

7th Grade Great Compromise Inquiry

Is Compromise Always Fair?

Staging the Question: Describe daily life instances where compromises were made.

Social Studies Practices

🗳️ **Gathering, Using, and Interpreting Evidence** 🗳️ **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How was representation determined under the Articles of Confederation?	What was the Virginia Plan?	What was the New Jersey Plan?	How did the Connecticut Plan break the impasse?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Write a description of how states were represented in the Congress under the Articles of Confederation.	Write a summary of the Virginia Plan highlighting the impact on large and small states.	Write a summary of the New Jersey plan highlighting the impact on large and small states.	Write a claim with evidence about how the Connecticut plan broke the gridlock at the Constitutional Convention.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Finds areas of passion or interest within topics of study by discussing personal instances of compromising in order to get something done.	Connect: States and verifies what is known about the problem or question and makes connections to prior knowledge about representation of the states in Congress under the Articles of Confederation. Graphic Organizer: Connect#14	Connect: Identifies key words and ideas that appear in background information and class conversation about the views of large-state and small-state constituents.	Connect: Uses multiple sources to acquire background information and brainstorms ideas for further inquiry about how the Connecticut Plan broke the impasse.
Wonder: Recognizes characteristics of good questions about how representation was determined under the Articles of Confederation.	Wonder: Analyzes what is known, observed, or experienced to form a tentative hypothesis or thesis about what the Virginia Plan might be. Graphic Organizer: Wonder#12	Wonder: Analyzes what is known, observed, or experienced to form a tentative hypothesis or thesis about what the New Jersey plan might be and how large-state and small-state constituents might view it. Graphic Organizer: Wonder#12	Wonder: Determines what resources will most likely offer quality information about how the Connecticut Plan broke the impasse.
Investigate: Summarizes information that answers the research question of how representation was determined while reading an excerpt from the Articles of Confederation.	Investigate: Relates new information to prior knowledge about the representation of states in Congress while examining a description and a diagram of the Virginia Plan as well as a chart of the United States population in 1790.	Investigate: Uses both facts and opinions responsibly by identifying and verifying them while examining a description and diagram of the New Jersey Plan. Graphic Organizer: Investigate#71	Investigate: Uses organizational systems and electronic search strategies to locate appropriate resources about the Connecticut Plan and how it broke the impasse at the Constitutional Convention. C3 Resources
Construct: Writes a description of how states were represented in the Congress under the Articles of Confederation.	Construct: Interprets information and ideas by defining, classifying, and inferring. Graphic Organizer: Construct#29	Construct: Interprets information and ideas by defining, classifying, and inferring. Graphic Organizer: Construct#29	Construct: Uses common organizational patterns to organize information in order to draw conclusions. Graphic Organizer: Construct#25
Express:	Express: Writes a summary of the Virginia Plan highlighting the impact on large and small states.	Express: Writes a summary of the New Jersey plan highlighting the impact on large and small states.	Express: Writes a claim with evidence about how the Connecticut plan broke the gridlock at the Constitutional Convention.
Reflect:	Reflect:	Reflect:	Reflect: Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment. Graphic Organizer: Reflect#18

Summative Performance Task: *Argument:* Is compromise always fair? Construct an argument (e.g., detailed outline, poster, essay) that discusses whether or not the Great Compromise was fair to both less populated and more populated states using specific claims and relevant evidence from historical sources while acknowledging competing views. *Extension:* Hold a mock Constitutional Convention debate about the Great Compromise.