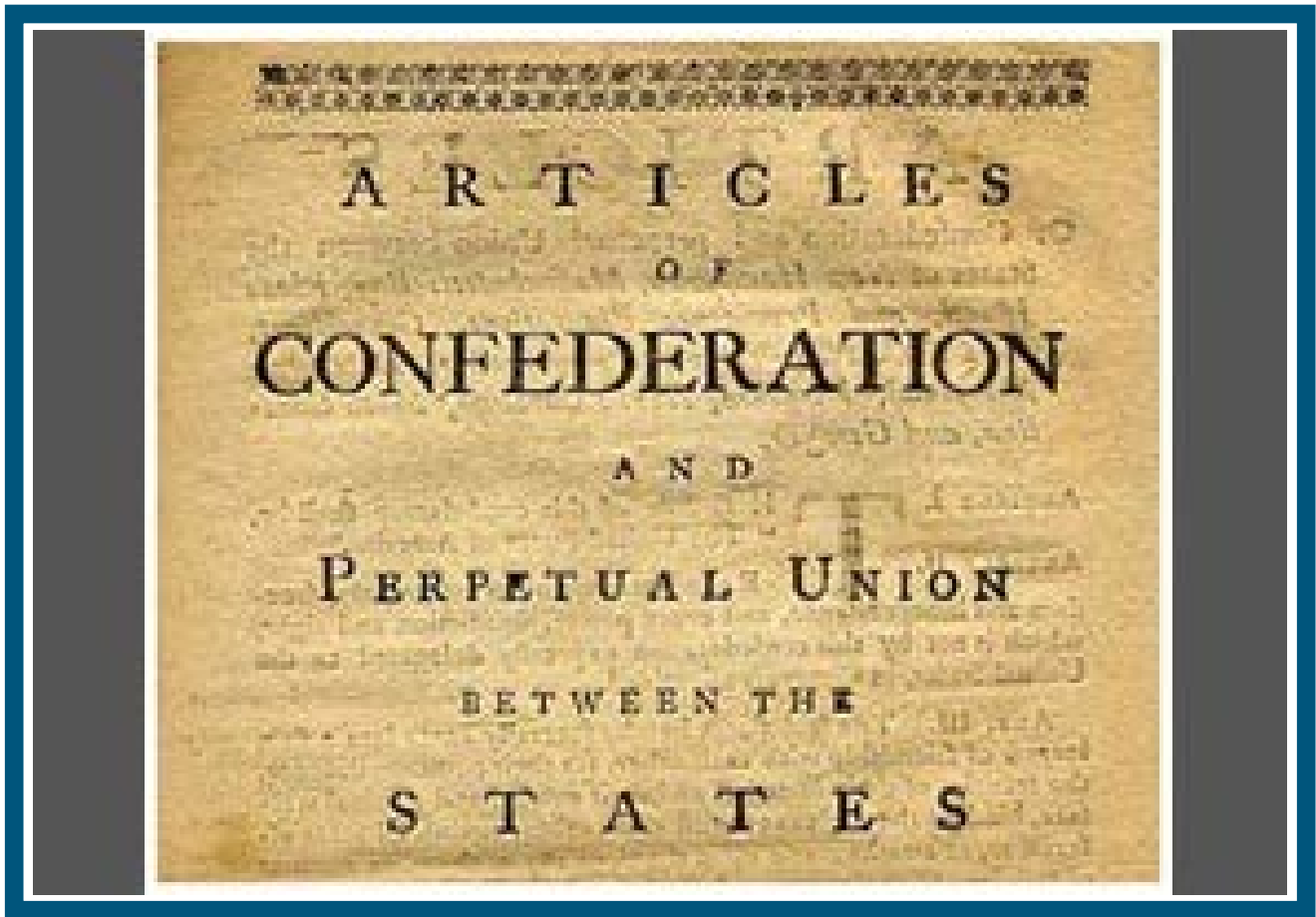

What Happens When People Don't Like The Rules They Are Forced To Follow?



Supporting Questions

1. Under the Articles of Confederation what happened if citizens wanted to change laws?
2. Under the Constitution what happened when citizens wanted to change laws?
3. How did citizens gain individual rights?

NORTHERN MICHIGAN INQUIRY HUB

5th Grade Inquiry

What Happens When People Don't Like the Rules They Are Forced to Follow?

Michigan Content Expectations:	<p>5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.</p> <p>5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.</p>
Staging the Compelling Question:	<p>New Classroom Rule (Simulation of a law being declared): remove your shoes before entering my classroom.</p>

Supporting Question 1
<p>Under the Articles of Confederation what happened if citizens wanted to change laws?</p>
Formative Performance Task
<p>Rank the top 3 problems with the Articles of Confederation. #1 being the biggest problem.</p>
Featured Sources
<p>Open Book Articles of Confederation video Khan Academy Chart Khan Academy Video</p>

Supporting Question 2
<p>Under the Constitution what happened when citizens wanted to change laws?</p>
Formative Performance Task
<p>Arrange (cards) steps of a bill becoming a law into the correct order.</p>
Featured Sources
<p>Infographic History Channel Video icivics Amendment guide</p>

Supporting Question 3
<p>How did citizens gain individual rights?</p>
Formative Performance Task
<p>Write a paragraph explaining why the Bill of Rights were important to citizens.</p>
Featured Sources
<p>Open Book Bill of Rights Youtube Bill of Rights Video</p>

Summative Performance Task	<p>Argument: What happens when people don't like the rules they are forced to follow? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.</p>
-----------------------------------	---



Overview

Many times 5th graders are overwhelmed with the learning that has to be accomplished regarding the constitution. The structure, function and flexibility of the document that makes up the United States brand of government is quite complex. This inquiry intentionally introduces the Articles of Confederation so that students gain an understanding of why a new constitution or form of government was needed. Students are informed on the process citizens, representative and “officials” had to progress through under the direction of the articles to reveal its ultimate dysfunction. The Constitution’s process of a bill becoming a law, and the idea of a centralized government is brought about in second portion of this inquiry. The shift in process of changing a law is also brought to light so that students gain an understanding of constitutional action and benefit of citizen involvement. Lastly, in the final portion of the inquiry, the Bill of Rights reveals to students the ways in which personal and individual freedoms are defined and protected under the Constitution. This is a great example of how the Constitution was engaged and people changed things they didn’t like about society.

Staging the Compelling Question

Announce the following as a new classroom rule (law): Remove shoes/boots before entering my classroom. I have my reasons for this. You are tracking mud and snow in constantly. I know it might smell, but I believe this is best for the majority. This rule and its implementation and potential amendment is a simulation based additional daily performance task. Each supporting question will have a connected idea to the new rule: why it was implemented, what the problem(s) is/are with the rule and the system of implementation, connecting the change to the Constitution and its process of lawmaking to our classroom setting (running a lawmaking simulation about said rule), and lastly, letting students gain back the “right” to wear the shoes/boots by way of guided simulation of an amendment to current classroom rules.

Supporting Question 1 - Overview

Students will learn the initial form of government that the United States used after it became an independent country. The Articles of Confederation set things in motion as far as self-rule was concerned, but it had many shortcomings that students will enjoy exploring. The process of changing a law was incredibly difficult, leading to great discussion and understanding of why something had to change and how people eventually wanted something else to use as their form of government.

Supporting Question 1 - Featured Source A

Creating a New Nation

It's hard to imagine the United States of America without a national government. That's how our country began! While the War of Independence was being fought against Britain, the colonists were using the Declaration of Independence to establish smaller "state governments" with their legislators, governors, and their own constitutions.

In 1777 the Continental Congress proposed a plan for a new government called The Articles of Confederation. This plan was ratified in 1781. A Confederation is a group of states that become united for one or more reasons. In the document, the new government called itself a 'league of friendship'. It provided for a central government that was weaker than the state governments. This led to problems and arguments between and among the new states.

The colonists did not want a strong central government because of their experience with the unlimited power under British rule and the King. Because of this fear, the Articles of Confederation were written and ratified as a national government as long as power was limited. It was set up as republic, or a system where people elect representatives to run the country.

In a republican system of government, birthright or heredity do not decide who leads or rules the country. Instead, the new republic was based on the core democratic value of popular sovereignty, which meant the people held the power. The people elected representatives to make decisions for the running of the government, maintaining everyone's voice as they served the people. If the representatives didn't listen to the people, they would be voted out of office.

The Articles of Confederation: The First National Government

As this new American Government under the Articles of Confederation began to grow there were some advantages, but there were many more disadvantages. The new government consisted of all thirteen states. The Continental Congress sent delegates to the government and each state had one vote. To pass, major laws needed nine of the thirteen states to agree. There was neither a king nor a president. The Confederation lasted eight years, from 1781-1789. It was an uncommon government for its time because it had a written constitution and no ruler. That in itself was a new idea!

The 13 states had loose ties under the Articles of Confederation. But, in general, each state ruled itself. There was a Congress, where each state had one vote. There was a President of Congress, John Hanson, who led that group. But there was no president in an executive branch to enforce the decisions made by Congress. And there were no national courts to interpret the laws. Congress had limited powers. It could declare war, make treaties, settle serious disagreements between states. It did not have the power to tax the people. It could ask the states for money to pay national debts, but it could not force the states to pay. And many states did not pay. Congress could pass a law if nine out of the thirteen states agreed, but it had no power over the state or its citizens to enforce the laws. The new congress could print money, but so could each state. And as far as a national defense, congress could not raise an army without permission from the states.

The land north of the Ohio River Valley was called the Northwest Territory. In 1787 the Northwest Ordinance set a plan for new states to form and join the union. The new states had freedom of religion, the right a fair trial, but could not own slaves.

Despite the fact that Northwest Ordinance set up a governing plan for the new Territory and the formation of

NORTHERN MICHIGAN INQUIRY HUB

new states to the union, the Articles of Confederation were not the best plan for the new Nation.

Shays' Rebellion, Another Effect of the Articles

After the Revolutionary War, many Americans could not pay their bills unless they had gold. Most farmers borrowed money to farm and pay taxes. Many could not pay their debts and went to jail or lost their farms. Many of these farmers were Revolutionary War veterans who were never paid for their service. The farmers in Massachusetts started a rebellion against their state government because they could not get a fair price for their crops. Their leader was Daniel Shays, a Revolutionary War captain. He asked the Massachusetts government to “go easy” on the the farmers until they could pay their debts. When the state government ignored his request, his troops conducted raids all over the state. Since there was no national assistance, the Massachusetts state government had to put down the rebellion alone. Shay’s Rebellion showed the leaders of the new states that they needed a stronger national government than was provided for by the Articles of Confederation.

By 1787, many leaders feared that the new country would fall apart without a stronger central government. They called for a meeting of delegates from all of the states. The goal of this second Continental Congress was to make changes to improve the Articles of Confederation. But once the delegates had gathered in Philadelphia, they realized that a bigger change was needed. They wrote a brand-new document called the Constitution of the United States and it became the supreme law of the land, then and now. Let’s look at this important document that you and I live by. ”

Excerpt From: Marlene Bailey, Denise Gallemore, Whitney Holdwick, Karyn Hutchinson, Denise Knapp & Sara Smith. “United States History.” Technology Readiness Infrastructure Grant (TRIG), 2015. Apple Books. <https://books.apple.com/us/book/united-states-history/id1020791777>

Supporting Question 1 - Featured Source B

<https://www.youtube.com/watch?v=C6rHSiN0vKk>



Supporting Question 1 - Featured Source C

<https://www.khanacademy.org/humanities/ap-us-government-and-politics/foundations-of-american-democracy/challenges-of-the-articles-of-confederation/a/challenges-of-the-articles-of-confederation-lesson-overview>

Problems of the Articles of Confederation


Problem	Consequence
The national government could not tax citizens directly, only request money from the states.	The states rarely contributed money, meaning the national government could not pay its debts or fund initiatives.
The national government could not regulate international or interstate trade.	The national government could not stop states from undermining it by making their own trade agreements with foreign nations.
The national government could not raise an army, only request that the states send soldiers.	States could refuse to send soldiers, making it difficult to defend the nation.
Each state only had one vote in Congress, regardless of its population.	The citizens of small states had proportionally more political power than the citizens of large states.
The national government had no executive branch.	The national government had no way of implementing or enforcing its legislative decisions.
The national government had no judicial branch.	There was no effective way to resolve disputes between states, such as competing claims to the same territory.
Passing laws required the approval of nine states, and amending the Articles required the approval of all thirteen states.	It was difficult to get enough consensus to make laws and nearly impossible to fix the Articles themselves.

Supporting Question 1 - Featured Source D

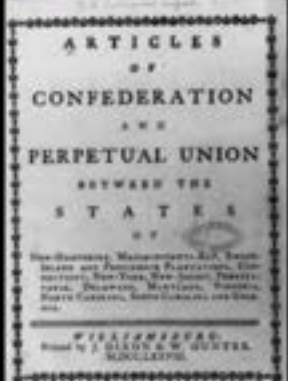
<https://www.youtube.com/watch?v=NfFRNgyQebE>

Search

Articles of Confederation



balance of power
running from monarchy



small central government
1 rep per state -
9 out of 13 states

1776 Second Continental Congress
1775-1783 Revolutionary War
1781-1789 Articles of Confederation in effect
1786 Shays's Rebellion
1787 Constitutional Convention
1789 Ratification of US Constitution

1775 1777 1780 1785 1790

2:08 / 5:13

Supporting Question 2 - Overview

Students will explore the Constitution and its “fixes” for the Articles of Confederation. How a bill becomes a law, how a law is interpreted by the judicial branch, and how new bills can change society by way of the amendment process the constitution outlines.

Supporting Question 2 - Featured Source A

HOW DOES A BILL BECOME A LAW?

1 EVERY LAW STARTS WITH AN IDEA



That idea can come from anyone, even you! Contact your elected officials to share your idea. If they want to try to make it a law, they will write a bill.

2 THE BILL IS INTRODUCED

A bill can start in either house of Congress when it's introduced by its primary sponsor, a Senator or a Representative. In the House of Representatives, bills are placed in a wooden box called "the hopper."



Here, the bill is assigned a legislative number before the Speaker of the House sends it to a committee.

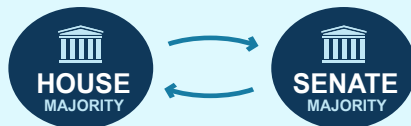
3 THE BILL GOES TO COMMITTEE

Representatives or Senators meet in a small group to research, talk about, and make changes to the bill. They vote to accept or reject the bill and its changes before sending it to:

the House or Senate floor for debate or to a subcommittee for further research.

4 CONGRESS DEBATES AND VOTES

Members of the House or Senate can now debate the bill and propose changes or amendments before voting. If the majority vote for and pass the bill, it moves to the other house to go through a similar process of committees, debate, and voting. Both houses have to agree on the same version of the final bill before it goes to the President.



DID YOU KNOW?

The House uses an electronic voting system while the Senate typically votes by voice, saying “yay” or “nay.”

5 PRESIDENTIAL ACTION

When the bill reaches the President, he or she can:

✓ APPROVE and PASS

The President signs and approves the bill. The bill is law.



The President can also:

Veto

The President rejects the bill and returns it to Congress with the reasons for the veto. Congress can override the veto with 2/3 vote of those present in both the House and the Senate and the bill will become law.

Choose no action

The President can decide to do nothing. If Congress is in session, after 10 days of no answer from the President, the bill then automatically becomes law.

Pocket veto

If Congress adjourns (goes out of session) within the 10 day period after giving the President the bill, the President can choose not to sign it and the bill will not become law.

Supporting Question 2 - Featured Source B



<https://www.youtube.com/watch?v=tyeJ55o3El0>

Supporting Question 2 - Featured Source C



Supporting Question 2 - Featured Source D

Amendment Guide

Name: _____

AMENDMENT ADVANTAGE

Do I have a right? Sure! You've got many, and they're found in the amendments, or additions, to the U.S. Constitution. This handy guide will help you navigate all the rights you'll find in our game. Check it out!



Freedom of Expression

You have the right to communicate and express ideas and opinions—to the government, in the press, and in public, even when your thoughts are controversial or unpopular.



Freedom of Religion

The Constitution protects your right to practice any religion you choose—or no religion at all. It also says that the government can't establish a religion or prefer one faith over another.



Freedom of Assembly

You have the right to gather peacefully with others.



Own Weapons

You have the right to keep and bear weapons.



Not House Soldiers

The government cannot force you to let soldiers into your home or onto your property. It's up to you to decide who you let inside your house!



No Unreasonable Searches

If the police want to search you or your stuff—or take your things—they need a good reason to suspect they'll find evidence of a crime.



Valid Warrant

If the police have a warrant to search or take your stuff, the warrant must show the reason they think your things should be searched or taken. It must also describe exactly where they want to search or what they want to take.



No Double Jeopardy

Once you've been found guilty or innocent, you cannot be put on trial or punished for that same crime again.



Not Testify Against Self

You can't be forced to testify against yourself, either by the police or in court. You have the right to remain silent!



Keep Private Property

The government is only allowed to take away your land if the land will be used for a public purpose. And if they do take your land, the government has to give you a fair price for it.



Due Process

If you're involved in a criminal case, the government can't take your life, liberty, or property without due process of law. That means a fair legal proceeding!



Amendment Guide

Name: _____



Impartial Jury

If you are on trial for a crime, you have a right to a fair and impartial jury.



Representation Right

If you've been accused of a crime, you have the right to a lawyer—even if you can't afford one!



Speedy and Public Trial

If you've been accused of a crime, you have a right to know the charges against you. After that, the government can't keep you waiting forever—or hold your trial in secret! You have the right to a speedy and public trial.



Witness Must Testify

If you've been accused of a crime, you have the right to question the witnesses against you. And if a witness can help your case, you have the right to make that witness testify—even if they don't want to!



No Cruel and Unusual Punishment

If you are guilty of a crime, the judge is not allowed to sentence you to any cruel or unusual punishments. The punishment has to fit the crime; it's your constitutional right!



Reasonable Bail and Fines

The government can't charge an unreasonable amount of money to bail you out of jail. Or if your punishment is a fine, the fine can't be excessive. The bail or fine must fit the crime!



No Slavery

Slavery cannot exist and people can't own or buy or sell other people. This is one of the only constitutional rights that protects against people who are not the government—but only if they are enslaving you!



Equality Under the Law

Everyone—no matter what you look like, how much money you have, or how popular you are—should be treated equally under the law.



Vote Regardless of Race

No matter your race or ethnicity, as a citizen you have the right to vote. So do it!

Vote Regardless of Sex

Women and men have equal rights to an equal vote in all public elections.



Vote at Age 18

Once you turn eighteen, the Constitution guarantees you the right to vote. So start thinking about who you want to vote for!

Supporting Question 3 Overview

Students learn the reason of the Bill of Rights was a necessity to the citizens and they learn the basic definitions and categories of the Bill of Rights. Citizens gained specific individual rights by way of these amendments, and some of the more civil right based amendments also get introduced in this final portion of the inquiry.

Supporting Question 3 Featured Source A

The Bill of Rights

Even after the Constitution was authorized, many people still thought the central government would have too much power. The Bill of Rights was added to the Constitution to guarantee the people of the United States that a strong central government was not a danger to their liberty.

Some states insisted that a Bill of Rights be added to the Constitution. They proposed more than 200 amendments. James Madison weeded out the duplicates. Then he wrote up the most important ideas in 17 proposals. Congress sent 12 of these proposals to the states. In the end, ten were approved. In 1791, they became the first ten amendments to the Constitution. They are called the Bill of Rights. They outline some basic rights of citizens, such as freedom of speech, freedom of the press, and freedom of religion.

This “Bill of Rights” addition was ratified in 1791, three years after the Constitution went into effect, and remains, to this day, one of the most important documents we live by.

Excerpt From: Marlene Bailey, Denise Gallemore, Whitney Holdwick, Karyn Hutchinson, Denise Knapp & Sara Smith. “United States History.” Technology Readiness Infrastructure Grant (TRIG), 2015. Apple Books. <https://books.apple.com/us/book/united-states-history/id1020791777>

Supporting Question 3 Featured Source B



https://constitutioncenter.org/media/files/CK130001_CivicsKids-2013-PAGES-FNL-Lesson3.pdf

Supporting Question 3 Featured Source C

