

# 11th Grade Constitution Inquiry

## Did the Constitution Establish a Just Government?

**Staging the Question: Read the preamble to the Constitution and discuss how a government can achieve those goals.**

**Social Studies Practices**

🗳️ **Gathering, Using, and Interpreting Evidence** 🗳️ **Civic Participation**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Why did the framers of the United States Constitution feel a new document was necessary?	How did the Constitution structure the government?	How did the framers protect slavery in the Constitution?	How democratic was the 1787 Constitution?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Generate a list of concerns that prompted the writing of the Constitution.	Create a graphic organizer that displays the branches of the federal government and their functions.	Write a paragraph using evidence that explains how the framers protected slavery in the Constitution.	Develop a claim supported by evidence that explains how democratic they consider the 1787 Constitution to be.

### Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<b>Connect:</b> Uses sources to acquire background information and brainstorm ideas for further inquiry by reading the Preamble to the Constitution and discussing the purpose of a governing document. <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b> States and verifies what is known about the question and makes connections to prior knowledge about the structure of the government. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b> States and verifies what is known about the question and makes connections to prior knowledge about slavery at the time. <b>Graphic Organizer:</b> <a href="#">Connect#14</a>	<b>Connect:</b> Explores problems or questions for which there are multiple answers or no “best” answer. <b>Graphic Organizer:</b> <a href="#">Connect#27</a>
<b>Wonder:</b> Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important when researching the factors that led to and influenced the writing of the United States Constitution.	<b>Wonder:</b> Focuses the purpose of the research by formulating specific questions to be answered about how the Constitution structures the government.	<b>Wonder:</b> Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research about how the framers protected slavery in the Constitution. <b>Graphic Organizer:</b> <a href="#">Wonder#19</a> and <a href="#">Wonder#20</a>	<b>Wonder:</b> Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions.
<b>Investigate:</b> Takes notes using one or more of a variety of notetaking strategies while reading personal correspondence written by individuals who became powerful advocates for the Constitution.	<b>Investigate:</b> Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic while reading selected passages from the Constitution and <i>Federalist No. 51</i> .	<b>Investigate:</b> Pursues a balanced perspective by evaluating information based on authority and point of view while reading portions of the Constitution that deal with slavery, James Madison’s notes during the Convention, and a speech by Benjamin Franklin. <b>Graphic Organizer:</b> <a href="#">Investigate#104</a>	<b>Investigate:</b> Recognizes competing interpretations of historical events and issues and the reasons for those differences while reading selections of the Constitution, excerpts from Madison’s notes at the Constitutional Convention, and <i>Federalist No. 43</i> . <b>C3 Resources</b>
<b>Construct:</b> Generates a list of concerns that prompted the writing of the Constitution.	<b>Construct:</b> Creates a graphic organizer that displays the branches of the federal government and their functions.	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples. <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>	<b>Construct:</b> Presents different perspectives with evidence for each. <b>Graphic Organizer:</b> <a href="#">Construct#44</a> , <a href="#">Construct#45</a> and <a href="#">Construct#46</a>
<b>Express:</b>	<b>Express:</b>	<b>Express:</b> Writes a paragraph using evidence that explains how the framers protected slavery in the Constitution.	<b>Express:</b> Develops a claim supported by evidence that explains how democratic they consider the 1787 Constitution to be.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#20</a> and <a href="#">Reflect#21</a>

**Summative Performance Task: Argument:** Did the Constitution establish a just government? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. **Extension:** Examine political cartoons developed during the ratification debates and create political cartoons that praise or deride the justness of the proposed Constitution.