

MI OPEN BOOK PROJECT

United

Beginnings through Revolution

States

History



Marlene Bailey, Denise Gallemore, Whitney Holdwick
Karyn Hutchinson, Denise Knapp, Sara Smith

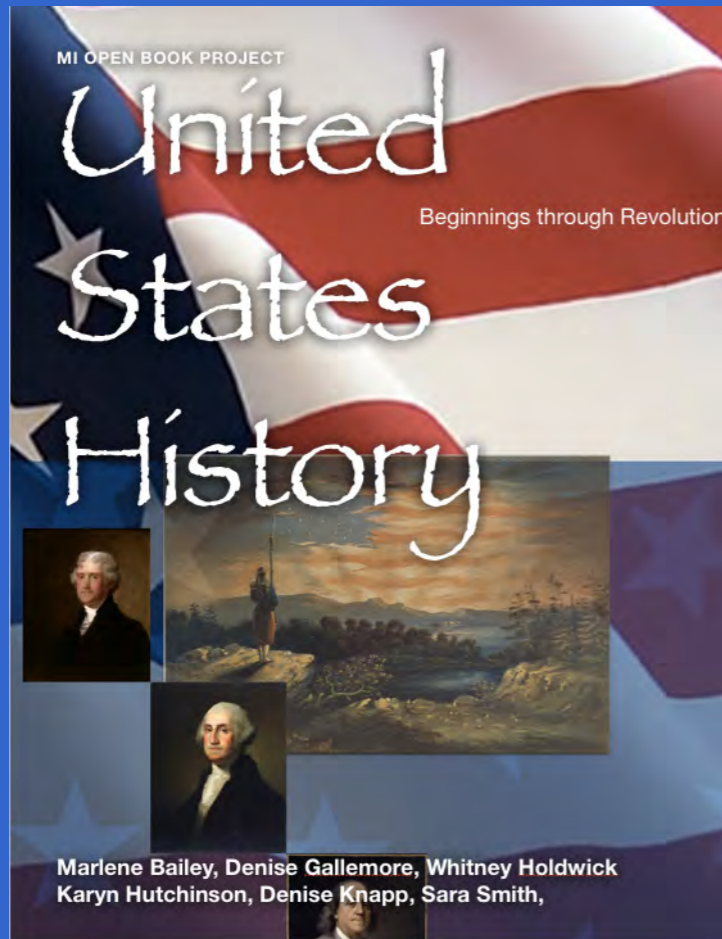


United States History - Beginnings through Revolution



MICHIGAN

OPEN BOOK PROJECT



This is version 1.6.2 of this resource, released in August of 2018.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN
OPEN BOOK PROJECT



MICHIGAN OPEN BOOK PROJECT

The text of this book is licensed under a Creative Commons NonCommercial-ShareAlike (CC-BY-NC-SA) license as part of Michigan's participation in the national #GoOpen movement.

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:



Attribution — You must give **appropriate credit**, provide a link to the license, and **indicate if changes were made**. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



NonCommercial — You may not use the material for **commercial purposes**.

No additional restrictions — You may not apply legal terms or **technological measures** that legally restrict others from doing anything the license permits.



Attribution-NonCommercial-ShareAlike CC BY-NC-SA

The Michigan Open Book Project

Project Manager: Dave Johnson,
Wexford-Missaukee Intermediate School
District

5th Grade Team Editor: Susan Laninga,
Grand Valley State University

5th Grade United States History -
Beginnings through Revolution Authors:

Marlene Bailey, Elk Rapids Public
Schools

Denise Gallemore, Marysville Public
Schools

Whitney Holdwick, Harbor Beach Public
Schools

Karyn Hutchinson, Sault Ste. Marie Area
Public Schools



**MICHIGAN
OPEN BOOK PROJECT**

About the Authors - US History - Beginnings through Revolution



Marlene Bailey

Elk Rapids Public Schools

Lakeland Elementary School

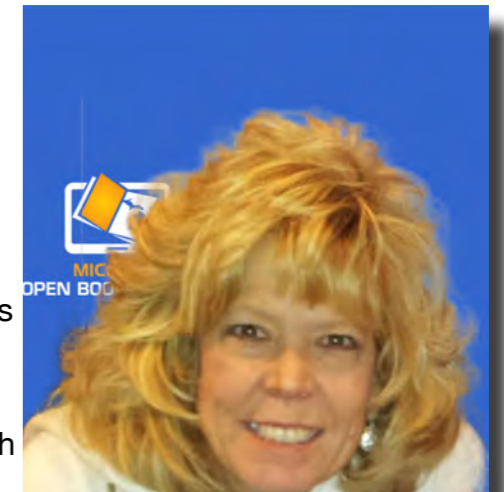
Marlene Bailey serves as an elementary social studies chair for the Elk Rapids school district Curriculum Committee. She holds a bachelor of science degree in Education from Michigan State University and a graduate degree in Curriculum and Instruction from Louis National University. Bailey has more than 30 years of classroom experience with at least 20 years of teaching fifth grade social studies. Currently part of an International Baccalaureate

Denise Gallemore

Marysville Public Schools

Gardens Elementary School

Denise Gallemore has been teaching elementary school for 24 years. She earned her Masters of Teaching Degree from Wayne State University & her undergraduate from Central Michigan University. Denise has taught at every grade level but most of her career (15 years) has been spent in 5th grade. She has taught 5th Grade Social Studies to all sections at Gardens School, a state-recognized Beating The Odds School as well as a Michigan Reward School. As well as teaching, Denise serves as a School Improvement Chair, Leadership Team, & works hard at Community Service projects with



Whitney Holdwick

Harbor Beach Community Schools

Harbor Beach Middle School

Whitney Holdwick earned her Bachelor of Science degree in 2010 from Central Michigan University with a focus in elementary education. She is currently working toward her Master's degree. Holdwick has worked in the classroom for five years, teaching fifth and sixth graders. She is involved in many school committees and also spends her time coaching basketball. Apart from teaching, Holdwick enjoys spending her time with her family, which currently consists of a wonderful husband and adorable little boy.





Karyn Hutchinson

Sault Area Public Schools

Lincoln Elementary School

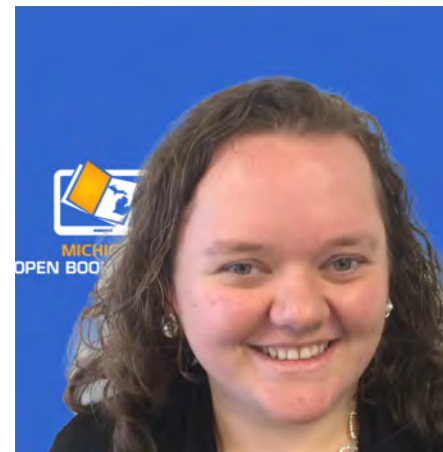
Karyn graduated summa cum laude from Lake Superior State University in 2003, where she received her bachelor degree in elementary education. She went on to earn her master's degree in curriculum and instruction from Lake Superior State University. This is Karyn's 12th year teaching in Sault Ste. Marie. She has 5 children and lives on Sugar Island with her husband Tim and her children.

Denise Knapp

Wyandotte Public Schools

Washington Elementary

Teaching is a second career for me. I have been involved in many projects. Through the Michigan Economics Council I was a program presenter and a Crystal Apple recipient for Economics Education. I have been involved in Class A assessment writing and have participated in the new teacher training committee for writing. Currently teaching 5th grade, but have taught 3rd, 6th, 7th, and 8th grade as well. Masters in Education as an inclusion specialist. Married for 31 years, two adult children, and one granddaughter.



Sara Smith

Laker School District

Laker Elementary School

Sara is a fifth grade teacher at Laker Elementary. She graduated from Laker High School in 2007 and from Saginaw Valley State University in 2011. Sara is currently working on her Masters degree through SVSU.

She was hired by Lakers in February of 2012 and has been there ever since. She runs several clubs for her school including recycling, dance, and underwater robotics. Outside of school, Sara is involved with several activities. She runs her own business and recently bought a house. Sara spends a lot of her time working on her house and serving on different community boards. In her spare time, you can find Sara reading, playing piano, or spending time on the beach!



**MICHIGAN
OPEN BOOK PROJECT**

Chapter 7

A New Nation

Questions to Guide Inquiry:

How did the changing nation come together to create a unified government?

How did so many different ideas become one government?

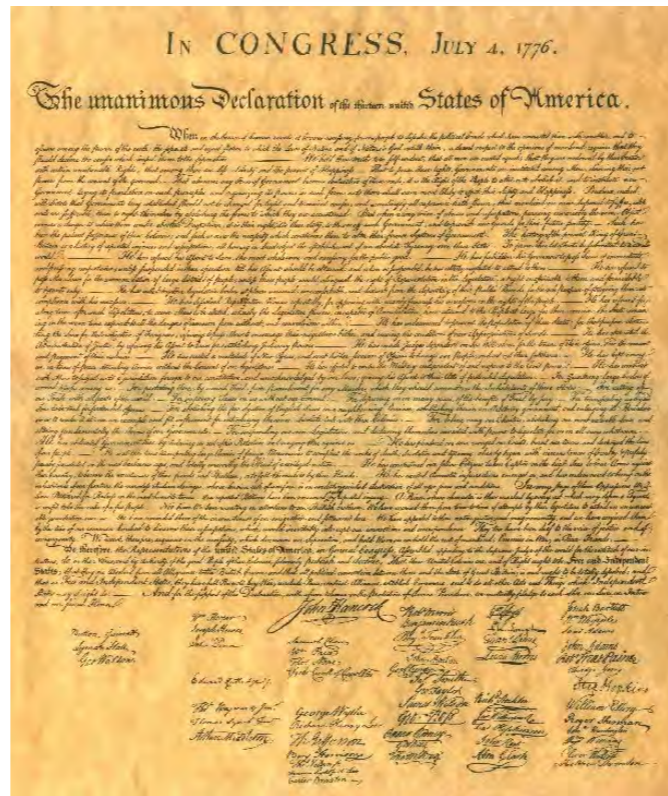
The Declaration of Independence

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

The Declaration of Independence was just the beginning. The colonists kept this document in mind as they fought for independence and created their own government. This Declaration has inspired, and continues to inspire, the promise of freedom around the world.

Why do we need rules in school? In our classroom? Why do we need a government? If something seems unfair, what can you do to change it?



At the time the Declaration of Independence was written, 1776, many people didn't believe that everyone should be treated equally or that everyone should have equal rights and freedoms.

Image source: https://upload.wikimedia.org/wikipedia/commons/8/8f/United_States_Declaration_of_Independence.jpg

The Declaration set the tone for the colonists to deal with an unfair government in England. It also set some guiding principles and established a set of rules that preserved their freedom. As written in the Declaration, they wanted, “ Life, Liberty and the pursuit of happiness.”

The writers of the Declaration of Independence understood that since people create governments and agree to live by their rules, people also have the power to end or change a government that tries to take away anyone’s freedom.

The Articles of Confederation

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

Vocabulary

Articles of Confederation

limited government

“Knowledge will forever govern ignorance, and a people who mean to be their own governors, must arm themselves with the power knowledge gives.”



Image source: https://upload.wikimedia.org/wikipedia/commons/a/aa/Articles_of_Confederation_1977_Issue-13c.jpg

Interactive 7.1 The Articles of Confederation



Watch the video as an introduction to the Articles of Confederation.

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.

What ideas from the state governments were used to write the Articles of Confederation?

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!

What if there was no such thing as a president of the country?

What if the government had no money to pay soldiers?

What if every state had a different kind of money and you had to change money when you crossed a state border?

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.



Image source: https://upload.wikimedia.org/wikipedia/en/5/57/Articles_Of_Confederation_Mural.jpg

Activity: In a small group decide on one aspect or one part of the Articles of Confederation to research and report to the class (see Articles of Confederation at pppst.com for ideas). The challenge is for you and your group to summarize one small part of the Articles of Confederation so your classmates can understand the concept and/or idea you are reporting on. You may use the link below or find your own sources for the report. One person might investigate John Hanson, who was the President of the Congress under the Articles of Confederation. Consider the questions on the next page as you research.

Activity: As your group reports on your Articles of Confederation, what advantages and disadvantages do you see it having on the country? Would the Articles of Confederation work today? What parts would not work? Are there any aspects of the Articles of Confederation that you can see working today?

Weaknesses of the Articles of Confederation

A weak national government	Congress could not tax or regulate commerce among states	Just one vote per state, size didn't matter
No Common Currency		No executive or judicial branch

Class activity - Make a large poster of the weaknesses or write the weaknesses on a white board. In small groups determine the greatest weaknesses and write a reason for your choice.

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

Shays's 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 Revolutionary War veterans who were never paid for their service. The farmers in Massachusetts started a rebellion against their state government because they could



Image source: https://upload.wikimedia.org/wikipedia/commons/d/d7/Unidentified_Daniel_Shays_and_Job_Shattuck_-_Google_Art_Project.jpg

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 group of delegates was to make changes to improve the Articles of Confederation. But once they 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.

Section 3

Writing the Constitution

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

Vocabulary:

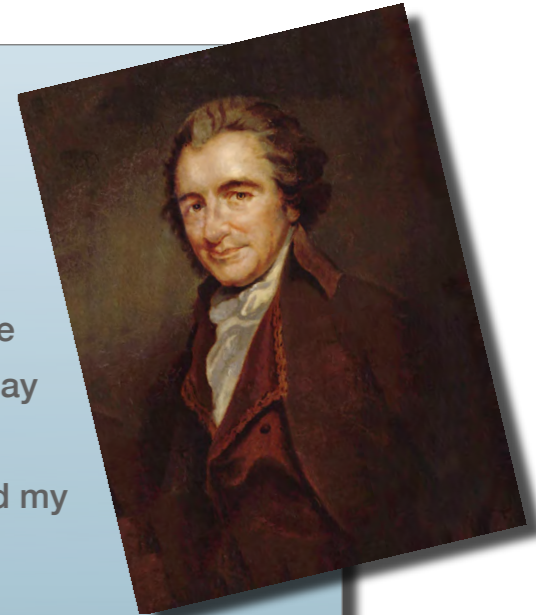
amendment

Constitutional Convention

Framers

“When it can be said by any country in the world, my poor are happy, neither ignorance nor distress is to be found among them, my jails are empty of prisoners, my streets of beggars, the aged are not in want, the taxes are not oppressive, the rational world is my friend because I am the friend of happiness. When these things can be said, then may that country boast its constitution and government. Independence is my happiness, the world is my country and my religion is to do good.”

— Thomas Paine



What do you think Thomas Paine meant when he wrote these lines in his manuscript, the Rights of Man in 1791?

Can you make any connections with Thomas Paine’s statement with our current government or society?

The Constitutional Convention occurred in May, 1787 when 55 delegates from 12 states met in Philadelphia. Rhode Island was the only state that did not attend the meeting. Some of the most famous names in America were there. Benjamin Franklin, at 80, was the oldest. George Washington served as chair. John Adams and Thomas Jefferson were absent. Both were in Europe as ambassadors for the new country. Others did not attend because they did not want a stronger central government. Patrick Henry, John Hancock, and Samuel Adams fell into this category.

All delegates agreed:

- That the national government should remain a republic.
- That the government should have three parts, a congress to make the laws, a president to make sure the laws are followed, and courts to try cases of national law.
- That the country should have a written constitution.
- That the national government should be allowed to collect taxes.
- That the national government should be allowed to control trade between and among the states and with other countries.

Issues the delegates **did not** agree on:

- The number of votes each state should have.
- How to divide the power between the State and national government.
- How much power the president should have.
- How the president should be chosen.

For several weeks during that long hot summer, the delegates debated and argued about many issues. In the end, they decided there were too many problems with the Articles and the best course would be to write a new constitution. Four months later, the document was completed and history was made! This was not what they were sent to do, so they did not share their work as they went along. They kept their discussions and decisions private from the rest of the world.

That sounds as if it was easy, doesn't it? Well, there was a lot of discussion and disagreement among the delegates. First, they had to decide on the structure of the new government. They wanted to keep the freedoms they had earned through fighting and winning the Revolutionary War. Although it was in the past, people were still fearful of a powerful government that could tell

them what to do at every turn in their everyday lives. They were independent and resourceful people and wanted to keep their individual rights.

Next, there was the serious issue of slavery and how enslaved people would be counted and included in the new country.

Northerners were concerned that the Southern states would have more power because they had more population, even though their total population included many enslaved people.

Read below to see how those two big problems were handled.

James Madison was well prepared for the convention. He enjoyed studying different types of governments. He had a good understanding of many governments throughout history, from ancient Greece to that of Great Britain. Madison was helpful in settling the many disagreements among the delegates. When arguments emerged and became heated, Madison suggested compromise and he had ideas to help them make these compromises! The Constitution grew out of compromise. There were many small compromises made by all the delegates during the creation of the Constitution. There were two notable compromises that were made in order for the constitution to become the law of the land.

1. Great Compromise: How many votes each state would have in Congress. The compromise was to have two houses in congress, the House of Representatives, based on the population of each state where the people themselves would be represented,

and the Senate with two members from each state regardless of the population, where smaller states' votes were equal to those of larger states.


2. Three-Fifths Compromise: Three Fifths of the slaves would count in the population of a state. (5 enslaved people = 3 people counted for the census) This meant that the Southern states had less power in the House of Representatives than their 'real' population would suggest, eventually leading to more conflict (and the Civil War).

How did compromise solve problems or issues at the Constitutional Convention?


How did the use of compromise make the Constitution stronger? How did the Three-fifths Compromise lead to more conflict later?

The next two videos will give you a good idea of how the framers created the Constitution of the United States.

Interactive 7.2 Shhhhh!
We're Writing the
Constitution

The logo for School Tube, featuring the word "SCHOOL" in black, bold, sans-serif font on a white background, and the word "TUBE" in white, bold, sans-serif font on a black background.

Interactive 7.3 The
Preamble

A photograph of the original parchment document of the Preamble of the United States Constitution, showing the words "We the People" at the top.

The Constitution was signed on September 17, 1787, so September 17, 2015 marked the 228th anniversary of this remarkable document. We celebrate September 17 as Constitution Day, but notable events took place throughout 1787 leading up to the historic signing. See the timeline in the widget to the right.

Interactive 7.4 Constitution
Timeline

A green square icon with a white circular symbol in the center. The symbol consists of a circle with four arrows pointing outwards (up, down, left, right) from a central point, resembling a compass rose or a timeline indicator.

The Ratification of the Constitution

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

Vocabulary:

Federalists

Anti-Federalist

Can Federalists and Anti-Federalist be found in today's government? In today's modern society?

Can you research and find a current government where there is no central power?

What issues facing America today would be supported by the Federalists or the Anti-Federalists?

Activity: Find a current event or national political issue today and decide whether it would be supported by a Federalist or Anti-Federalist.

Approving the Constitution

The delegates finished their work and the Constitution was signed by the delegates in September 17, 1787. In order for the Constitution to become the law of the land it had to be approved (ratified) by at least nine of the thirteen states. The new Constitution was sent to the 13 states for approval. Representatives from within each state were elected by the people to represent them at the state level of government.

Their job was to read, discuss and vote to approve or ratify the new Constitution. There was great debate at these state conventions because the delegates had varying opinions on how the constitution should be written. Those who supported the constitution were called **Federalists**. (Federal refers to a central government that shares power with the states.) They thought the country would do better with a stronger central government, so they were satisfied with the Constitution as it was written. Those who opposed this idea, and were more interested in maintaining the rights of each individual, were called Anti-Federalists. This was the strongest argument against the US Constitution; it did not address the individual rights of the citizens and spell out these rights. The **Anti-Federalists** did not want to ratify it without a strong, clear statement of these rights. These states would not ratify until they were promised that the first task of the first Congress would be to craft a Bill of Rights. You will read about that important part of the Constitution in the next section.

Pennsylvania, New Jersey, Delaware, and Georgia quickly ratified the Constitution. The leaders in the other states debated the issues for months. Near the end of the year in

1788, nine states had voted to approve the Constitution. It was then that it officially became the law of the land. By the summer of 1788, all of the states except North Carolina and Rhode Island

had voted for **ratification**. These two states ratified the constitution after the government was already in operation.

Activity: Research some of the famous Federalists and Anti-Federalists during the ratification of the US Constitution. Set up a debate in your classroom and provide each side a chance to report and make their arguments for their beliefs. See if you and your classmates could create a compromise.

Why is the federal government organized to give and limit power?

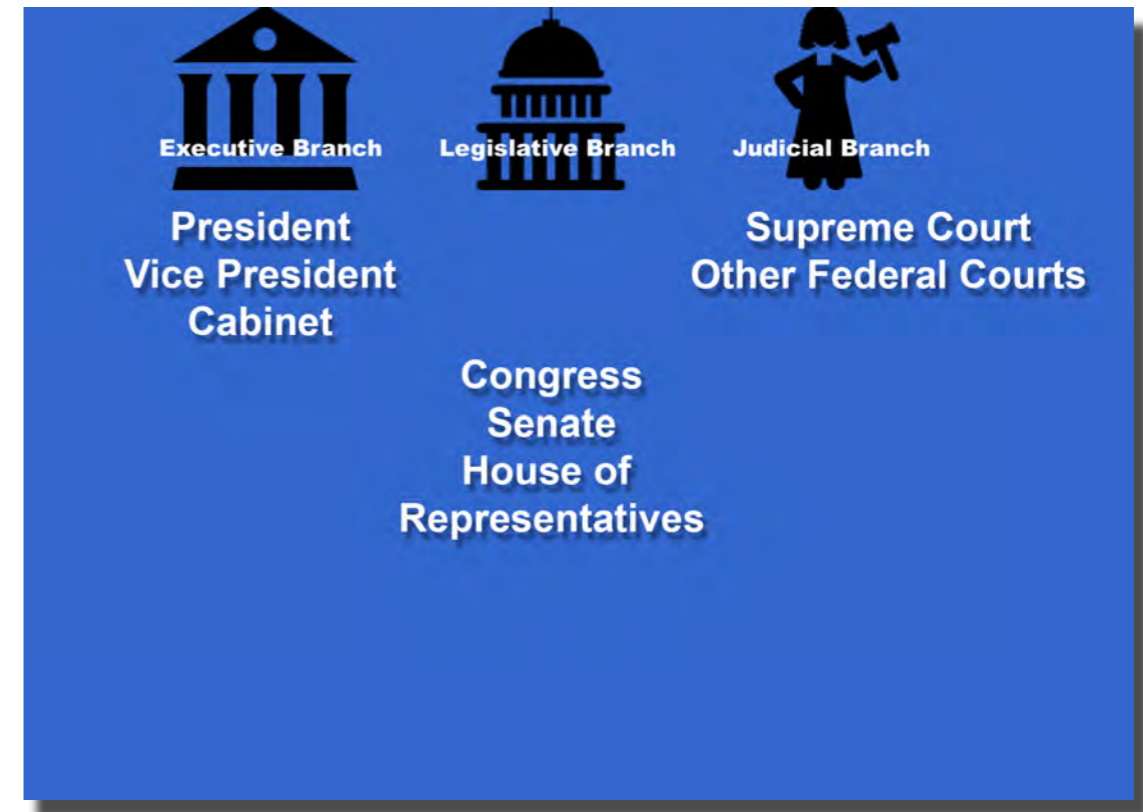
The Constitution the framers created is still the highest law in the United States today! It provides for citizens to elect the officials who govern them. We call them our representatives. It also established the shared power between the state and the national government, called federalism. Each level of our government has its own responsibilities, carefully spelled out, or enumerated, in the Constitution. The national, or federal government consists of three components or branches:

1. The Legislative Branch or Congress, which makes the laws.
2. The Executive Branch headed by the President, which carries out and enforces the laws.
3. The Judicial Branch, headed by the Supreme Court, which decides if the laws are constitutional or not.

The powers of each of these branches can be controlled or checked by the other two. This is called the system of Checks and Balances.

Activity: Think about how your classroom, school, and community are organized. How do the beliefs and principles in the US Constitution show up in your everyday life in these

places? Who, in these places, have similar responsibilities as the representatives, the legislative, executive, and judicial branches?



The Bill of Rights

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

Vocabulary:

Bill of Rights

A Bill of Rights is what the people are entitled to against every government, and what no just government should refuse, or rest on inference.

Thomas Jefferson



Why were the Bill of the Rights so important to the American People?

Do we still need the Bill of Rights today? Which Amendment do you consider the most important?

Activities: After reading this section, choose one of the Amendments in the Bill of Rights that you feel is most important to you personally. Make a small advertisement promoting the idea of that amendment and why it is so important to you. Please provide a drawing and a short description in your advertisement.

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. Study the simple list below and get to know the importance of each one and how it affects your own life.

Bill of Rights

1. Freedom of Speech and Religion.
2. Right to possess arms.
3. Quartering of soldiers prohibited during peacetime.
4. Freedom from arrest without a warrant.
5. Prohibits punishment without legal procedures.
6. Right to a public and speedy trial.
7. Right to a trial by a jury.
8. Prohibits cruel and unusual punishment.
9. Assures recognition of rights that people may have but not listed in the Bill of Rights.
10. The powers not given to the United States are reserved for the states or to the people.

Interactive 7.5 Bill of Rights Rap



Activity: Now that you are familiar with your Constitution of the United States, in groups of two-three, think about how your life as a student is related or unrelated to that document.

As a minor, do you have all of the same rights as an adult? What rights do you have as a student in school, a member of your family, a younger citizen of the community? Come up with some amendments to your classroom constitution. Write/post all the Amendments on large sheets of paper or poster boards around the room. Just as James Madison did, weed out the duplicates. As a class vote or compromise on the top 10 Amendments or the Bill of Rights for your classroom. Record and post as the Rights of the Students.

Activity: Your Classroom should have its own Constitution and Bill of Rights to live by for this school year. How does your classroom Constitution and Bill of Rights compare to the US Constitution and Bill of Rights. Record your similarities and differences as a class.

Activity: Each article of the Constitution lays out how our government works. Break into groups and study each one. As you make sense of each article, re-state it to teach it to other students.

The New Government

QUESTIONS TO GUIDE INQUIRY

1. How did the changing nation come together to create a unified government?
2. How did so many different ideas become one government?

“Liberty, when it begins to take root, is a plant of rapid growth.”

George Washington



What does liberty mean?

What freedoms do you have today that you feel are most important?

How does the Constitution support your freedom today?

How does your freedom relate to others?

Activities: Describe some specific ways that the freedoms protected in the Constitution are important in your life today.

List/brainstorm some public issues facing the United States today.

Suggest an amendment to the Constitution.

The formation of our government happened over many years of planning, brave actions and written documents. This new government, created step-by-step from the Declaration of Independence to the Article of Confederation to the Constitution, was now ready to be tested. The next step was to put the words of the documents into action. This new government of the United States needed to elect a president, write laws, raise taxes, and create a military. Since its beginning we Americans have tested and amended our Constitution many times over the decades but the original plan is still in full use. The Constitution of the United States today is a system that works well despite the fact that it is the oldest framework of government in the world!

The first Presidential election under the constitution was held on January 7, 1789. George Washington was elected President and John Adams as Vice President. None of the Presidential electors voted against Washington. The government met for the first time in New York in March 1789, and Washington was inaugurated (sworn into office) on April 30, 1789.

First Acts of the New Government

1. The Congress passed the Judiciary Act of 1789. This law said the Supreme Court would have six judges. (We now have nine justices.) President Washington appointed John Jay as the

first Chief Justice.

2. Congress wrote and approved the Bill of Rights and sent it to the states for ratification.

3. The President formed the first cabinet, the group of leaders appointed to help him run the government (Edmund Randolph [first Attorney General of the United States], Henry Knox [Secretary of War], Alexander Hamilton [Secretary of the Treasury], and Thomas Jefferson [Secretary of State]).

4. Alexander Hamilton, as Secretary of the Treasury, set up a tax system that was approved by Congress and President Washington.

The duties and rights of citizens stated in the Constitution are your duties and rights. The Bill of Rights and the amendments that have been added to the Constitution protect you and your freedoms as an American citizen. While our Constitution serves as a solid foundation for our American values, there have been many issues, problems, and differences that we have settled over the course of our history as the United States of America.

Today our citizens do not agree on many public issues. Currently there are many problems facing the our state and our country and our population has very different opinions on the best solutions. It is important that our citizens are informed about public issues, able to examine different points of view and make informed decisions regarding our future.

Activity: One of the growing problems in the Southwest United States is the lack of fresh water. Research and list the states that have a water shortage. What is the climate and land like in those areas? What is the population of these areas? For what would the water be used? The states around the Great Lakes, including Michigan, have an abundance of freshwater; list these states. What is our climate, landforms and bodies of water, our population? For what do we use our water?

Should the states that surround the Great Lakes sell and ship their fresh water to other states in the Union? What might that look like? How would that be done? If sustainability is a concern across the world, can the population of areas with less water be sustained by water from those with more? Should economic and recreational needs of the desert regions of the United States be supported by those regions with more abundant water? Should the Federal/National government pass a law to force Great Lake States to send their water to the Southwest?

Activity: Make a list of pros and cons for sharing the water in the Great Lakes with other states that have little or no water. Choose from the list of pros and cons to make a decision about this issue. Take a side on the issue and be prepared to support through research, data analysis, and the core democratic values from our US Constitution. (Teacher's note: This is a hypothetical proposition. There are social, economic, and political (as well as logistical) aspects to this issue and they have not yet taken place, so there is no current plan being discussed.)

Activity: Review the core democratic values and choose one or two to support your opinion regarding the water issues facing the Southwestern US.

The Core Democratic Values

Life: Each person has the right to the protection of his or her life.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

The Pursuit of Happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others.

Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Common Good: People should work together for the good of all. The government should make laws that are good for everyone.

Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, race, religion or how much money you have. All people have political, social and economic equality.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important to the strength of the United States.

Popular Sovereignty: The power of the government comes from the citizens.

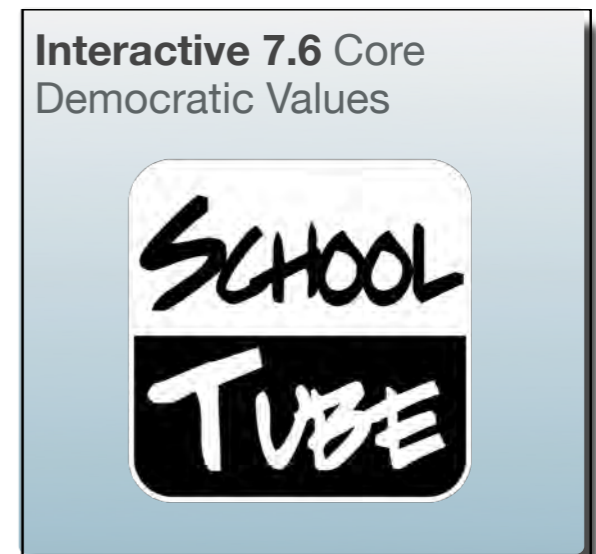
Patriotism: A devotion to our country and the core democratic values in words and deeds.

Rule of Law: Both the government and the people must obey the law.

Activity: Make a chart of the costs of water in one of the Great Lakes states.

Then, contact a citizen of the Southwest region to find out similar costs to compare them. How would the water be transported to the regions that need it in a usable form? What would it cost to ship this water to the Southwest?

Consider the cost of a bottle of water at the grocery store or



the cost of water we use in our homes. What would be the benefit of this idea to the Great Lakes States? To the Southwest states?

Activity: Once you've taken a position on the water shortage issue in the Southwestern United States and determined which core democratic values you would use to support your opinion, continue your research to find factual and definitional terms related to the public issue of water.

Factual terms are important facts closely connected to the water shortage or the Great Lakes water levels. How would this be related to the needs of water (amounts, purpose) and the abundance of water (amounts, purpose)?

Definitional terms: Make sure you understand and know the meaning of all the vocabulary in the question: shortage, abundance, sustainability, bodies of water, (Great Lakes, Lake Powell, Colorado River), land forms (desert), climate, transportation, cost, benefit.

Activity: Continue your research using information and data to support your decision. Be ready to share your point of view with the class.

Activity: After hearing all the arguments for and against the Great Lake States shipping their water, as a class, take a vote on this public issue. Hopefully your class will make an informed decision, based on facts, data analysis, and the



Shutterstock: Anton Papulov

core democratic values.