



## Educator Guide for Lesson 6.5 “Should We Ratify?”

### Unit 6: Establishing Government

#### Lesson Objectives

- Students will analyze secondary sources to compile evidence and decide whether New Hampshire should become the ninth state to ratify the U.S. Constitution.
- Students will write a C-E-R paragraph that makes a claim that answers the question, states evidence, and explains their reasons.
- Students will discuss the historical outcome of the New Hampshire ratifying convention and ratification of the U.S. Constitution.

#### Lesson Competencies

- I can analyze different accounts of the same event or topic, and note differences in information presented, authors’ points of view, or text types, such as primary and secondary sources. (ELA 3)
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. (ELA 6)
- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas. (ELA 7)

#### Essential Questions

How has New Hampshire come to be the way it is?  
How has New Hampshire impacted the nation?

#### Focus Questions

What are the foundational principles of our government?  
Why is compromise necessary for effective government?

#### Estimated Time

Four to five 40-minute class sessions, breaking as necessary

#### Materials & Equipment

“Washington as Statesman at the Constitutional Convention, 1787” for projection  
Definition of “ratify” for projection  
Class set of “Welcome to the New Hampshire Ratifying Convention!” worksheet  
Class set of Evidence Packets “Yes” and “No”  
Class set of “Decision Time!” worksheet with “Rubric for C-E-R Paragraph “Should We Ratify?” on the back  
Class set of “Claim, Evidence, Reasoning Paragraph HINT Sheet”  
“Preparing for the Convention” worksheet as needed  
“New Hampshire Becomes the Ninth State, 1788” for projection  
“Quick Connect” for projection



## Educator Introduction & Rationale

Ratification of the U.S. Constitution was not a given in 1788 when the writing of it was complete. Delegates to the Constitutional Convention were originally intended to revise the Articles of Confederation, the first government of the new country, but it became obvious that it did not have a strong enough central government to be effective. The delegates therefore took it upon themselves to throw out the Articles and create a new government, although they did so secretly. In comparison with the Articles of Confederation, the U.S. Constitution had an executive branch and a much stronger federal government with powers over the states. Some viewed this as necessary while some thought it an overreach of power, which set up the debate over ratification.

In the months after the Constitutional Convention, the debate about whether to ratify the U.S. Constitution raged throughout the 13 states. Some supported it wholeheartedly, a few rejected it outright, and many were split. Leading political thinkers wrote essays published in newspapers: Federalists were those who supported the Constitution and a strong federal government, while Anti-Federalists did not due to their concerns about the suppression of individual and states' rights.

This lesson is the fifth lesson in Unit 6: Establishing Government. It cannot stand alone from the unit as thinking about ratification requires an understanding of the political ideas and history of the time. If all unit lessons cannot be completed, lessons 6.1: "Our Constitutions" and 6.3: "Constitutional Compromise" are particularly recommended. In this lesson, students consider the historical setting of ratification, read ideas urging support and rejection of ratification, then write a C-E-R paragraph for the New Hampshire ratifying convention. They then participate in the state convention to decide whether New Hampshire should be the ninth state to ratify the Constitution, thereby creating the United States.

C-E-R paragraphs are a technique that lays out how to write using a Claim, pieces of Evidence to support the claim, then Reasoning to explain why the evidence supports the claim. They are an essential stepping skill for students to develop nonfiction analysis writing. C-E-R paragraphs are used frequently in science classes as students collect and explain data, but can and should be part of other courses as well. The organizational structure is clear for students and helps them make the important connection between listing evidence that supports a claim and then explaining the evidence, which they will later call "analysis." Students also use the C-E-R technique in lesson 5.5: Who Took Part in the Revolution?

**Teaching tips:** Although there are multiple methods to scaffold learning within the lesson, accessing the arguments for and against ratification can be challenging for students. Consider having students read just one side of the argument if students need the lesson broken down further. More time spent with the answer keys can also support learning. If students need practice with understanding the vocabulary word **persuade**, there is a vocabulary activation for use in lesson 16.5: "DBQ on the New Hampshire Primary."

A reinforcement activity helps students process the two clauses in the U.S. Constitution with which Anti-Federalists had the most concern. Two extension activities delve deeper into the supremacy clause and into the addition of the Bill of Rights. Please adapt all the material in this lesson, as necessary, to meet the needs of the learners in your classroom. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to review these with your students.



## Learning Activity

### Activation

**What now?** Help students put themselves in the place of the delegates who wrote the U.S. Constitution. Project “Washington as Statesman at the Constitutional Convention, 1787” to help them imagine being there. Create a scene for them, using this information:

- Delegates from most states met for months to write the Constitution, from mid-May 1787 to September 17, 1787.
- The meeting to write the Constitution was called the Constitutional Convention.
- They met in a room in Philadelphia. There were 30 to 55 delegates on any given day, depending upon sickness, disagreement, and family matters.
- The weather that summer was incredibly hot and humid. There was no air conditioning!
- The framers agreed to keep the meetings secret so that people could openly debate and change their minds.
- This meant that the windows were always kept closed. The framers also wore formal suits because of the seriousness of the occasion and rarely took their jackets off. They were very hot.
- They stayed in private homes or boardinghouses and promised not to speak at night of what they had talked about in the meeting.
- There was debate and disagreement about the Constitution. Only 39 of 55 of the delegates signed it in September, some because they disagreed with it and some because they had left.
- Two days after they finished meeting, the full text of the Constitution was published in a Philadelphia newspaper, and newspapers all over the country followed suit.

Discuss with the class what should happen now. At an appropriate place in the discussion, project and review the definition of **ratify**. Questions to consider:

- There are 13 states. How many of them should need to ratify the constitution to make it law?
- Should the people vote, or should they have representatives vote?
- How much debate should there be about the Constitution now?
- Should the people who don't support it have a voice?
- Can it still be changed, or does it have to be accepted or rejected as is?

Guide the discussion to help students understand the difficulties of ratification. Once students do, inform them:

- The framers decided that 9 of 13 states have to ratify the Constitution to make it law.
- Each state will decide whether and when to hold a state convention (meeting) to vote on whether to ratify the Constitution. Counties will send representatives.
- Until each state holds its convention, there will be debate in newspapers and throughout the states about the Constitution.



**Guided  
Practice &  
Summative  
Assessment**

**Class convention.** Students now need to prepare for the New Hampshire ratifying convention, which will be held in two weeks on June 18, 1788. They are going to read viewpoints of the people who supported ratification of the Constitution and people who didn't. They will have to decide for themselves whether to ratify it and write a persuasive C-E-R paragraph showing their point of view. The class will then hold a convention to debate and decide about ratification.

Give students the evidence packets so they can read and evaluate the evidence for and against ratifying the Constitution. Students can work in pairs or groups, but they should have a way of checking their work before proceeding to the reasoning. Decide for your class whether you will give them all the evidence at once or will divide up the "Yes" and "No" evidence packets so that the task is less overwhelming. Let students reference answer keys as appropriate.

**Developing the arguments.** When students have completed the evidence packets and are ready for applying the knowledge, distribute and review "Decision Time!" and "Claim, Evidence, Reasoning HINT Sheet." Use the "Rubric for C-E-R Paragraph: Should We Ratify?" to help students envision an Above Standard piece of writing.

**Teaching tips:**

- While developing their evidence and reasoning, consider whether you would like students to provide reasoning for each piece of evidence separately, or for the evidence as a whole.
- Depending on your class schedule, use this as an opportunity to draft, edit, and rewrite a piece of nonfiction writing. Be clear on timing and expectations in your process.
- Ideally, students will type the final paragraph but use "Preparing for the Convention" if computers are unavailable.

**Guided  
Practice &  
Discussion**

**June 18, 1788: New Hampshire Convention on the U.S. Constitution.** When students are ready to present their arguments, convene your class convention. Decide how you will arrange your delegates and how much time for debate you will allow. Students can signal their point of view early and work together in teams to present their arguments or they can speak individually and have the class learn one-by-one how the vote will go.

Reinforce with students that their vote could cause New Hampshire to be the deciding vote in adopting a new government for the United States of America. In fact, Virginia's convention started meeting earlier than New Hampshire's, on June 2, 1788, but then debated the merits of the constitution until ratification on June 25, 1788. New Hampshire had already debated ratification, so when they met on June 18, 1788, they decided to ratify in a speedy three days, becoming the ninth state to ratify the U.S. Constitution on June 21, 1788. Did your class ratify the Constitution as well?



## Reflection

**The federal pillars.** As states throughout the nation ratified the Constitution, cartoonists of the day published drawings in newspapers showing states lining up as pillars that support the forthcoming nation. Project “New Hampshire Becomes the Ninth State, 1788” and use Quick Connect questions, if desired, to observe it with students. Note with students that the letters “f” and “s” were interchangeable in newspapers during this time. What do they think about the caption “United We Stand—Divided We Fall”?



## Reinforcement

1. **Vocabulary illustrations.** Have students use the “Vocabulary Illustrations” worksheet to examine further the definitions of the supremacy and necessary and proper clauses.

## Extension

1. **The Bill of Rights.** To explore what actually occurred with the Bill of Rights, convey the following information about the historical background of the Constitution and the Bill of Rights.
  - After New Hampshire and Virginia became the ninth and tenth states to ratify, it was clear that not only would the Constitution become law but also that there was widespread concern about overreaching federal power.
  - On July 26, 1788, New York ratified, followed by North Carolina on November 21, 1789, and Rhode Island finally on May 29, 1790.
  - Many states had significant concerns about the Constitution and ratified only on the promise of a Bill of Rights being attached to the document.
  - After election of the president and Congress, the First Congress met in March 1789.
  - During the first session, James Madison (the principal author of the U.S. Constitution, who wrote under the pen name “Publius”) argued for the addition of the Bill of Rights to the Constitution.
  - It was proposed and ratified by three-fourths of the state conventions, becoming law on December 15, 1791.

Have students discuss or reflect in writing whether the class’ experience matches with history or where it differed. Why do students think that is so? Were the framers right or not?

2. **Supremacy clause on cell phones.** Use the worksheet “Who Gets the Call?” to explore the supremacy clause with students.
3. **Madison’s proposal of the Bill of Rights.** Read the edited selection of James Madison’s speech proposing a Bill of Rights be added to the U.S. Constitution at the First Congress in 1789. Have students consider the discussion questions below:
  - What does it mean to have a pro-Constitution writer make this speech in support of his colleagues who had not wanted the Constitution ratified?
  - What reasons does he give for supporting the Bill of Rights?
  - Do students think his view of the importance of unity in the nation is relevant today? Why or why not?



## Supporting Materials

New Hampshire Becomes the Ninth State, 1788. Source: The New Hampshire Historical Society

Junius Brutus Stearns, Washington as Statesman at the Constitutional Convention, 1787, ©Virginia Museum of Fine Arts

Sources for setting the scene for the Constitutional Convention and Bill of Rights information:

- "Behind the Scenes in 1787: Secrecy in the Heat," *New York Times*, Monday, May 25, 1987.  
[timesmachine.nytimes.com/timesmachine/1987/05/25/622287.html?pageNumber=8](http://timesmachine.nytimes.com/timesmachine/1987/05/25/622287.html?pageNumber=8)
- *Introduction to the Constitutional Convention* and *The Six Stages of Ratification* from Teaching American History, [teachingamericanhistory.org/resources](http://teachingamericanhistory.org/resources)
- *Bill of Rights (1791)* from the National Archives, [www.ourdocuments.gov/doc.php?flash=false&doc=13](http://www.ourdocuments.gov/doc.php?flash=false&doc=13)

Sources for Federalist and Anti-Federalist quotes (details in Appendix):

- Teaching American History
- Library of Congress
- The Avalon Project, Yale Law School

iCivics.org: [www.icivics.org/teachers/lesson-plans/federalist-debate-hs](http://www.icivics.org/teachers/lesson-plans/federalist-debate-hs). Excellent source for ideas on teaching the Federalist/Anti-Federalist debates, materials intended for middle or high school.



## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that after the revolution, the United States of America established a federal government; colonies established state governments. They will understand that the New Hampshire State Constitution established the basic structure of government for the state and created laws to protect the people and interests of the state. (3-5.T3.2)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)
- ✓ Effective Historical Thinking (3-5.S3.1, 3-5.S3.2)
- ✓ Understanding and Participating in Government (3-5.S6.1, 3-5.S6.2)

### New Hampshire Social Studies Frameworks:

- ✓ Civics and Governments: The Nature and Purpose of Government (SS:CV:4:1.1, SS:CV:4:1.2)
- ✓ Civics and Governments: Rights and Responsibilities (SS:CV:4:4.1)
- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.2)
- ✓ US / NH History: World Views and Value systems and their Intellectual and Artistic Expressions (SS:HI:4:3.1)

### NCSS Thematic Strands:

- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 5: Individuals, Groups, and Institutions
- ✓ Theme 6: Power, Authority, and Governance
- ✓ Theme 10: Civic Ideals and Practices

### C3 Frameworks:

- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Civic and Political Institutions (D2.Civ.1.3-5, D2.Civ.2.3-5, D2.Civ.3.3-5, D2.Civ.4.3-5, D2.Civ.5.3-5)
- ✓ Participation and Deliberation (D2.Civ.8.3-5, D2.Civ.9.3-5, D2.Civ.10.3-5)
- ✓ Processes, Rules, and Laws (D2.Civ.11.3-5, D2.Civ.12.3-5, D2.Civ.14.3-5)
- ✓ Change, Continuity, and Context (D2.His.3.3-5)
- ✓ Perspectives (D2.His.4.3-5, D2.His.5.3-5, D2.His.6.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5, D2.His.17.3-5)
- ✓ Developing Claims and Using Evidence (D3.3.3-5, D3.4.3-5)

### Common Core ELA:

- ✓ Key Ideas and Details in Informational Text (RI.4.1, RI.4.3)
- ✓ Craft and Structure in Informational Text (RI.4.4)
- ✓ Integration of Knowledge and Ideas in Informational Text (RI.4.8)
- ✓ Range of Reading and Level of Text Complexity in Informational Text (RI.4.10)
- ✓ Text Types and Purposes in Writing (W.4.1, W.4.1a, W.4.1b, W.4.1d, W.4.2e)
- ✓ Production and Distribution of Writing (W.4.4)
- ✓ Research to Build and Present Knowledge (W.4.9, W.4.9b)
- ✓ Range of Writing (W.4.10)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1a)
- ✓ Conventions of Standard English in Language (L.4.2, L.4.2a, L.4.2d)
- ✓ Vocabulary Acquisition and Use (L.4.6)





## Lesson Vocabulary

<b>amend</b>	(verb) To revise or change
<b>amendment</b>	(noun) An addition to an existing document; in the U.S. Constitution, the amendments come after the original document
<b>bill of rights</b>	(noun) A document that contains a list of freedoms to protect; in the U.S. Constitution, the Bill of Rights is the first 10 amendments
<b>branch of government</b>	(noun) A section of government with its own purpose; the U.S. government has three sections of the government with different responsibilities that support each other to create, examine, and enforce laws
<b>central government</b>	(noun) The center or federal government of a group of states; the U.S. central government is in Washington, D.C.
<b>constitution</b>	(noun) A document laying out the rules for how a government will work
<b>dictator</b>	(noun) The ruler of a nation or people who has absolute power
<b>federal</b>	(adjective) The central government of a group of states; the U.S. federal government is in Washington, D.C.
<b>government</b>	(noun) A group of people that have the power to make and carry out laws for a community
<b>liberty</b>	(noun) The freedom to exercise your rights in a community
<b>necessary and proper clause</b>	(noun) A phrase in the United States Constitution that says that the central government can make all laws it thinks are necessary and good in order to run the nation
<b>persuade</b>	(verb) To cause something to happen through asking, giving reasons, or arguing
<b>ratify</b>	(verb) To make legal by signing or giving permission
<b>supremacy clause</b>	(noun) A phrase in the United States Constitution that says that the Constitution and any law made in the central government is more powerful than state laws