



**CAL HUMANITIES**  
Searching for Democracy

california  
**READS**



*The*  
**PENGUIN GUIDE**  
*to the*  
**UNITED STATES**  
**CONSTITUTION**



*A Fully Annotated Declaration of Independence,  
U.S. Constitution and Amendments,  
and Selections from The Federalist Papers*

**RICHARD BEEMAN**

**CURRICULUM GUIDE**

*The Penguin Guide to the  
United States Constitution*

# Overview of Cal Humanities/Searching for Democracy and California Reads

Leading into the national 2012 elections, *Searching for Democracy* is the culmination of a two-year long initiative that provides Californians with various ways to explore how the humanities can provide insight and opportunities to converse about the nature, state and needs of our vibrant American democracy. Cal Humanities and its partners will explore these complexities—through a series of local, regional, and statewide humanities-inspired activities—to accomplish a greater understanding of what is needed to sustain a healthy democracy in an increasingly interdependent world.

Students, families and people from all walks of life will explore—online and in person—what discoveries and lessons lie in works of fiction and nonfiction, provocative cultural exhibits and public conversations. The Cal Humanities website ([www.calhum.org](http://www.calhum.org)) will be an online hub for all activities, where participants of events, readers of the initiative's books or people new to our effort can learn more and share what they have discovered.

Our *Searching For Democracy* program partners include: California libraries, California Center for the Book, California History-Social Science Project, Exhibit Envoy, and Zócalo Public Square, in collaboration with California State Library, California Community Colleges, California State University, and University of California Television.

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**California Reads** is a new program of Cal Humanities developed in partnership with the California Center for the Book and the California State Library. It invites Californians from all walks of life throughout our state to participate in reading and discussion programs and related activities hosted by libraries, schools, colleges, bookstores and other community institutions.

We have selected a slate of books this year to stimulate a thoughtful reflection of, and lively discussion among friends and neighbors, family and strangers about the past, present, and future of democracy. Five thought-provoking books were chosen from a pool of over 300 titles nominated by members of the public, based upon the recommendations of an advisory group of librarians, authors, scholars, publishers and critics. These five books were selected:

- *The Penguin Guide to the United States Constitution: A Fully Annotated Declaration of Independence, U.S. Constitution and Amendments, and Selections from The Federalist Papers*, by Richard Beeman. Annotated by one of the nation's foremost Constitutional scholars, this compact edition of our nation's founding documents provides text and

context for readers seeking to understand the framework of our democracy as well as its meaning, past and present.

- *Farewell to Manzanar*, by Jeanne Wakatsuki Houston and James D. Houston. A heartbreaking and compelling memoir about the Japanese American internment experience as seen through the eyes of young girl, this personal story bears witness to a failure of American democracy.
- *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster*, by Rebecca Solnit. A masterwork of narrative nonfiction by a contemporary California writer reaches some surprising conclusions about our need for community and common purpose, which she argues are fundamental to democratic forms of social and political life.
- *It Can't Happen Here*, by Sinclair Lewis. This underappreciated classic by one of America's greatest novelists, first published in 1935, imagines a chillingly undemocratic America. It details the rise of a populist politician as he creates a fascist regime, and reminds us of the fragility of our democratic institutions.
- *Lost City Radio*, by Daniel Alarcón. A haunting novel by a young California writer explores the aftermath of a traumatic civil war in a fictitious South American country, and raises questions about the importance of historical knowledge, collective memory, and public access to information in a democratic society.

The California History-Social Science Project has developed a K-12 curriculum guide for each book to support classroom discussion and activities. The guides and materials, along with additional resources and information about *Searching for Democracy*, **California Reads**, and public programs and activities at libraries and other community venues, can be found online at [www.calhum.org/searchingfordemocracy](http://www.calhum.org/searchingfordemocracy).

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*The Penguin Guide to the  
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By Richard Beeman

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# Curriculum Guide for

## *Penguin Guide to the United States Constitution*

By Richard Beeman

### **“Framers of the Constitution”**

By Kate Bowen (Patwin Elementary School, Davis, CA),  
Greg Wigmore (UC Davis), and  
Beth Slutsky, editor (CHSSP)

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#### **Major Topics:**

- ✓ Constitution as a Framework for Government
- ✓ Lives of the Framers of the Constitution
- ✓ Compromises in the Construction of the Constitution

How is the Constitution a unique document that reflects the different contexts and compromises of the framers?

This lesson will focus on the Constitution as a blueprint for American government. The Constitutional Convention of 1787 included delegates from each of the new states, with the exception of Rhode Island. These delegated men each had different life experiences and, therefore, different morals and ideas to share at the Convention. In this lesson, students will become familiar with the basic parts of the Constitution and learn key vocabulary. In addition, students will analyze artwork of the event from different artists and time periods. Students will also investigate the lives of the framers and key ideas each framer brought to the Constitutional Convention in 1787.

Prior to learning this lesson, fifth-grade students should have background in the causes, course, and consequences of the American Revolution. In addition, students should be familiar with historical figures of the period, including George Washington, Benjamin Franklin, James Madison, and Alexander Hamilton. Students should also have a good understanding of the stated ideals of the Declaration of Independence and the challenges facing the new nation.

## STANDARDS ADDRESSED

### California History Social-Science Standards

5.7 Students 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.

#### Historical Interpretation

3. Students identify and interpret the multiple causes and effects of historical events.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

### Common Core Reading Standards

#### Literacy in History/Social Studies and/or Writing Standards, Grades 5-11

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Reading Standards: Foundational Skills, Grades K–5

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.

## Writing Standards, K–5

2. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - d. Provide a concluding statement or section related to the opinion presented.
3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).



## Procedures for Grades 5 and 8

**Part 1:** Students gain **context** for the historical investigation and a **basic grasp** of the issue(s) through structured discussion, image analysis, and/or close reading. This initial understanding will be challenged, extended, or supported by subsequent documents in this investigation.

### Materials and Resources

- Constitution Text (Handout #1)
- Constitution Vocabulary Activity (Handout #2)
- Constitution Comprehension (Handout #3)
- Paintings by Johannes Oertel and Junius Brutus Stearns (Handout #4)
- Excerpts from Richard Beeman, *The Penguin Guide to the United States Constitution* (New York: Penguin Books, 2010) (Handout #5)

Time Allotted	Procedures
30 minutes	<p>Constitution Vocabulary Introduction:</p> <p>Distribute copies of the <b>Constitution Text (Handout #1)</b> and read individually or as a class. Next, distribute <b>Constitution Vocabulary Activity (Handout #2)</b> and have students complete it individually, in pairs, or together as class. Students will select five facts about the Constitution to list after completing the Vocabulary section of the document. Finally, distribute the <b>Constitution Comprehension (Handout #3)</b> document and have students answer one or two questions about a portion of the reading.</p> <p>For students in grades 8 and 11, teachers should incorporate the <b>Amendment Text</b>, which is attached to <b>Handout #3</b>, so that they can gain a deeper understanding of the construction of the Constitution.</p>
50 minutes	<p>Declaration of Independence vs. the Constitution:</p> <p>Introduce two paintings by Johannes Oertel and Junius Brutus Stearns (<b>Handout #4</b>). Explain to students that the two images reinforce the distinction between the Declaration of Independence and the Constitution. Discuss together that the Declaration of Independence represented a tearing down of the old colonial order and the founders' decision to break away from the British Empire in 176. By contrast, the Constitution, devised more than ten years later, represented an effort to build something to – to “form a more perfect Union,” between the states by designing a blueprint for a new and lasting system of government.</p> <p>Next, as a class, read and complete the <b>Excerpts from <i>The Penguin Guide to the Constitution</i> and Student Note-taking Guide (Handout #5)</b>. Reading the excerpts will help emphasize the different purposes behind the Declaration of Independence and Constitution. Highlight for students that the Declaration was created after war broke out between the colonists and the soldiers of the British king. Discuss how its language (especially key phrases like “dissolve the</p>



	<p>political bands” “Free and Independent States;” “all political connection between them and the state of Great Britain is and ought to be totally dissolved”) indicates that the former colonies had come to view themselves as independent states with no further connection to the old mother country. Students can then contrast this with the preamble of the Constitution, which was written several years after the United States won their war for independence. The preamble suggests that what follow in the rest of the document is a blueprint for a new and improved system of government. Just as an architect and construction workers use a blueprint to construct a building, the framers of the Constitution used the document to construct a new political system to govern the nation.</p>
<p><b>Part 2:</b> Students <b>analyze documents</b>—textual, visual, and/or audio—related to the <b>key historical investigation question</b>, as they examine the literal aspects of each source, consider multiple perspectives, determine what can be learned from various pieces of evidence, and compare different pieces of evidence.</p>	
<p><b>Materials and Resources</b></p> <ul style="list-style-type: none"> <li>• Framers of the Constitution Table (Handout #6)</li> <li>• Map of the Original 13 States (Handout #7)</li> <li>• Portraits of the Framers of the Constitution, organized by state (Handout #8)</li> <li>• Framers of the Constitution Worksheet (Handout #9)</li> </ul>	
<b>Time Allotted</b>	<b>Procedures</b>
<b>50 minutes</b>	<p>Framers of the Constitution</p> <p>Introduce students to the framers of the Constitution by distributing <b>Framers of the Constitution Table (Handout #6)</b>. On the table, students will make observations about the numbers of signers from each state, their birth dates, the oldest/youngest delegates, the occupations of the delegates, etc. Students can use the data discussed or graphed as a math exercise.</p> <p>Next, using the <b>Map of the Original 13 States (Handout #7)</b>, instruct students to label each state with the name of the Constitutional delegates from that state</p> <p>Finally, divide the class into 12 groups, one for each state represented at the convention. Once the students are divided into groups, distribute <b>Portraits of the Framers of the Constitution, organized by state (Handout #8)</b>. Tell students that their group represents a specific state (assign each group to be a state from the handout). Tell each state group to read and interpret the quotes on their documents that were written by each delegate, and then have them complete the <b>Framers of the Constitution Worksheet (Handout #9)</b>.</p>

## Extensions for Grades 8 and 11

**Part 1:** Students gain **context** for the historical investigation and a **basic grasp** of the issue(s) through structured discussion, image analysis, and/or close reading. This initial understanding will be challenged, extended, or supported by subsequent documents in this investigation.

### Materials and Resources

- Excerpts from Richard Beeman, *The Penguin Guide to the United States Constitution* (New York: Penguin Books, 2010) (Handout #5)
- Teacher Constitution Note Guide (Handout #10)
- Student Constitutional Convention Guide (Handout #11)

Time Allotted	Procedures
50 minutes	<p>Discuss what the framers might have meant by some of the terms and phrases in the preamble (<b>Handout #5</b>), which lay out the broad goals for what the founders hoped the Constitution would accomplish. Some of the terms and ideas are straightforward – the essential duties individuals expect governments to perform. (For example, the aim to “establish Justice” refers to the creation of courts; “insure domestic Tranquility” means keeping peace and order in the new nation). Others, as Beeman notes, are more open to interpretation. (“promote the general Welfare”; “secure the Blessings of Liberty”)</p> <p>Next, using <b>Teacher Note Guide (Handout #10)</b>, explain to students that the U.S. Constitution required a series of compromises between the delegates from the various states. Tell students that when the delegates from each state met in Philadelphia to debate a new Constitution, one of the major disagreements involved how much say each of the thirteen states should receive under a new government. The largest state, Virginia, had more than ten times the population of the smallest state, Delaware. Under the Articles of Confederation, the system of government the Continental Congress established during the Revolutionary War, each state received one vote, regardless of population. At the Constitutional convention, larger states like Virginia and Pennsylvania argued that representation should be determined by population. Smaller states like Delaware feared that a switch to representation by population would drown out their voice and influence, and suggested they would leave the convention rather than agree to such a change. (To illustrate the significance of the debate, it might help to draw a comparison to the situation today, where California’s population of more than 37 million people is much larger than Wyoming, which has just over half a million residents.) For context on this topic, read <b><i>Penguin Guide to the Constitution</i></b>, pp. 154-55, which addresses Article I, Sections 2 and 3 (on pp. 22-25).</p> <p>Then, using <b>Teacher Note Guide (Handout #10)</b> and <b>Student Constitutional Convention Guide (Handout #11)</b>, divide students into at least six groups where each group represents a</p>

	<p>state. Assign half of the groups to play the role of larger, more populous states (Virginia, Pennsylvania, Massachusetts) while the other half should play smaller states (Delaware, Rhode Island, New Jersey). The groups should discuss how the people of their state might feel about the two proposals (representation by population and equality of states). Concepts such as fairness and equality should guide the discussions. If time permits, each group might make a list of points in favor of their position, or perhaps produce a poster to creatively illustrate their arguments.</p> <p>Finally, finish <b>Student Constitutional Convention Guide (Handout #11)</b>, and facilitate a broader classroom discussion on the varying points of view, and ask students how the disagreement might be resolved to ensure both the small and large states are satisfied enough to agree to the new Constitution. Steer the discussion toward the concept of compromise. Explain how the delegates managed to compromise by developing a bicameral legislative branch with a House of Representatives (where the number of seats each state receives is determined by its population) and a Senate (where each state is treated equally and receives two seats). A very brief excerpt from the <i>Penguin Guide to the Constitution</i> (Article I, Sections 2 and 3) might illustrate how the founders wrote this compromise into the document.</p>
<p><b>Part 2:</b> Students <b>analyze documents</b>—textual, visual, and/or audio—related to the <b>key historical investigation question</b>, as they examine the literal aspects of each source, consider multiple perspectives, determine what can be learned from various pieces of evidence, and compare different pieces of evidence.</p>	
<p><b>Materials and Resources</b></p> <ul style="list-style-type: none"> <li>• Teacher Notes on the Amendment Process (Handout #12)</li> <li>• Student Amendment Guide (Handout #13)</li> </ul>	
<p><b>Time Allotted</b></p>	<p><b>Procedures</b></p>
<p><b>50 minutes</b></p>	<p>The Amendment Process:</p> <p>First, using <b>Teacher Notes on the Amendment Process (Handout #12)</b>, discuss as a class the general amendment process, its connection to the Bill of Rights, and some specific amendments (such as the 14th, 19th, and 26th amendments). Then, distribute <b>Student Amendment Guide (Handout #13)</b>, and have students break into groups to brainstorm potential amendments to the Constitution. These should be short, concise changes like the existing amendments. After 10 minutes, each group should spend another 5-10 minutes discussing their proposals and then decide on the best amendment, which they should be prepared to present to the class. Each group should nominate a spokesperson or spokespersons to propose the amendment. The spokesperson(s) should aim for a 1-2 minute presentation that reads the text of the amendment and provides a few supporting arguments about why this amendment is necessary to improve the United States and its Constitution.</p>

Next, divide the class into two halves. One side of the room will represent the U.S. House of Representatives, and the other side the Senate. Each group's spokesperson(s) should be given up to 2 minutes to present their amendment and their brief arguments in its favor. Following each presentation, invite members of the House or Senate (but not from the same group that proposed the current amendment) to briefly comment for or against the amendment. Their comments should focus on the potential advantages or drawbacks of the amendment and its effects on the country.

Next, ask for a show of hands among the members of the House side of the class in support of the amendment. "All members who support the amendment, raise your hands." Tally the votes. Then, ask for a show of hands among those who oppose the amendment. "All members voting no, raise your hands." Tally the votes. If the votes in favor amount to less than  $\frac{2}{3}$  of the total votes (such as 9 of 15 votes), the amendment immediately fails, and you should proceed to the next amendment. If the votes in favor amount to  $\frac{2}{3}$  of the total votes, repeat this voting step on the Senate side of the class. If the votes in favor of that amount to less than  $\frac{2}{3}$  of the total votes, the amendment immediately fails, and you should proceed to the next amendment. If the amendment gains more than  $\frac{2}{3}$  of the Senate votes in its favor, move to step 6 below.

If any amendment receives at least  $\frac{2}{3}$  of votes in both the House and the Senate, it goes to the states for ratification. Inform students that they are temporarily on break from their House and Senate jobs, and will briefly each represent a state legislature. Ask for a show of hands among the states in support of the amendment. "All state legislatures who support the amendment, raise your hands." Tally the votes. Then, ask for a show of hands among the states who reject the proposed amendment. Tally the votes. If the votes in favor amount to less than  $\frac{3}{4}$  of the total votes, the amendment is defeated. If it receives at least  $\frac{3}{4}$  of the total votes, it is considered to be ratified and becomes law, and the 28th Amendment to the U.S. Constitution.

After each group's proposed amendments have been voted on, have them answer **Student Amendment Questions (Handout 13)**.

### *The Constitution of the United States*

The United States Constitution was written in 1787 in the same Pennsylvania State House where the Declaration of Independence was signed. This building, now called Independence Hall, is located in Philadelphia, Pennsylvania. The gathering was called the Constitutional Convention, and George Washington presided over the meetings.

The U.S. Constitution was written in secret, behind locked doors by 55 men who represented the new states. Of the 55 delegates, or Framers as they were called, 39 actually signed the document. Thirteen of the delegates left the convention early due to personal or public business. Three of the Framers who stayed for the entire convention refused to sign the document.

The U.S. Constitution established America's national government, its basic laws, and guaranteed certain rights for its citizens. The Framers devised a plan for a strong federal government with three branches – executive, legislative, and judicial – along with a system of checks and balances to make sure that no single branch would have too much power.

The Bill of Rights – the first 10 amendments guaranteeing basic individual protections – became part of the Constitution in 1791. These additions to the Constitution guarantee true American ideals such as freedom of speech and freedom of religion to all Americans.

Article V of the Constitution allows for amendments, or changes, to be made to the existing document. There are two ways to propose amendments to the Constitution. An amendment can be proposed either through a two-thirds vote of each house of Congress, or when two-thirds of the state legislatures vote to call a special national convention. Either way, an amendment is only ratified (or becomes part of the Constitution) if three-quarters of the states agree to the change, either through their legislatures or through special conventions.

The U.S. Constitution is the oldest written national constitution. It is also the shortest. The original Constitution is kept safely at the National Archives in Washington, D.C.

## The Constitution of the United States

<p>The United States Constitution was written in 1787 in the same Pennsylvania State House where the Declaration of Independence was signed. This building, now called Independence Hall, is located in Philadelphia, Pennsylvania. The gathering was called the Constitutional Convention, and George Washington <b>presided</b> over the meetings.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle the year in which the Constitution was written.</li> <li>• Underline where the Constitution was written.</li> <li>• Draw a box around who was in charge of the Constitutional Convention.</li> </ul>	<p><b>presided:</b> to be in charge of</p>
<p>The U.S. Constitution was written in secret, behind locked doors by 55 men who represented the new states. Of the 55 <b>delegates</b>, or Framers as they were called, 39 actually signed the document. Thirteen of the delegates left the convention early due to personal or public business. Three of the Framers who stayed for the entire convention refused to sign the document.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle all of the words that tell you who the framers of the Constitution were.</li> </ul>	<p><b>delegates:</b> a person sent to represent others</p>
<p>The U.S. Constitution <b>established</b> America's national government, its basic laws, and guaranteed certain rights for its citizens.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle all of the things the Constitution created (or established).</li> </ul>	<p><b>established:</b> set up</p>
<p>The Framers <b>devised</b> a plan for a strong federal government with three branches – <b>executive</b>, <b>legislative</b>, and <b>judicial</b> – along with a system of checks and balances to make sure that no single branch would have too much power.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle the three branches of government.</li> </ul> <p>Underline why there is a system of checks and balances.</p>	<p><b>devised:</b> invented</p> <p><b>executive:</b> the person responsible for putting laws into effect</p> <p><b>legislative:</b> the group responsible for making the laws</p> <p><b>judicial:</b> the group responsible for making sure the laws are followed correctly</p>

The Bill of Rights – the first 10 **amendments** guaranteeing basic individual protections – became part of the Constitution in 1791. These additions to the Constitution guarantee freedom of speech and freedom of religion to all Americans.

**INSTRUCTIONS**

- Circle what the Bill of Rights are.
- Underline the freedoms that the Bill of Rights guarantee.

**amendments:** *a change or addition to an original document*

**QUESTIONS**

- Based on what you've just read, what are three things that the Constitution did.
  - a.
  - b.
  - c.
- What do you think makes the Constitution different than the Articles of Confederation?



TEACHER KEY

<p>The United States Constitution was written in <u>1787</u> in the same Pennsylvania State House where the Declaration of Independence was signed. This building, now called Independence Hall, is located in <u>Philadelphia, Pennsylvania</u>. The gathering was called the Constitutional Convention, and <u>George Washington</u> <b>presided</b> over the meetings.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle the year in which the Constitution was written.</li> <li>• Underline where the Constitution was written.</li> <li>• Draw a box around who was in charge of the Constitutional Convention.</li> </ul>	<p><b>presided:</b> to be in charge of</p>
<p>The U.S. Constitution was written in secret, behind locked doors by <u>55 men</u> who represented the new states. Of the <u>55 delegates</u>, or Framers as they were called, 39 actually signed the document. Thirteen of the delegates left the convention early due to personal or public business. Three of the Framers who stayed for the entire convention refused to sign the document.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle all of the words that tell you who the framers of the Constitution were.</li> </ul>	<p><b>delegates:</b> a person sent to represent others</p>
<p>The U.S. Constitution <b>established</b> <u>America's national government</u> its <u>basic laws</u> and <u>guaranteed certain rights for its citizens</u>.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle all of the things the Constitution created (or established).</li> </ul>	<p><b>established:</b> set up</p>
<p>The Framers <b>devised</b> a plan for a strong federal government with three branches – <u>executive, legislative, and judicial</u> – along with a system of checks and balances <u>to make sure that no single branch would have too much power</u>.</p> <p>INSTRUCTIONS:</p> <ul style="list-style-type: none"> <li>• Circle the three branches of government.</li> <li>• Underline why there is a system of checks and balances.</li> </ul>	<p><b>devised:</b> invented</p> <p><b>executive:</b> the person responsible for putting laws into effect</p> <p><b>legislative:</b> the group responsible for making the laws</p> <p><b>judicial:</b> the group responsible for making</p>

	<i>sure the laws are followed correctly</i>
<p>The Bill of Rights – the <u>first 10 <b>amendments</b></u> guaranteeing basic individual protections – became part of the Constitution in 1791. These additions to the Constitution guarantee <u>freedom of speech and freedom of religion to all Americans</u>.</p> <p>INSTRUCTIONS</p> <ul style="list-style-type: none"> <li>• Circle what the Bill of Rights are.</li> <li>• Underline the freedoms that the Bill of Rights guarantee.</li> </ul>	<b>amendments:</b> <i>a change or addition to an original document</i>
<p>QUESTIONS</p> <ul style="list-style-type: none"> <li>• Based on what you’ve just read, what are three things that the Constitution did.</li> <li>• <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul> </li> <li>• What do you think makes the Constitution different than the Articles of Confederation?</li> </ul>	



*Washington as Statesman at the Constitutional Convention by Junius Brutus Stearns, 1859, Virginia Museum of Fine Arts, Gift of Edgar William and Bernice Chrysler Garbish, 1856.*

## Teacher Guide for the Images

The artist was Junius Brutus Stearns. He was born in 1810 in Vermont and died in Brooklyn, New York in 1885. He is famous for this and several other paintings called the “Washington Series,” in which Stearns depicted George Washington’s life before, during, and after his presidency.

This image, “The Statesmanship of Washington,” is a three feet by four and a half feet oil on canvas. This is the first painting that depicts the actions of the Constitutional Convention. The image is meant to reflect what the Constitutional Convention looked like on September 17, 1787, the day that the Constitution was signed by 38 delegates.

The imagery and symbols of the painting are very important in understanding the moment of the Constitutional Convention. There are two sets of curtains: one is closed and one is open. Historians interpret this to mean that the Convention has changed from secret deliberations that had lasted for four months prior to this moment, to open, reflecting that the Constitution had been signed. You can also see prior drafts of the document strewn around the room. George Washington is central in this painting, raised above the other men. This is meant to show how he led the meeting.

The history of this painting is also very important. In 1937 it was reproduced on a commemorative postage stamp to honor the 150<sup>th</sup> anniversary of the signing of the Constitution. It and several other paintings that feature George Washington explain why Americans identify him so prominently as one of the important founders of the nation.

For more information, visit: <http://teachingamericanhistory.org/convention/stearns/>



*Pulling Down the Statue of King George III by the "Sons of Freedom" at the Bowling Green, City of New York, July 1776 by Johannes Oertel, circa 1875*

## Teacher Guide

This picture portrays soldiers along with citizens pulling down a statue of King George III after the Declaration of Independence was read aloud in New York. The image reflects the reading of the Declaration on July 9, 1776. The image was reflective of the Revolutionary spirit and atmosphere of patriotism and anti-British sentiment.

For more information, visit:

<http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/BattleJoined/ExhibitObjects/>

John ID# <http://hdl.loc.gov/loc.pnp/cph.3a06137>

## The Declaration of Independence

*When in the Course of Human Events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them... they should declare the causes which impel [push] them to the separation.*

*The Penguin Guide to the United States Constitution, Richard Beeman, page 3*



## The Declaration of Independence

*We, therefore, the Representatives of the united States of America... solemnly publish and declare, that these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the state of Great Britain is and ought to be totally dissolved.... And for the support of this Declaration... we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.*

*The Penguin Guide to the United States Constitution, Richard Beeman, page 17*

## The Preamble of the 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 defence, 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.*

*The Penguin Guide to the United States Constitution by Richard Beeman, page 21*

## Note-taking Guide

Who is the “we” in the Declaration of Independence?

What do they want?

What phrases tell you that one of the purposes of the Declaration of Independence was for the colonists to separate from the British?

What are five things that the writers of the Constitution were trying to do in order to “form a more perfect union?”

- 1.
- 2.
- 3.
- 4.
- 5.

How is the Constitution supposed to help people who live in the United States?

## Note-taking Guide

### TEACHER KEY

- Who is the “we” in the Declaration of Independence?  
Representatives of the United States
- What do they want?  
Separation, condemnation of monarch, freedom and independence
- What phrases tell you that one of the purposes of the Declaration of Independence was for the colonists to separate from the British?  
Answers will vary but should be quotes “these United Colonies are free and independent states”
- What are five things that the writers of the Constitution were trying to do in order to “form a more perfect union?”  
Establish Justice  
  
Insure Domestic Tranquility  
  
Provide for the common defence  
  
Promote the general welfare  
  
Secure the blessings of liberty to ourselves and our posterity
- How is the Constitution supposed to help people who live in the United States?  
Answers will vary, but students should be able to write about how people will be treated fairly, live peacefully, and live with freedom.

## The Framers of the Constitution

<b>State</b>	<b>Signer</b>	<b>Birth Date</b>	<b>Age at Signing</b>	<b>Occupation</b>	<b>Children</b>	<b>Death Date</b>	<b>Age at Death</b>
Delaware	John Dickinson	Nov. 8, 1732	54	Lawyer, Politician	5	Feb. 14, 1808	75
Delaware	George Read	Sept. 18, 1733	53	Lawyer, Politician	5	Sept. 21, 1798	65
Delaware	Gunning Bedford, Jr.	1747	About 40	Lawyer, Judge	5	Mar. 30, 1812	About 65
Delaware	Jacob Broom	1752	About 35	Surveyor, Legislator, Postmaster	8	Apr. 25, 1810	About 58
Delaware	Richard Bassett	Apr. 2, 1745	42	Lawyer, Army Captain, Politician	2	Aug. 16, 1815 or Sept. 15, 1815	70
Pennsylvania	Benjamin Franklin	Jan. 17, 1706	81	Inventor, Printer, Scientist, Intellect	2	Apr. 17, 1790	84
Pennsylvania	James Wilson	Sept. 14, 1742	45	Lawyer, Supreme Court Justice	7	Aug. 21, 1798	55
Pennsylvania	Gouverneur Morris	Jan. 31, 1752	35	Lawyer, Minister to France	1	Nov. 6, 1816	64
Pennsylvania	Robert Morris	Jan. 31, 1734	53	Businessman, Politician	7	May 8, 1806	72
Pennsylvania	George Clymer	Mar. 16, 1739	48	Merchant, Politician	8	Jan. 23, 1813	73

<i>Pennsylvania</i>	<i>Thomas Mifflin</i>	<i>Jan. 10, 1744</i>	<i>43</i>	<i>Merchant, Army Soldier, Politician</i>	<i>1</i>	<i>Jan. 20, 1800</i>	<i>56</i>
<i>Pennsylvania</i>	<i>Jared Ingersoll</i>	<i>Oct. 27, 1749</i>	<i>37</i>	<i>Lawyer, Politician</i>	<i>4</i>	<i>Oct. 31, 1822</i>	<i>73</i>
<i>Pennsylvania</i>	<i>Thomas FitzSimons</i>	<i>1741</i>	<i>About 46</i>	<i>Merchant, Politician</i>	<i>0</i>	<i>Aug. 26, 1811</i>	<i>About 70</i>
<i>New Jersey</i>	<i>William Livingston</i>	<i>Nov. 30, 1723</i>	<i>63</i>	<i>Lawyer, Politician</i>	<i>13</i>	<i>July 25, 1790</i>	<i>66</i>
<i>New Jersey</i>	<i>William Paterson</i>	<i>Dec. 24, 1745</i>	<i>41</i>	<i>Lawyer, Politician, Supreme Court Justice</i>	<i>3</i>	<i>Sept. 9, 1806</i>	<i>60</i>
<i>New Jersey</i>	<i>David Brearley</i>	<i>June 11, 1745</i>	<i>42</i>	<i>Lawyer, Judge</i>	<i>7</i>	<i>Aug. 16, 1790</i>	<i>45</i>
<i>New Jersey</i>	<i>Jonathan Dayton</i>	<i>Oct. 16, 1760</i>	<i>26</i>	<i>Lawyer, Politician</i>	<i>2</i>	<i>Oct. 9, 1824</i>	<i>63</i>
<i>Georgia</i>	<i>Abraham Baldwin</i>	<i>Nov. 22, 1754</i>	<i>32</i>	<i>Chaplain, Lawyer, Politician</i>	<i>0</i>	<i>Mar. 4, 1807</i>	<i>52</i>
<i>Georgia</i>	<i>William Few</i>	<i>June 8, 1748</i>	<i>39</i>	<i>Lawyer, Politician</i>	<i>3</i>	<i>July 16, 1828</i>	<i>80</i>
<i>Connecticut</i>	<i>Roger Sherman</i>	<i>Apr. 19, 1721</i>	<i>66</i>	<i>Surveyor, Merchant, Lawyer, Politician</i>	<i>15</i>	<i>July 23, 1793</i>	<i>72</i>
<i>Connecticut</i>	<i>William Samuel Johnson</i>	<i>Oct. 7, 1727</i>	<i>59</i>	<i>Lawyer, Politician, University President</i>	<i>11</i>	<i>Nov. 14, 1819</i>	<i>92</i>
<i>Massachusetts</i>	<i>Nathaniel Gorham</i>	<i>May 27, 1738</i>	<i>49</i>	<i>Merchant, Politician</i>	<i>9</i>	<i>June 11, 1796</i>	<i>58</i>
<i>Massachusetts</i>	<i>Rufus King</i>	<i>Mar. 24, 1755</i>	<i>32</i>	<i>Lawyer, Politician</i>	<i>7</i>	<i>Apr. 29, 1827</i>	<i>72</i>

Maryland	James McHenry	Nov. 16, 1753	33	Surgeon, Poet, Politician, Secretary of War	5	May 3, 1816	62
Maryland	Daniel of St. Thomas Jenifer	1723	64	Justice of the Peace, Politician	0	Nov. 16, 1790	67
Maryland	Daniel Carroll	July 22, 1730	57	Tobacco Planter, Politician	2	May 7, 1796	65
South Carolina	John Rutledge	1739, probably in Sept.	48	Lawyer, Politician, Judge	10	July 18, 1800	60
South Carolina	Pierce Butler	July 11, 1744	43	Cotton and Rice Planter, Politician	8	Feb. 15, 1822	77
South Carolina	Charles Cotesworth Pinckney	Feb. 25, 1746	41	Lawyer	4	Aug. 16, 1825	79
South Carolina	Charles Pinckney	Oct. 26, 1757	29	Lawyer, Politician	3	Oct. 29, 1824	67
New Hampshire	John Langdon	June 26, 1741	46	Merchant, Politician	2	Sept. 18, 1819	78
New Hampshire	Nicholas Gilman	Aug. 3, 1755	32	Army Soldier, Politician	0	May 2, 1814	58
Virginia	James Madison	Mar. 16, 1751	36	Politician, President of the United States	0	June 28, 1836	85
Virginia	George Washington	Feb. 22, 1732	55	Army General, Farmer, President of the United States	0	Dec. 14, 1799	67
Virginia	John Blair	1732	About 55	Lawyer, Politician, Supreme Court Justice	2	Aug. 31, 1800	About 68



<i>New York</i>	<i>Alexander Hamilton</i>	<i>Jan. 11, 1755</i>	<i>32</i>	<i>Army Soldier, Lawyer, Secretary of the Treasury</i>	<i>8</i>	<i>July 12, 1804</i>	<i>49</i>
<i>North Carolina</i>	<i>Hugh Williamson</i>	<i>Dec. 5, 1735</i>	<i>51</i>	<i>Minister, Math Professor, Doctor, Politician, Scientist</i>	<i>2</i>	<i>May 22, 1819</i>	<i>83</i>
<i>North Carolina</i>	<i>Richard Dobbs Spaight</i>	<i>Mar. 25, 1758</i>	<i>29</i>	<i>Army Soldier, Politician</i>	<i>3</i>	<i>Sept. 6, 1802</i>	<i>44</i>
<i>North Carolina</i>	<i>William Blount</i>	<i>Mar. 26, 1749</i>	<i>38</i>	<i>Landowner, Politician</i>	<i>8</i>	<i>Mar. 21, 1800</i>	<i>50</i>
<i>Rhode Island</i>	<i>No Delegates</i>						



State:

Handout #8

The Framers of the Constitution

Name of Framer	Quote	What ideas are represented in this quote?

<i><b>Name of Framers</b></i>	<i><b>Quote</b></i>	<i><b>What ideas are represented in this quote?</b></i>

One last question: What makes your framers unique? In other words, what makes them different from the “regular people” they represented? What separates them from the country they broke away from?

## Teacher Notes on Portraits of Framers of Constitution

**Hyperlinks to images for each of the  
framers of the Constitution  
can be found in the section named  
Resources and Works Cited  
of this Curriculum guide.**

## Teacher Guide

- Explain to students that the U.S. Constitution required a series of compromises between the delegates from the various states.
- When the delegates from each state met in Philadelphia to debate a new Constitution, one of the major disagreements involved how much say each of the thirteen states should receive under a new government.
- The largest state, Virginia, had more than ten times the population of the smallest state, Delaware.
- Under the Articles of Confederation, the system of government the Continental Congress established during the Revolutionary War, each state received one vote, regardless of population.
- At the Constitutional convention, larger states like Virginia and Pennsylvania argued that representation should be determined by population. Smaller states like Delaware feared that a switch to representation by population would drown out their voice and influence, and suggested they would leave the convention rather than agree to such a change.
- To illustrate the significance of the debate, it might help to draw a comparison to the situation today, where California's population of more than 37 million people is much larger than Wyoming, which has just over half a million residents.
- For context on this topic, read ***Penguin Guide to the Constitution***, pp. 154-55, which addresses Article I, Sections 2 and 3 (on pp. 22-25).

Next, divide students into groups where each group represents a state.

- Assign half of the groups to play the role of larger, more populous states (Virginia, Pennsylvania, Massachusetts) while the other half should play smaller states (Delaware, Rhode Island, New Jersey).
- Tell students to discuss and answer questions on **Handout #9**. The groups should discuss how the people of their state might feel about the two proposals (representation by population and equality of states).
- Concepts such as fairness and equality should guide the discussions.
- Each group might make a list of points in favor of their position, or perhaps produce a poster to creatively illustrate their arguments.

Finally, facilitate a broader classroom discussion on the varying points of view, and ask students how the disagreement might be resolved to ensure both the small and large states are satisfied enough to agree to the new Constitution.

- Steer the discussion toward the concept of compromise.
- Explain how the delegates managed to compromise by developing a bicameral legislative branch with a House of Representatives (where the number of seats each state receives is determined by its population) and a Senate (where each state is treated equally and receives two seats).
- A very brief excerpt from the ***Penguin Guide to the Constitution*** (Article I, Sections 2 and 3) might illustrate how the founders wrote this compromise into the document.

## Student Constitutional Convention Activity

Instructions: Your job is to represent one of the states present at the Constitutional Convention. You should consider information about the size and population of your state in discussing and answering the following questions. Be prepared to make a statement to your class that represents the interests of your state.

Do you represent a large or small state (in terms of geographic size and population)?

Do you think the number of people in your state should affect how many votes your state gets in the federal government? If so, why?

Do you think all states should be represented equally in the federal government? If so, why?

How do you think the interests of large or more populous states can be balanced against the interests of small or less populous states?



## Teacher Notes on the Amendment Process

- To begin a lesson about how amendments are added to the Constitution, explain the general process using these points:
- Framers of the Constitution knew that it was not a perfect document, and they wanted to make sure that future generations would be able to change it.
- Amendments are additions to the Constitution or changes to the existing document
- There are a few ways to change the Constitution, but the most common way is to start in Congress
- The first step is for a member of Congress to propose an amendment
- The second step is that 2/3 of Congress have to vote on the amendment to approve it
- After Congress approves of it, then the amendment is sent out to the states
- $\frac{3}{4}$  of all states have to approve, or “ratify” the amendment
- And once the states ratify it, then it becomes added to the Constitution
- The first ten amendments were added to the Constitution very soon after the Constitution was signed. Together, all ten amendments are called the Bill of Rights.
- The Bill of Rights are very important amendments that protect individual rights, like free speech.
- Amendments have continued to be added to the Constitution. Some of the most famous amendments are the 14<sup>th</sup> Amendment (defining citizenship and equal protection under the law), the 19<sup>th</sup> Amendment (guaranteeing women the right to vote), and the 26<sup>th</sup> Amendment (giving the right to vote to 18-year-olds).

## Student Amendment Process Guide

**Directions:** Your job is to develop potential amendments to the Constitution. To start, you may want to briefly review existing amendments. Notice that they tend to be short and concise. Make sure your amendment follows that format.

**Step 1:** As a group, brainstorm ideas for your amendments. Discuss all proposals, and then decide on the best one.

**Step 2:** Prepare to present your amendment to the class. Appoint a spokesperson to propose the amendment. Make a 1-2 minute presentation that presents the text of the amendment and offer a couple of arguments for why the class should approve of it to improve the existing Constitution.

**Step 3:** Now that the class has heard all of the proposed amendments, you will represent either the U.S. House of Representatives or the Senate. Each group's spokesperson(s) will be given up to 2 minutes to present their amendment and their brief arguments in its favor. Following each presentation, members of the House or Senate can briefly comment for or against the amendment. Their comments should focus on the potential advantages or drawbacks of the amendment and its effects on the country.

**Step 4:** Vote for the amendments. If the votes in favor amount to less than  $\frac{2}{3}$  of the total votes (such as 9 of 15 votes), the amendment immediately fails, and you should proceed to the next amendment. If the votes in favor amount to  $\frac{2}{3}$  of the total votes, repeat this voting step on the Senate side of the class. If the votes in favor of that amount to less than  $\frac{2}{3}$  of the total votes, the amendment immediately fails, and you should proceed to the next amendment. If the amendment gains more than  $\frac{2}{3}$  of the Senate votes in its favor, proceed to the next step.

**Step 5:** If any amendment receives at least  $\frac{2}{3}$  of votes in both the House and the Senate, it goes to the states for ratification. You are now on break from their House and Senate jobs, and will briefly each represent a state legislature. Now it's time to vote as a state representative in support of the amendment. If the votes in favor amount to less than  $\frac{3}{4}$  of the total votes, the amendment is defeated. If it receives at least  $\frac{3}{4}$  of the total votes, it is considered to be ratified and becomes law, and the 28th Amendment to the U.S. Constitution.

## Student Amendment Questions

- What did you learn about amendments and the ratification process?
- How did you feel when amendments were defeated, even if they received the support of a majority in Congress and/or the state legislatures? Isn't democracy about the will of the majority?
- Why did the framers make it so difficult and set such a high bar in order for amendments to become law?

## Student Amendment Questions TEACHER KEY

- What did you learn about amendments and the ratification process?
- That it is extremely difficult to amend the Constitution. This should illustrate why out of the hundreds of amendments that have been proposed since 1787, only 27 have succeeded in becoming part of the Constitution, and 10 of those were the Bill of Rights passed soon after the framing.
- How did you feel when amendments were defeated, even if they received the support of a majority in Congress and/or the state legislatures? Isn't democracy about the will of the majority?
- Many of the framers were suspicious of majorities, whether they be a majority of Americans, or a majority of the states. For example, large states and small states each feared the other might try to gang up on them, while states with large numbers of slaves feared that a majority of the other states might propose an amendment ending slavery, which could hurt their economic interests.
- Why did the framers make it so difficult and set such a high bar in order for amendments to become law?
- To prevent simple majorities in either the Congress or the states from changing the document they had arrived at after a lot of thought, compromising, and painstaking work; To ensure that only the changes considered overwhelmingly popular, important and necessary became the law of the land.

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## About Cal Humanities:

Cal Humanities is an independent, non-profit organization dedicated to promoting a greater understanding of the human condition. We produce, fund, and support cultural experiences in media, literature, discussion programs and more. Through engaging and inspiring work, we encourage our audiences to learn more, dig deeper, and start conversations that matter to create a State of Open Mind. To learn more about us, please visit [www.calhum.org](http://www.calhum.org)

## About California History-Social Science Project:

Headquartered in the Department of History at the University of California, Davis, the California History-Social Science Project (CHSSP) is a K-16 collaborative—informing classroom practice through scholarly research and directing that research to meet the real-life needs of California’s teachers and their students. A special focus of their work has been meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities in order to reduce the achievement gap. For additional information, please visit <http://csmp.ucop.edu/chssp>

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