New Government

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**We Disagree!**

Directions: Use the book to answer the questions about the Declaration of Independence and the U.S. Constitution.

**Declaration of Independence**

Who wrote it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why was it written?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who disagreed with what the document said? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**U.S. Constitution**

Who wrote it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why was it written?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who disagreed with what the document said? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# Forming a New Government (cont.)

## After Reading Procedure

1. Write the vocabulary words on the board, and review their meanings. Assign one word to each student or group of students. Ask students to use the letters of the words to create symbols that represent the word's meaning. For example, students might write the word *representatives* in the shape of people. Have students share their creations with the group.
2. Distribute the *Forming a New Government* books to students. Review the main points of the book. Ask students to imagine what it was like to be one of the Founding Fathers at the meetings of the Continental Congress. Ask them to think about how various people felt about the meetings and documents that were created.
3. Distribute copies of *Continental Congress Narrative* (page 11) to students. Ask them to imagine they were observing a meeting. Have them use their activity sheets to plan narratives about what they heard, saw, and felt as they observed the debates.
4. Have students write their narratives on separate sheets of paper. Allow time for students to share their narratives.
  - Challenge **above-level learners** to include dialogue in their narratives.
5. As you prepare for Day 5, use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Continental Congress Narrative**

Directions: Use the graphic organizer to plan your narrative about what you might have observed at the Continental Congress.

I heard...

I saw...

I felt...

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Forming a New Government

# Forming a New Government (cont.)

## Primary Source Activity Revisit

1. Display the *Benjamin Franklin Speech* primary source. Have students review their annotated *Benjamin Franklin Speech Analysis* activity sheets from Day 1. Ask students what they learned about the formation of America's government. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
  - If you did not like the new Constitution, how would you have felt about Benjamin Franklin's speech?
  - If you supported the new Constitution, how would you have felt about Franklin's speech?
  - What do you think was Franklin's motivation for writing the speech?

## Assessment

1. A short post-assessment, *Forming a New Government Quiz*, is provided on page 13 to assess student learning from the book.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.
3. An oral reading record is provided on page 15 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.

## Activities from the Book

The book contains three enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Stage It! Activity**—Read aloud the prompt from page 28 of the book. Have students write and perform a reader's theater script about America's founding. You may wish to assign specific topics to groups of students.
- **Your Turn! Activity**—Read aloud the activity from page 32 of the book. Have students write paragraphs to answer the questions about the Bill of Rights.
- **Read and Respond**—The inside back cover includes six questions requiring various levels of critical thinking. The *Read and Respond* questions are excellent for small-group work or individual reflection.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Benjamin Franklin Speech Analysis

**Directions:** Carefully observe the speech. Write questions you have in the space around it.

*excerpt from Benjamin Franklin's speech, September 17, 1787*

*Mr. President*

*I confess that there are several parts of this constitution which I do not at present approve, but I am not sure I shall never approve them: For having lived long, I have experienced many instances of being obliged by better information, or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. It is therefore that the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others....*

*In these sentiments, Sir, I agree to this Constitution with all its faults, if they are such; because I think a general Government necessary for us, (...) and believe farther that this is likely to be well administered for a course of years, and can only end in Despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic Government, being incapable of any other. I doubt too whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men, all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected? It therefore astonishes me, Sir, to find this system approaching so near to perfection as it does; (...) Thus I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best. The opinions I have had of its errors, I sacrifice to the public good. I have never whispered a syllable of them abroad. (...) Much of the strength & efficiency of any Government in procuring and securing happiness to the people, depends, on opinion, on the general opinion of the goodness of the Government, as well as of the wisdom and integrity of its Governors. I hope there-fore that for our own sakes as a part of the people, and for the sake of posterity, we shall act heartily and unanimously in recommending this Constitution (if approved by Congress & confirmed by the Conventions) wherever our influence may extend, and turn our future thoughts & endeavors to the means of having it well administred.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Good Government

**Directions:** Write at least four characteristics of a good government.

**Characteristics of a good government**

How is your list of characteristics similar to your partner's? How is it different?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## We Disagree!

**Directions:** Use the book to answer the questions about the Declaration of Independence and the U.S. Constitution.

### Declaration of Independence

Who wrote it?

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Why was it written?

---

---

Who disagreed with what the document said? Why?

---

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### U.S. Constitution

Who wrote it?

---

Why was it written?

---

---

Who disagreed with what the document said? Why?

---

---

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Continental Congress Narrative

**Directions:** Use the graphic organizer to plan your narrative about what you might have observed at the Continental Congress.

**I heard...**

**I saw...**

**I felt...**



# Benjamin Franklin Speech

*excerpt from Benjamin Franklin's speech, September 17, 1787*

*Mr. President*

*I confess that there are several parts of this constitution which I do not at present approve, but I am not sure I shall never approve them: For having lived long, I have experienced many instances of being obliged by better information, or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. It is therefore that the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others...*

*In these sentiments, Sir, I agree to this Constitution with all its faults, if they are such; because I think a general Government necessary for us, (...) and believe farther that this is likely to be well administered for a course of years, and can only end in Despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic Government, being incapable of any other. I doubt too whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men, all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected? It therefore astonishes me, Sir, to find this system approaching so near to perfection as it does; (...) Thus I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best. The opinions I have had of its errors, I sacrifice to the public good. I have never whispered a syllable of them abroad. (...) Much of the strength & efficiency of any Government in procuring and securing happiness to the people, depends, on opinion, on the general opinion of the goodness of the Government, as well as of the wisdom and integrity of its Governors. I hope therefore that for our own sakes as a part of the people, and for the sake of posterity, we shall act heartily and unanimously in recommending this Constitution (if approved by Congress & confirmed by the Conventions) wherever our influence may extend, and turn our future thoughts & endeavors to the means of having it well administered.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Forming a New Government Quiz

**Directions:** Read each question. Choose the best answer. Fill in the bubble.

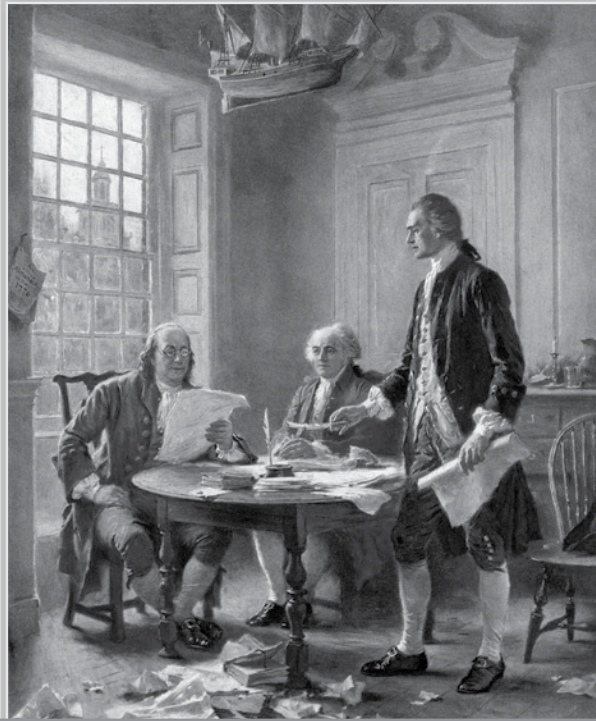
1. At the Constitutional Convention, delegates from the North and South disagreed about how enslaved people should be counted for representation. Which of the following was created to settle this issue?
  - (A) Declaration of Independence
  - (B) Articles of Confederation
  - (C) Connecticut Compromise
  - (D) Three-Fifths Compromise
2. When working to form a new government, the delegates disagreed and had to compromise on many issues. What does *compromise* mean?
  - (A) to control another country
  - (B) to give up something in order to reach an agreement
  - (C) to change the words or meaning of a document
  - (D) to attempt to overthrow the government
3. Who wrote most of the Declaration of Independence?
  - (A) Benjamin Franklin
  - (B) John Adams
  - (C) John Hancock
  - (D) Thomas Jefferson
4. Which of the following is NOT true about the Declaration of Independence?
  - (A) It was written by George Washington.
  - (B) Signing it was considered an act of treason.
  - (C) Before signing it, there were many arguments and compromises.
  - (D) The colonists said they were no longer part of Great Britain.
5. What was the only thing about the new government that all delegates agreed on?
  - (A) They wanted a strong central government.
  - (B) They wanted to go back to Great Britain.
  - (C) They did not want a king.
  - (D) They wanted to remain British colonies.
6. What was the first governing document of the United States?
  - (A) Bill of Rights
  - (B) Declaration of Independence
  - (C) Constitution
  - (D) Articles of Confederation



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing the Declaration

**Directions:** Answer the questions about the image.



Benjamin Franklin, John Adams, and Thomas Jefferson examine a draft copy of the Declaration of Independence.

**1.** What do you see in the painting?

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**2.** Why do you think there are so many papers on the floor?

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**3.** What might the artist want you to understand about the writing of this document?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Forming a New Government Oral Reading Record

Total Word Count	Codes				
129	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text begins on page 4	E	SC	Cues Used	
				E	SC
9	Imagine yourself sitting in a big room. It's hot			M S V	M S V
17	and stuffy. Flies buzz all around. Everyone is			M S V	M S V
25	uncomfortable and a little bit cranky. You have			M S V	M S V
34	come together with a group of people from all			M S V	M S V
46	over the area. It is your job to figure out how to			M S V	M S V
55	make a new government. How will you do it?			M S V	M S V
64	What things are important to you? What if you			M S V	M S V
72	disagree with the other people there? Will you			M S V	M S V
81	stick to your ideas? Will you be open to			M S V	M S V
90	compromise? What do you do if you don't get			M S V	M S V
95	along with the other people?			M S V	M S V
102	This was the situation when representatives from			M S V	M S V
110	the American colonies gathered in the late 1700s.			M S V	M S V
118	They needed to form a new government. But			M S V	M S V
127	every person there had his own ideas about what			M S V	M S V
129	that meant.			M S V	M S V

Error Rate:  Self-Correction Rate:  Accuracy Percentage:  Time:



# Answer Key

## Benjamin Franklin Speech Analysis (page 8)

Questions and comments should demonstrate a thoughtful analysis of the primary source.

## Good Government (page 9)

Responses may include taking care of the people or protecting their rights.

## We Disagree! (page 10)

Example answers: **Declaration of Independence:** *A committee of five men, including Thomas Jefferson, wrote it; The colonies wrote it to say they were no longer ruled by Great Britain; Not everyone wanted to declare independence; some people wanted to remain British citizens.* **U.S. Constitution:** *James Madison did much of the writing; It was written to make America's government stronger; People disagreed on how people would be counted, how many delegates states could have, the branches of government, and slavery.*

## Continental Congress Narrative (page 11)

Responses may include that they heard many debates, saw many drafts of documents, and felt worried that delegates would not come to any agreement.

## Forming a New Government Quiz (page 13)

- |      |      |      |
|------|------|------|
| 1. D | 2. B | 3. D |
| 4. A | 5. C | 6. D |

## Writing the Declaration (page 14)

1. Responses may include three men, a table, and many documents on the floor.
2. Responses may include that Jefferson threw out many versions of the Declaration.
3. An example answer: *The artist is trying to show that writing the Declaration was difficult and took many revisions.*



*excerpt from Benjamin Franklin's speech, September 17, 1787*

*Mr. President*

*I confess that there are several parts of this constitution which I do not at present approve, but I am not sure I shall never approve them: For having lived long, I have experienced many instances of being obliged by better information, or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. It is therefore that the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others....*

*In these sentiments, Sir, I agree to this Constitution with all its faults, if they are such; because I think a general Government necessary for us, and there is no form of Government but what may be a blessing to the people if well administered, and believe farther that this is likely to be well administered for a course of years, and can only end in Despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic Government, being incapable of any other. I doubt too whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men, all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected? It therefore astonishes me, Sir, to find this system approaching so near to perfection as it does; and I think it will astonish our enemies, who are waiting with confidence to hear that our councils are confounded like those of the Builders of Babel; and that our States are on the point of separation, only to meet hereafter for the purpose of cutting one another's throats. Thus I consent, Sir, to this Constitution because I expect no better, and because I am not sure, that it is not the best. The opinions I have had of its errors, I sacrifice to the public good. I have never whispered a syllable of them abroad. Within these walls they were born, and here they shall die. If every one of us in returning to our Constituents were to report the objections he has had to it, and endeavor to gain partizans in support of them, we might prevent its being generally received, and thereby lose all the salutary effects & great advantages resulting naturally in our favor among foreign Nations as well as among ourselves, from our real or apparent unanimity. Much of the strength & efficiency of any Government in procuring and securing happiness to the people, depends, on opinion, on the general opinion of the goodness of the Government, as well as well as of the wisdom and integrity of its Governors. I hope therefore that for our own sakes as a part of the people, and for the sake of posterity, we shall act heartily and unanimously in recommending this Constitution (if approved by Congress & confirmed by the Conventions) wherever our influence may extend, and turn our future thoughts & endeavors to the means of having it well administred.*