

The Living Environment

What Factors Affect Your REACTION TIME?



Curriculum-embedded Science Performance Task

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This guide provides you with the information you need in order to prepare students for the Grade 9 Living Environment Reaction Time Lab performance assessment. In order for students to participate in this assessment they need to have completed the Reaction Time Lab activity as part of their regular instruction before the assessment administration window (October 17 – 28). The full assessment (4 sessions of approximately 45 minutes each) takes students through three different activities:

- 1: An **Independent Lab Design and Execution** during which students develop their own hypothesis and design an experiment to test it.
2. **Lab report writing-** students will write up the results of their experiment independently to be scored as the assessment.
2. **Post Lab constructed response items** to improve the measurement of the assessment and ensure valid scoring.

The Independent Lab Design and Execution are the lead-in activities necessary to ensure that all students have an equal opportunity to perform their best on the tasks. Please read this carefully and follow the instructions with fidelity. Please note Appendices A-C which contain useful information to support implementation of this Lab. Sessions 3 and 4 are the assessment administration and you can find guidance for these activities in the Teacher Manual: Task Administration Guidance.

| Overall Assessment Structure | |
|-------------------------------------|---|
| Session 1: | Independent Lab |
| Session 2: | Independent Lab |
| Session 3: | Writing Assessment based on Lab Results |
| Session 4: | Post Lab Constructed Response Items |

DIRECTIONS FOR “WHAT FACTORS AFFECT YOUR REACTION TIME?”

| | |
|------------|--|
| Session 1: | Lead-In Materials Guidance Booklet |
| Purpose | <ul style="list-style-type: none"> • Review Reaction Time Lab Completed prior to assessment administration • Begin Independent Inquiry Lab • Let students, in small groups, design and conduct their independent investigation. Make sure that students have all the necessary materials for the performance of their experiment. Watch for safety issues, but let students work on their own, with limited input and feedback from you. Again, at the end of this lesson, let students share their investigation with the rest of the class. |
| Materials | <ol style="list-style-type: none"> 1. 30-cm metric rulers 2. Graph paper (image of graph paper is provided at the end of the lab report) 3. Calculators (optional) 4. Stopwatches (optional) 5. Presentation materials (e.g., poster board, markers) |
| Total Time | 45 minutes |

Activity 1: 10 minutes

1. Review Student results from the Reaction Time Lab administered prior to the assessment window.
2. Students should consider what they learned from the lab in regard to factors which affect reaction time.
3. Ask students to work in small groups to brainstorm a testable question about what other factors might affect Reaction Time. Encourage students to think about everyday activities that may affect reaction time (e.g., listening to music, texting or any other multi-tasking), or general factors that may be relevant (e.g., gender, age, physical fitness, etc.). Please

note as you approve the experiment design, note any additional materials that students will need and ensure they have a plan for gathering them in time for Session 2.

Activity 2: (35 minutes)

1. Once each group has identified a testable question, each group will design and perform their own investigation, in which they will explore possible factors that impact reaction time speed.
2. Students have to show their design to the teacher for approval prior to the close of Session 1. The teacher reviews the design for safety issues, but doesn't provide feedback about the quality of the design. In both activities, students will learn about the importance of controlling variables to make a fair test so that results are objective and reliable.

| Session 2: | Lead-In Materials Guidance Booklet |
|-------------------|---|
| Purpose | <ul style="list-style-type: none"> • Review Reaction Time Lab Completed prior to assessment administration • Complete Independent Inquiry Lab • Let students, in small groups, design and conduct their independent investigation. Make sure that students have all the necessary materials for the performance of their experiment. Watch for safety issues, but let students work on their own, with limited input and feedback from you. Again, at the end of this lesson, let students share their investigation with the rest of the class. |
| Materials | <ol style="list-style-type: none"> 1. 30-cm metric rulers 2. Graph paper (image of graph paper is provided at the end of the lab report) 3. Calculators (optional) 4. Stopwatches (optional) 5. Presentation materials (e.g., poster board, markers) 6. Any additional materials needed for the task designed by students. |

| | |
|------------|------------|
| Total Time | 45 minutes |
|------------|------------|

Activity 1:

1. Students work in groups to execute the labs they designed in session 1
2. During the performance of the experiment, all students in each group have to record the experimental procedures and the results of the experiment in the provided student lead-in booklet.
3. After students completed their work, teachers should collect and review the lab reports and provide students with meaningful feedback (teachers can use the attached rubric for feedback).

APPENDIX A**REGENT LABS KILLS****LAB SKILLS BETTER ASSESSED BY TEACHERS IN THE LAB**

- Follows safety rules in the laboratory
- Selects and uses correct instruments
- Uses graduated cylinders to measure volume
- Uses metric ruler to measure length
- Uses thermometer to measure temperature
- Uses triple-beam or electronic balance to measure mass
- Uses a compound microscope/stereoscope effectively to see specimens clearly, using different magnifications
- Identifies and compares parts of a variety of cells
- Compares relative sizes of cells and organelles
- Prepares wet-mount slides and uses appropriate staining techniques
- Designs and uses dichotomous keys to identify specimens
- Makes observations of biological processes
- Dissects plant and/or animal specimens to expose and identify internal structures
- Follows directions to correctly use and interpret chemical indicators

INQUIRY SKILLS BETTER ASSESSED BASED ON STUDENT WORK

- Designs and carries out a controlled, scientific experiment based on biological processes
- States an appropriate hypothesis
- Differentiates between independent and dependent variables
- Identifies the control group and/or controlled variables
- Collects, organizes, and analyzes data, using a computer and/or other laboratory equipment
- Organizes data through the use of data tables and graphs
- Analyzes results from observations/expressed data
- Formulates an appropriate conclusion or generalization from the results of an experiment
- Recognizes assumptions and limitations of the experiment

APPENDIX B TEACHER AND STUDENT RESOURCES

Related concepts:

- There are different systems within the body and they work independently and together to form a functioning human body;
- The central nervous system is divided into two parts: the brain and the spinal cord.
- The somatic nervous system consists of peripheral nerve fibers that send sensory information to the central nervous system and motor nerve fibers that deliver movement instructions to skeletal muscle
- The sense organs perceive stimuli from the environment and send signals to the brain through the nervous system.
- Some movements controlled by the brain are voluntary, and others are involuntary.
- The time it takes for the information and instruction messages to travel back and forth is a person's reaction time.
- Different areas of your brain deal with planning, carrying out, overseeing and remembering movements.
- Human reaction time is affected by a variety of physiological and environmental factors.

On-line resources (partial list):

Online test of reaction time

<http://www.topendsports.com/testing/reactiontest.htm>

Brain and Senses Info for Teachers:

<http://www.hhmi.org/senses/a110.html>

Further Brain Explorations for Students:

<http://www.dls.ym.edu.tw/neuroscience/interr.html> - a collection of internet-based activities and info for students.

<http://42explore.com/brain.htm> - an amazing collection of websites with abundant information and activities for adults and students related to brain science.

Learning About Brain and Senses for Students:

<http://faculty.washington.edu/chudler/introb.html#bb>

<http://faculty.washington.edu/chudler/bookse.html>

<http://www.sciencemuseum.org.uk/exhibitions/brain/index.asp>

APPENDIX C:

INTRODUCTION TO SCIENCE CURRICULUM-EMBEDDED PERFORMANCE TASKS

Curriculum-embedded performance tasks are activities designed to engage students in the process of scientific inquiry, which includes raising questions, designing ways to collect relevant data, analyzing the data and articulating valid answers to the original questions. The inquiry process is used to deepen students' understanding of the science concepts they are learning and to engage them in the application of scientific thinking skills. Inquiry requires both creative and critical thinking and it is not limited to science. However, the use of lab or field experiments to collect empirical data about the natural world is unique to science.

The New York Living Environment curriculum includes direct references for the role of inquiry in school science. It says: "Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, as a prerequisite for admission to the Regents examination in the Living Environment, students must have successfully completed 1200 minutes of laboratory experience with **satisfactory written reports** for each laboratory investigation. It is expected that laboratory experiences will provide the opportunity for students to develop the **scientific inquiry** techniques in Standard 1, the use of information systems as outlined in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7, and the skills identified on the laboratory skills checklist found in Appendix A".

The Living Environment curriculum inquiry checklist includes a long list of skills that students are expected to master as a result of performing the Regent lab activities. Some of the skills are lab-oriented and they can be observed by the teachers while the students work in the lab and some skills are inquiry-oriented and they can be assessed better by reviewing tangible students' work (see Appendix A). Student work on the performance task, in the form of a lab report, provides the teacher with opportunities to assess student understanding of the scientific inquiry processes and to provide students with meaningful feedback to support their learning. In this

way, the Curriculum-embedded performance task assessment provides learning opportunities for both students and teachers.

High school science teachers are encouraged to use performance tasks on a regular basis to deepen student understanding of science concepts. Students who regularly practice inquiry and receive feedback on their performance will steadily gain proficiency in problem solving, critical thinking and clear communication.

THE STRUCTURE OF THE CURRICULUM-EMBEDDED PERFORMANCE TASK

Each science performance task used in this NYC DOE project includes two related activities. The first activity is designed to teach the students how to use a specific data-collection method and let them practice the method until they gain sufficient proficiency. The second activity is an independent inquiry in which students are asked to use the method they practiced in order to explore a question of their own. Students are also expected to use mathematics for quantifying their observations, displaying data and analyzing findings. At the end of the inquiry activity, students are expected to write a complete lab report that describes their investigation, including the question, experimental procedure, variables, data analysis, conclusions and reflection.

Student Name: _____ Teacher Name: _____ Date _____

PERFORMANCE AND SCORING RUBRICS FOR SCIENTIFIC INQUIRY/PROCESS SKILLS

| | 1 | 3 | 5 |
|--|---|--|---|
| <p>I. How well can the student describe the investigation context and articulate a testable question?</p> | <ul style="list-style-type: none"> • Student provides a limited context, mainly repeating text in task introduction. • The investigation question is vague and/or very narrow. | <ul style="list-style-type: none"> • Student provides a general context for the investigation, based on prior observations or relevant concepts. • The investigation question is testable and specific. | <ul style="list-style-type: none"> • Student provides a clear and well organized web of prior observations and relevant concepts as a context for the investigation. • The investigation question is testable, specific and challenging. |
| Evidence | | | |
| <p>II. How well can the student identify the investigation variables and connect them through a logical hypothesis?</p> | <ul style="list-style-type: none"> • Student mentions the variables of the investigation, but doesn't provide details, OR doesn't identify correctly which one is the independent and which one is the dependent variable. • The hypothesis is a simple and unexplained guess of the results. | <ul style="list-style-type: none"> • Student identifies correctly and provides details for either the independent or the dependent variables of the investigation. • The hypothesis is prediction of the results based on previous observations and knowledge. | <ul style="list-style-type: none"> • Student identifies correctly and provided details for the independent and the dependent variables of the investigation. • The hypothesis is prediction of the impact of one variable on the other ("if...then... because..."), based on previous observations and knowledge. |
| Evidence | | | |

| | | | |
|--|--|---|--|
| <p>III. How well can the student design controlled experiment and collect data in organized manner?</p> | <ul style="list-style-type: none"> ● Student provides a disorganized description of the experiment and it is not clear how the independent variable was changed and how the dependent variable was measured. ● The data table is missing more than two of the following: <ul style="list-style-type: none"> ➤ informative title ➤ appropriate raw and column titles ➤ description of measurement units ➤ description of the control | <ul style="list-style-type: none"> ● Student describes how the independent variable was changed and how the dependent variable was measured, but the overall design is weak (e.g., lack of controls, lack of repetitions). ● The data table is missing one or two of the following: <ul style="list-style-type: none"> ➤ informative title ➤ appropriate raw and column titles ➤ description of measurement units ➤ description of the control | <ul style="list-style-type: none"> ● Students describes appropriately designed experiment, including how the independent variable will be changed, how the dependent variable will be measured, and how control variables will be kept constant. ● The data table is well organized and includes the following features: <ul style="list-style-type: none"> ➤ informative title ➤ appropriate raw and column titles ➤ description of measurement units ➤ description of the control |
| <p>Evidence</p> | | | |

| | | | |
|--|--|---|--|
| <p>IV. How well can the student analyze the collected data and present it in appropriate graph?</p> | <ul style="list-style-type: none"> ● Student performs limited or inappropriate data analyses. ● The graph lacks three or more of the following: <ul style="list-style-type: none"> ➤ Appropriate representation (bar or linear graph) ➤ Dependent variable on the Y axis ➤ Appropriate axis labels and units ➤ Equally scaled axes ➤ Accurate data plotting ➤ Descriptive title | <ul style="list-style-type: none"> ● Student performs appropriate but incomplete data analyses. ● The graph lacks one or two of the following: <ul style="list-style-type: none"> ➤ Appropriate representation (bar or linear graph) ➤ Dependent variable on the Y axis ➤ Appropriate axis labels and units ➤ Equally scaled axes ➤ Accurate data plotting ➤ Descriptive title | <ul style="list-style-type: none"> ● Student performs complete and appropriate data analyses ● The graph includes all of the following: <ul style="list-style-type: none"> ➤ Appropriate representation (bar or linear graph) ➤ Dependent variable on the Y axis ➤ Appropriate axis labels and units ➤ Equally scaled axes ➤ Accurate data plotting ➤ Descriptive title |
| <p>Evidence</p> | | | |

| | | | |
|---|--|---|--|
| <p>V. How well can the student articulate evidence-based conclusions and suggest ways to improve the investigation?</p> | <ul style="list-style-type: none"> • Student articulates conclusions that restate the findings, with limited reference to the gathered evidence. • Proposed changes to the investigation have a limited potential to improve the quality of the described investigation. | <ul style="list-style-type: none"> • Student articulates conclusions that are based on the gathered evidence. • Proposed changes to the investigation have the potential to improve the quality of the investigation. | <ul style="list-style-type: none"> • Student articulates conclusions that address the hypothesis and are fully supported by the gathered evidence. • Proposed changes to the investigation have the potential to improve the quality of the investigation and extend it to answer a new research question. |
| <p>*A score of 2 is given when the student work does not completely demonstrate both elements of level 3, but surpasses level 1 ** A score of 4 is given when the student work does not completely demonstrate both elements of level 5, but surpasses level 3</p> | | | |

Summaryfeedback:

- What does the student do very well?

- What does the student have to work on in order to improve the performance?

[Sample was handwritten but was typed to improve readability]

Directions: Write your essay response on the lines below.

During the Constitutional Convention of 1787, the government proposed a new constitution. The new constitution was then sent out to the states to ratify. This is where the problem begin. The Federalist (people who agreed with the constitution) ratified it with little to no problems. The opposing side, which were the Antifederalist refused to sign the constitution, until a Bill of Rights was added. The Bill of Rights consisted of amendments or Declaration of rights for the people. The purpose of these amendments was to lessen the power the constitution gave to the government and ensure people their rights. The lack of a Bill of Rights was the only reason people were against the new U.S. Constitution. This is a true statement because without the Bill of Rights the people were deprived of some rights and the government was given too much unnecessary power.

The new constitution deprived the people of their rights. According to George Mason, Leader of the anti-Federalists (Document C) in the new constitution there is no declaration of rights. This is where the Bill of Rights came into play. Before it was added, there was no right for preserving the liberty of the press, or the trial by jury in civil cases. The government could easily sentence someone without no trial, so the person never has a chance to defend themselves. A case like this is very unconstitutional. Another way the

constitution deprived people of their rights was there was nothing stating the way a person can be bailed or fined. If someone stole candy from a store, and got arrested, the court set the bail as one hundred thousand dollars. That's not right, that's unhumane. The Bill of Rights, Sec. 9 (according to Document E) states that excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. These declarations lessened the power of the courts and the government, for the benefit of the people.

People refused the ratify the new constitution without the Bill of Rights because it gave the government too much power. Ames Singletary (Document E) protested the powers the constitution gives to Congress to make taxes. Congress felt that they can tax anything they wanted to. According to the document, Singletary states that wasn't because they began taxing on tea, it was because they claimed a right to tax us and force us in all cases whatever. This is what led to the Boston Tea Party. The people refused the tax on tea and begin dumpin tea overboard ships, into the sea. All of this, happened because there was no declaration on taxing in the new constitution until the Bill of Rights was added. For this reason, people refused the ratify the constitution.

On the other hand, the federalists side they believed it was nothing wrong with the constitution. They felt as if the Bill of Rights was unnecessary

to the new constitution. For example, the Political Cartoon (Document D) the author is a Federalist, trying to convince Massachusetts to ratify the constitution. He has these federal pillars which represent different states like Delaware and New Jersey. He was saying "United they stand - Divided They Fall". The quote tells what will happen if Massachusetts signs the new constitution. The governments will grow stronger and get more powerful, but divided they will become weak. This was a viewpoint of all the Federalists. Even though, the constitution deprived people some of their rights, they (the Federalists) still supported it one hundred percent.

However, the anti-federalists, in the end got what they wanted. How do I know this? Well the Bill of Rights was added to the new constitution and it still exists today. So, the lack of a Bill of Rights was the only reason people were against the new U.S. Constitution. With the Bill of Rights added, the anti-federalist became a part of the Federalist. The people and the government had mutual power and nobody's rights was violated.

NEW YORK CITY PERFORMANCE ASSESSMENT PILOT PROJECT
PERFORMANCE TASK ARCHITECTURE
Grade 11 U.S. History - Ratification of the Constitution

Curriculum-Embedded Tasks Within Lessons

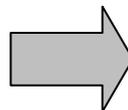
Day 1: Required Lead-in Activities

- Teacher introduces task & historical context, relevant vocabulary
- Teacher models reading and analysis of Doc A
- Students (in pairs) read, analyze, and record notes on Doc B
- Whole-class discussion

**Materials Collected Back from Students
AT END OF EACH DAY**

Day 2: Required Lead-in Activities

- Teacher reviews yesterday's lesson
- Students (in pairs or small groups) read and analyze one additional document (Doc C-F)
- Share out and discussion of Docs C-F
- Summary discussion



On-Demand, Summative Task

**Days 3-4: Summative Task
Administration**

- Students independently complete the task prompt in test booklet
- Test booklet and all materials collected back each day

Lead-In Materials Overview: Ratifying the Constitution

This guide provides you with the information you need to teach students the essential information they need in order to perform on the historical argument performance task that will be administered on Days 3 and 4. This lesson is necessary to ensure that all students have an equal opportunity to perform their best on the tasks. Please read this carefully and follow the instructions with fidelity. Students will write an essay that uses evidence from primary sources and their own background knowledge to make an argument and answer a historical question. Students will need to read and analyze documents to create a thesis-driven essay.

| Overall Assessment Structure | |
|--|--|
| Session 1: <ul style="list-style-type: none"> • Introduction – Required Lead-In activities | 1. Introduce the Task 2. Set historical context 3. Analyzing two documents (introduce question, model document analysis, students read and analyze) 4. Whole group Discussion |
| Session 2: <ul style="list-style-type: none"> • Required lead-in activities | 1. Review Lesson and Introduce activity 2. Read and analyze documents 3. Share-out and get feedback 4. Summarize |
| Session 3: <ul style="list-style-type: none"> • Administration of Task | Students will complete Day 1 of the administration task. |
| Session 4: <ul style="list-style-type: none"> • Administration of Task | Students will complete Day 2 of the administration task. |

Teacher Manual: Guidance for Session 1 Lead-In Materials

| | |
|------------------------|--|
| Session 1 | Lead-In Materials Guidance Booklet |
| Purpose | The purpose of this first session to: <ul style="list-style-type: none"> • Create a level playing field with respect to understanding the concept of argument • Provide students with “the big picture” of the task activities • Begin sharing the ingredients of an effective argument through a close examination of the evidence different primary documents offer |
| Materials | Provided texts and images Student lead-in materials packet Smart Board or Chart Paper Paper, pencils |
| Total Recommended Time | 45 minutes |

(15 min.) **Activity 1:** Introduce the task and historical inquiry

1) *5 minutes:* Possible Script:

What happened in the past is not always obvious or clear. Have you ever heard your family argue about whose story about a shared event [insert specific examples] is correct? History is similar. Historians have to look at what was left behind by those who came before us to uncover and reconstruct the past--to get the story straight. They use those sources to write historical stories and arguments. When we ask how we know stories about our past (like the story of Columbus or the Civil Rights Movement), we are also asking, what evidence do we have that the story is correct?

Historians argue over those stories for several reasons. For example, just like with your family, there are multiple perspectives on the past and we often don't have records or sources that show how everyone experienced that event. Explanations of an event can be contested or argued about. Why does an economic downturn happen? What are the reasons a country goes to war? These complex events have multiple causes.

Over the next few days, you will become the historian, looking at documents from the 18th century to investigate a historical problem and write an argumentative essay. That problem will be about the ratification or formal approval of the U.S. Constitution and the Bill of Rights and the competing views of the Federalists and Anti-Federalists during this period.

2) *10 minutes:* Set Historical Context

- a. Introduce the topic (The Ratification¹ of the Constitution) and time (1780s and 1790s) by telling a story using some of the optional following tools:
 - i. Key Events Chronology
 - ii. Images: Four images that can be used in your story (URLs are on credit page) are included below and the images are the last 4 pages of this packet:
 1. A broadside of the Articles of Confederation
 2. U.S. Constitution
 3. A map of the location of the first Federal congress in New York City
 4. A sketch of Federal Hall where the first Congress met.Use these to help students sequence events. Project the map and ask students if they can identify the location it shows. Show the image of Federal Hall and tell students that Washington took the oath of office on the balcony of that Hall.
- b. Explain that students will be investigating the time period between the Articles and the adoption of the Bill of Rights and working to understand and explain the debates over the U.S. Constitution and the Bill of Rights
- c. Key Points you should include:

¹ Formal approval

Teacher Materials: Lead-In Activities Guidance: Sessions 1, 2

- i. The idea that neither the Constitution, nor the Bill of Rights, were a “done deal.” The direction the new country would take was not yet determined and people were very engaged and articulate regarding the best possible government.
- ii. The debate surrounding the ratification of the Constitution was intense and many people were involved. The number of Federalist and Anti-Federalist essays (most published under pseudonyms in newspapers) shows this, but the debate also took place in local towns and villages, and at states’ ratifying conventions. It was a raucous and lively debate.
- iii. **Vocabulary:** Review or define the terms “**Federalists**” and “**Anti-Federalists**” and clarify the arguments and ideas associated with these groups. Review or define **ratification** and **ratify**.

(25 min.) **Activity 2:** Analyzing two documents

- 1) Tell students they will be reading two documents concerning the new U.S. Constitution. Introduce the day’s central question: “What were different views about the necessity of the new Constitution?” Make this question visible for students. Write it on the board, or project it on the overhead or a smart board.
- 2) Hand out student materials packet (Chronology, Washington’s letter, Patrick Henry, graphic organizer)
- 3) As a class, model document analysis using Document A. Use the central question and graphic organizer.
 - a. Read the document aloud. Read the title and ask key sourcing questions. Who wrote it? What kind of source is this? When was it written? Who was the audience? Explain that you are going to the bottom of the document first to find out information about its origins. Read that information aloud. Show that this information helps you answer the three questions in the first column on the graphic organizer (Tool A).
 - b. Show the other questions on Tool A and explain that you will need to read to answer those questions.
 - c. Model reading the document with purpose. While reading, you can also notice loaded words, ask questions of the text, summarize its meaning, and use background information to understand the text.
 - d. As a class, answer the questions in writing on Tool A for Document A.
- 4) Put students in pairs. Students read Document B in pairs and complete Tool A.
- 5) As a whole class: lead a discussion of central question: “What were different views about the necessity of the new Constitution?” Make the following two points at some point in the discussion:
 - a. Stop and Source. Sourcing is important to reading and understanding these documents
 - i. Noticing the date and origin of documents is important to accurately analyze a source. For example, the date and audience of each source help identify that Washington is finding fault with the government established under the Articles of Confederation, while Patrick Henry is objecting to the new Constitution. If students know or remember Washington’s Federalist ideas, it helps them contextualize his perspective, similarly with Henry’s Anti-Federalist ideas.
 - b. Use Evidence from the documents to support your claims/conclusions:
 - i. Ask students to support their answers with evidence from the text. In at least two instances, ask students some version of the following questions: What in the text

Teacher Materials: Lead-In Activities Guidance: Sessions 1, 2

supports that idea? Where do you see that in your document? What is the evidence of that?

6. (5 min.) **Close:** Review vocabulary and check for understanding

c. Ask students:

- What author is the Federalist?
- What author is the Anti-Federalist?
- What do they agree upon?
- What do they disagree about?

d. Review and define words and concepts that are giving students trouble. Significant terms include: ratification, ratify, Constitution, Bill of Rights, state conventions

e. Possible Script: This is what historians have to do when they investigate the past--analyze the meaning and purposes of documents and look across documents to figure out the truth. Tomorrow we will be working on further investigating the response to the new Constitution.

Collect all materials from students to redistribute tomorrow.

Events surrounding the ratification of the U.S. Constitution & Bill of Rights

| | |
|-----------------------|--|
| 1689 | English Bill of Rights passed by Parliament. |
| 1776 | Declaration of Independence published. Congress urges States to draft new constitutions. Virginia adopts Declaration of Rights in its new Constitution. |
| 1777 | Articles of Confederation adopted. Established weak central government. (example: no executive branch, no power to tax or regulate commerce) |
| 1783 | Treaty of Paris signed, American Revolution ends. 12 states' constitutions included a Bill of Rights or named specific rights. |
| 1786 | Shay's Rebellion (August 31 - February of 1787). |
| May 1787 | Federal Convention, also known as Constitutional Convention, begins. |
| Sept. 17, 1787 | Convention published Constitution, sent it to Congress |
| Sept. 28, 1787 | Congress sent Constitution to the states to ratify. |
| Oct 1787 | First Federalist and Anti-Federalist papers published. Intense debate on ratification of the Constitution begins. (example: In ten months, more than 70 writings known as Federalist papers are published in newspapers. Many more local speeches and articles appear.) |
| Jan. 9, 1788 | Massachusetts state ratifying convention begins. Ratifies by February 6. |
| June 1, 1788 | New Hampshire was the ninth state to ratify the constitution. |
| July 26, 1788 | New York ratifies constitution following energetic debate. |
| Winter 1788 | First national election. Washington runs as Independent. Federalist and Anti-Federalist candidates run for Vice-President. |
| March 1789 | Opening of the first Federal Congress, Washington sworn in as President in NYC. |
| Dec. 1791 | The Bill of Rights is ratified by three-fourths of the States. |

Document A: Washington's Letter (Modified)

George Washington wrote this letter to John Jay from his home at Mount Vernon, Virginia. John Jay was Secretary for Foreign Affairs under the Articles of Confederation.

Dear Sir,

We have errors to correct. We have probably had too good an opinion of human nature in forming our confederation [union]. Experience has taught us, that men will not adopt & execute measures designed for their own good without the intervention of a coercive [forceful] power. I do not imagine we can exist long as a nation, without having a power which will spread throughout the whole Union in as energetic a manner, as the authority of the different state governments extends over the several States.

To be fearful of giving Congress plenty of authority for national purposes, appears to me the very climax [high point] of popular absurdity and madness. Could Congress use that authority to harm the public without injuring themselves in an equal or greater proportion? Are not their interests inseparable from those of their constituents [the people they represent]? Is it not more likely that the individual members would use their powers very timidly for fear of losing their popularity & future election?

[The national government's] formal demands do nothing, where thirteen sovereign, independent, disunited States are in the habit of discussing & refusing them at their option. Formal demands are actually little better than a joke through out the Land.

What astonishing changes a few years are capable of producing! I am told that even respectable characters speak of a monarchy without horror. What a triumph for the supporters of despotism [tyranny, dictatorship] to find that we are incapable of governing ourselves, and that systems founded on the basis of equal liberty are ideal & false! Wise measures should be taken in time to avoid the consequences we have too much reason to expect.

Source: Excerpts from George Washington's letter to John Jay, August 15, 1786.

Document B: Patrick Henry (Modified)

Patrick Henry made these comments during the Virginia debates on ratifying the Constitution. Henry was known for his passionate speeches and had been Virginia's governor. He was a leader of the Anti-Federalists.

We are descended from a people whose government was founded on liberty; our glorious forefathers of Great Britain made liberty the foundation of everything. That country is become a great and mighty nation; not because their government is strong and energetic, but, because liberty is its direct goal and foundation. We drew the spirit of liberty from our British ancestors; with that spirit we have triumphed over every difficulty.

But now, the American spirit, assisted by the ropes and chains of consolidation [unification], is about to convert this country into a powerful and mighty empire. If you make the citizens of this country agree to become the subjects of one great consolidated empire of America, your government will not have sufficient energy to keep them together. Such a government does not fit with the genius of republicanism. There will be no checks, no real balances, in this government.

Consider our situation. Go to the poor man and ask him what he does. He will inform you that he enjoys the fruits of his labor, under his own fig tree, with his wife and children around him, in peace and security. Go to every other member of society; you will find the same ease and content; you will find no alarms or troubles. Why, then, tell us of danger--to terrify us into an adoption of this new form of government? And yet who knows the dangers that this new system may produce? These dangers are hidden from the common people. It is for the middle and lower classes of people I fear the adoption of this system.

Your president may easily become king. The army is in his hands, it will be attached to him.

I would rather have a king, lords, and commons, than a government so full with such evils.

Source: Excerpts from Patrick Henry's speech at the Virginia ratifying convention, June 5, 1788.

Tool A

Ratification of the Constitution

Warm-Up Activity Organizer

What were different views about the necessity of the new Constitution?

| Document | Author? Publication date? Audience? | What document and situation is the author responding to? | According to this author, is a new Constitution necessary? | Write a quotation that shows one reason he believes this. |
|--------------------------------|--|---|---|--|
| <i>Washington's letter</i> | | | | |
| <i>Patrick Henry</i> | | | | |

| | |
|------------------|--|
| Session 3 | Lead-In Guidance Booklet |
| Purpose | Students work with each other to analyze documents and examine both sides of an argument |
| Materials | Student Lead-In Booklet Smart board or chart paper Paper, pencils |
| Total Time | 45 minutes |

(5 min.) **Activity 1:** Remind Students about Prior lessons

- 1) Possible Script: *Remember that yesterday we looked at two documents about views on the necessity of new Constitution and the kind of government the early Republic needed.*

Your job today will be to read and analyze a document that will give us more information and evidence about the debate surrounding the ratification of the new Constitution. Remember that we talked about the importance of noticing who produced the document and when it was produced. You will want to do that with your document today also. (Add more reminders about the reading skills you made explicit on Day 1.)

(30 Min) **Activity 2:** Read and analyze documents in pairs or small groups

- 1) Get students into pairs or small groups.
- 2) Give one document to each pair or 2 documents for each group.

(The political cartoon and Virginia Declaration of Rights may require less time to analyze whereas Madison may require more.)

- 3) In their groupings, students
 - a) Read, annotate, and discuss assigned document(s)
 - b) Answer reading questions on the document:
 - c) Prepare 1-2 minute presentation for the class that includes:
 - i. The name of your document;
 - ii. The answers to your reading questions. What does your document tell us about the debate surrounding the ratification of the Constitution and the Bill of Rights?

Teacher Materials: Lead-In Activities Guidance: Sessions 1, 2

(10 min) **Activity 3:** Share out

- 1) Randomly select pairs/groups to present each of the five documents. Tell students to listen for what they learn about the debate surrounding the ratification of the Constitution and why some opposed it. When appropriate, ask students to back up their statements with evidence from the document or clarify their statements. If incorrect information is shared, ask for input from another pair who read the same document or correct it.

Note: At the end of this activity, each student has read three documents. A, B and the document from C-F that he or she read today. They have heard reports on all the documents

(5 min.) **Close Activity:** Close Activity

- 1) Ask students to summarize what they heard about the reasons some opposed the Constitution and the debate surrounding the Constitution and the Bill of Rights

Collect all materials from students to redistribute tomorrow.

Document C: George Mason (Modified)

George Mason represented Virginia at the Constitutional Convention and was one of three delegates who refused to sign it. Mason wrote down the reasons he was against the new Constitution in the last days of the Convention. Mason would become a leader of the anti-Federalists.

Objections to This Constitution of Government

There is no Declaration of Rights, and the laws of the general government being dominant to the laws and constitution of the several States, the Declarations of Rights in the separate States are no security.

There is no declaration of any kind, for preserving the liberty of the press, or the trial by jury in civil causes; nor against the danger of standing armies in time of peace.

This government will set out a moderate aristocracy: it is at present impossible to tell whether it will produce a monarchy, or a corrupt, tyrannical aristocracy; it will most probably vibrate some years between the two, and then terminate in the one or the other.

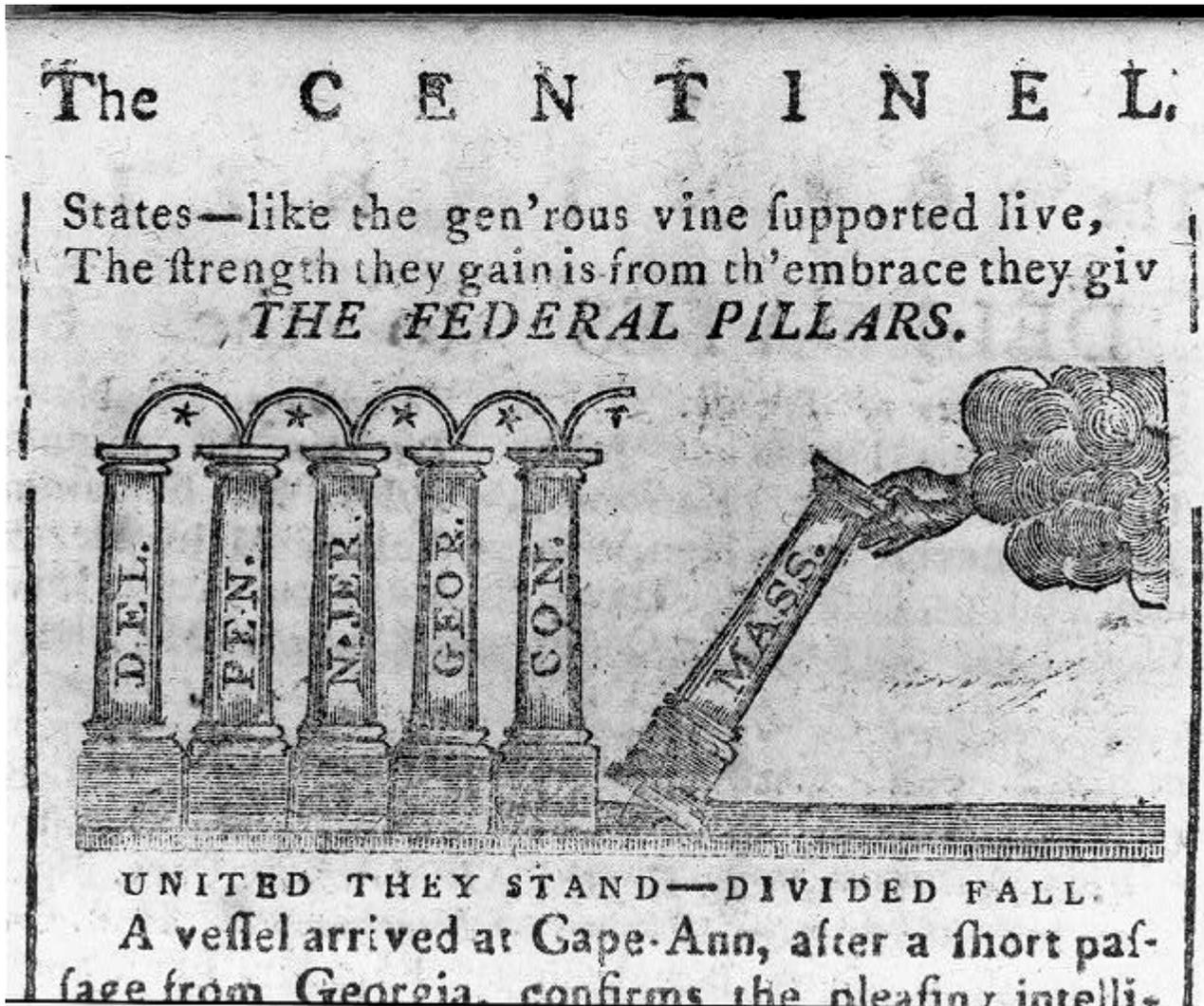
Source: Excerpts from George Mason's notes written during the Federal/Constitutional Convention, September 12, 1787. Published in the *Virginia Journal*, November 22, 1787.

Reading questions

1. What does this document tell you about why some people opposed the Constitution?
2. What evidence supports your answer?

Document D: Political Cartoon

This political cartoon appeared in a Federalist newspaper in Massachusetts. Five states, including Delaware and Pennsylvania, had already approved the Constitution. Above the picture it says "THE FEDERAL PILLARS." Below the picture it says, "United they stand—divided [they] fall."



Source: Published January 16, 1788 in *The Massachusetts Centinel*. Boston, Mass.

Reading questions

1. What is the viewpoint of the author of the cartoon?
2. What evidence supports your answer?

Document E: Virginia Declaration of Rights (Modified)

Virginia was the first state to adopt a Bill of Rights as part of their Constitution. It became a model for other states. By 1783, eight of the original states had adopted Declarations of Rights and four more included guarantees of individual rights in their Constitutions.

A declaration of rights made by the assembled representatives of the good people of Virginia. These rights do pertain to them and their descendents, as the basis and foundation of government.

Sec. 1. That all men are by nature equally free and independent, and have certain inherent rights, namely, the enjoyment of life and liberty, with the ways of acquiring and possessing property, and pursuing happiness and safety.

Sec. 2. That all power is given to, and consequently comes from, the people; that elected representatives are their trustees and servants, and at all times accountable to them.

Sec. 8. That in all prosecutions a man has a right to demand the causes and nature of his accusation, to be confronted with the accusers and witnesses, to call for evidence in his favor, and to a speedy trial by an impartial jury of twelve men.

Sec. 9. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Sec. 12. That the freedom of the press can never be restrained [prevented] but by despotic governments [tyrannies, dictatorships].

Source: Excerpts from the *Virginia Declaration of Rights*, adopted June 12, 1776 by the Virginia House of Burgesses in Williamsburg, Virginia.

Reading questions

1. What does this document suggest about why some people opposed the Constitution?
2. What evidence supports your answer?

Document F: Amos Singletary (Modified)

Five states had ratified the Constitution before Massachusetts had its state convention. Massachusetts was a state with a large population and was also the site of Shay’s Rebellion. The debate at the convention was fierce. Below Amos Singletary, a farmer from Western Massachusetts, speaks. He protests the powers the Constitution gives to Congress to make taxes.

I should not have spoken to the Convention, if some gentlemen had not called on them [to speak] that were on the stage in the beginning of our troubles, in the year 1775. I was one of them. I have had the honor to be a member of the state legislature, and I say that, if any body had proposed such a Constitution as this in that day, it would have been thrown away at once. It would not have been looked at.

We argued with Great Britain, some said for a three-penny tax on tea; but it was not that; it was because they claimed a right to tax us and bind [force] us in all cases whatever. And does not this Constitution do the same? Does it not take away all we have—our property? Does it not lay all taxes and duties? And what more have we to give?

These lawyers, and men of learning, and moneyed men that talk so finely and so smoothly to make us poor uneducated people swallow down the pill, expect to get into Congress themselves. They expect to be the managers of this Constitution, and get all the power and all the money into their own hands, and then they will swallow up all us little folks, like the great *Leviathan*; yes, just as the whale swallowed up Jonah.

Source: Excerpts from Amos Singletary’s speech at the Massachusetts ratifying convention, January 25, 1788.

Reading questions

1. What does this document tell you why some people opposed the Constitution?
2. What evidence supports your answer?

Document G: James Madison (Modified)

States sent to the first Congress 189 changes that they wanted in the new Constitution. James Madison, a leading Federalist, looked over the suggestions and recommended 17 amendments. Twelve of these, including the ten that would become the Bill of Rights, were approved by Congress to be sent to the states as Constitutional amendments. Below are selections from Madison's speech to Congress about amendments that they should support.

It cannot be a secret to the gentlemen in this house, that, even though eleven of the thirteen United States have ratified the Constitution, there are still many of our constituents who are dissatisfied with it. Among them are many people respected for their talents, patriotism, and for the anxiety they have they have for their liberty. This anxiety, though mistaken in its object, is praiseworthy in its motive. There are many people falling under this description, who would support the cause of federalism, if they were satisfied on this one point. We should meet their wishes, and expressly declare the great rights of mankind secured [safe] under this constitution.

There have been objections of various kinds made against the constitution: Some were made against its structure, because the president was without a council; [others] because it grants more power than is supposed to be necessary and controls the ordinary powers of the state governments. But I believe that the great majority of the people who opposed it disliked it because it did not contain effective precautions against encroachments on [seizure of] particular rights. It is practical to satisfy the public that their liberties will be unending, and [to do] this without putting any part of the constitution in danger.

The amendments I recommend are these:

First, that there be prefixed to the constitution a declaration —That all power is given to, and consequently comes from, the people;

The civil rights of none shall be abridged on account of religious belief or worship, nor shall any national religion be established;

The people shall not be deprived of their right to speak, to write, or to publish their sentiments; and the freedom of the press shall not be violated.

Source: Excerpts from James Madison, *Speech in Congress on the Removal Power*, made at the first Federal Congress, New York City, June 8, 1789.

Reading questions

1. What does this document tell you about why some people opposed the Constitution?
2. What evidence supports your answer?

Evaluation

For your essay to be Proficient, it must meet the following descriptions.

Argument

- A central thesis clearly answers the prompt.
- Essay clearly presents related claims, counterclaim(s), reasons, and evidence.
- A counterclaim, distinct from the thesis, is challenged.

Using Evidence

- Multiple sources are accurately used in major parts of the argument.
- Explains evidence, including information and quotations, to support thesis.
- Sources are evaluated for perspective, believability, and accuracy.
- Connections between sources are made by grouping similar positions or identifying differences between sources.
- The dates and origins of sources help student make accurate claims.

Historical Content

- Core content relevant to the topic and necessary for understanding the argument is accurate, and *supports* the argument.
- Argument explains multiple reasons people opposed the new Constitution or thoroughly explains a primary reason.
- Explains connections to relevant political, social or economic conditions of late 18th century America.

Writing Organization and Clarity

- Essay's organization clearly guides reader through parts of the argument.
- Transitional words or phrases connect parts of the argument.
- Introduction goes beyond restating the prompt/thesis and conclusion follows from or supports the argument.

Conventions

- Sources are cited consistently using a standard format with only occasional minor errors.

Note about texts and original historical sources:

Given that early American documents can be quite strange and difficult for readers, these documents have been substantially modified.

Except for the political cartoons, these documents are excerpts from longer written documents. We have chosen selections that can be used as evidence for an historical argument answering the prompt.

For reading accessibility, modifications have been made to the text. However, in all cases, our priority was fidelity to the original source's meaning. Specific modifications include:

- Ellipses showing where text has been omitted have been removed;
- Difficult vocabulary words have been replaced with easier vocabulary words;
- Prose has sometimes been rephrased or rearranged;
- Antiquated spelling has been replaced with more common modern spelling.

CREDITS

Images:

Articles of confederation and perpetual union. Image. Williamsburg, 1777. An American Time Capsule: Three Centuries of Broadides and other Printed Ephemera. Library of Congress, Rare Book and Special Collections Division (Available at <http://hdl.loc.gov/loc.rbc/rbpe.17802600>)

First meeting of the Federal government in New York, first Federal Congress location

John McComb, *Plan of the City of New York*. [New York], 1789. Hand-colored map. Peter Force Map Collection, Geography and Map Division, Library of Congress. from the Library of Congress, Creating the United States: Creating the Bill of Rights, Exhibition Items, <http://myloc.gov/Exhibitions/creatingtheus/BillofRights/Pages/SIObjectList.aspx>

Image of Federal Hall, Wall Street, and Trinity Church in New York, 1789

Sidney L. Smith, *Federal Hall*, after Amos Doolittle, 1899, Engraving. Prints and Photographs Division, Library of Congress., available at <http://memory.loc.gov/master/pnp/ppmsca/23600/23665u.tif>

Document A: Washington's Letter <http://gwpapers.virginia.edu/documents/constitution/1784/jay2.html>

Document B: Patrick Henry

http://www.constitution.org/rc/rat_va_04.htm#henry-01

Document C: George Mason's Objections to the Constitution

(<http://www.gunstonhall.org/library/archives/manuscripts/objections.html>)

Document D: Political Cartoon

The federal pillars. Illus. Boston: *The Massachusetts Centinel*, January 16, 1788, Library of Congress, Prints and Photographs Online Catalog, woodcut, < <http://www.loc.gov/pictures/item/2004676796/>>.

Document E: Amos Singletary

Elliot's Debates Volume 2, pp. 101-102. At <http://memory.loc.gov/cgi-bin/query/r?ammem/hlaw:@field%28DOCID+@lit%28ed0024%29%29>

Document F: From OAH Curriculum, *The Evolution of the Bill of Rights*, by David Vigilante.

Document G: James Madison

http://www.constitution.org/jm/17890608_removal.htm

Teacher Materials: Lead-In Activities Guidance: Sessions 1, 2

| Dimension | Basic (1) | 2 | Developing (3) | 4 | Proficient (5) | 6 | Advanced (7) |
|--|--|---|---|---|---|---|---|
| ARGUMENT <i>What is the evidence that a student can make a historical argument?</i> | <p>Thesis that guides argument is not clearly stated.</p> <p>Essay includes claims and information, but clear connections between them are missing.</p> <p>Alternative or counter claim is absent.</p> | | <p>Thesis is partially developed or answers part of the prompt.</p> <p>Essay presents claim(s), counterclaim(s) and evidence.</p> <p>A counterclaim is included, but not clearly challenged nor integrated into the argument.</p> | | <p>A central thesis clearly answers the prompt.</p> <p>Essay clearly presents related claims, counterclaim(s), reasons, and evidence.</p> <p>A counterclaim, distinct from the thesis, is challenged.</p> | | <p>A central and precise thesis clearly and convincingly answers the prompt.</p> <p>Essay logically presents related claims, counterclaims, reasons, and evidence.</p> <p>Counterclaim is refuted, or used to sharpen the argument.</p> |
| USING EVIDENCE A <i>What is the evidence that a student can use historical sources?</i> | <p>Sources are rarely used.</p> <p>Evidence used to support thesis is not relevant.</p> | | <p>Sources are used in a major part of the argument.</p> <p>Evidence, including information and quotations, supports the thesis.</p> | | <p>Multiple sources are accurately used in major parts of the argument.</p> <p>Explains evidence, including information and quotations, to support thesis.</p> | | <p>Sources are used accurately <i>throughout</i> the argument to support claims.</p> <p>Synthesizes and explains evidence to clearly and convincingly support the thesis.</p> |
| USING EVIDENCE B <i>What is the evidence that a student can analyze historical sources?</i> | <p>All information from sources is presented carelessly as fact.</p> <p>One source dominates the argument or several sources are ignored.</p> | | <p>At least one source is accurately evaluated for perspective and believability.</p> <p>Sources are described and discussed but rarely compared.</p> | | <p>Sources are evaluated for perspective, believability, and accuracy.</p> <p>Connections between sources are made by grouping similar positions or identifying differences between sources.</p> | | <p>Sources are evaluated thoroughly for perspective, believability, and accuracy.</p> <p>Significant connections between sources are made and these deepen or extend the argument.</p> |
| USING EVIDENCE C <i>What is the evidence that a student can use information about origins to analyze historical sources?</i> | <p>Date and origin of sources needs to be considered.</p> | | <p>Information about the origins of a source is used in at least one instance to understand the source.</p> | | <p>The dates and origins of sources help student make accurate claims.</p> | | <p>The dates and origins of sources are used to understand their meaning and original purposes.</p> |

| Dimension | Basic (1) | 2 | Developing (3) | 4 | Proficient (5) | 6 | Advanced (7) |
|---|--|---|--|---|--|---|--|
| HISTORICAL CONTENT A <i>What is the evidence that a student can use specific historical knowledge to craft a reasonable argument?</i> | <p>Content related to the topic is not included.</p> <p>Argument identifies only one surface reason people opposed the new Constitution.</p> | | <p>Core content related to the topic is included with minor factual errors.</p> <p>Argument identifies more than one reason people opposed the new Constitution.</p> | | <p>Core content relevant to the topic and necessary for understanding the argument is accurate, and <i>supports</i> the argument.</p> <p>Argument explains multiple reasons people opposed the new Constitution or thoroughly explains a primary reason.</p> | | <p>Core content relevant to the topic is accurate, and <i>interwoven</i> to clarify and support the argument.</p> <p>Argument explains multiple reasons people opposed the new Constitution and evaluates their relative significance.</p> |
| HISTORICAL CONTENT B <i>What is the evidence that a student can make connections to relevant historical knowledge?</i> | <p>Connections to conditions of late 18th century America are absent.</p> | | <p>Identifies connections to political, social or economic conditions of late 18th century America.</p> | | <p>Explains connections to relevant political, social or economic conditions of late 18th century America.</p> | | <p>Explains connections to political, social or economic conditions of late 18th century America in ways that strengthen the argument.</p> |
| WRITING ORGANIZATION AND CLARITY <i>What is the evidence that a student can structure an argument and write clearly?</i> | <p>Essay's organization lacks focus and is hard to follow.</p> <p>No transitions are used.</p> <p>Introduction or conclusion is absent.</p> | | <p>Essay is loosely organized to present an argument.</p> <p>Transitional words or phrases connect <i>some</i> parts of the argument.</p> <p>Introduction or conclusion restates the prompt or thesis.</p> | | <p>Essay's organization clearly guides reader through parts of the argument.</p> <p>Transitional words or phrases connect parts of the argument.</p> <p>Introduction goes beyond restating the prompt/thesis and conclusion follows from or supports the argument.</p> | | <p>Essay's organization supports a clear and coherent argument.</p> <p>Transitional words and phrases guide the reader through the development and reasoning of the argument.</p> <p>Introduction and conclusion go beyond restating the prompt/thesis in relevant and interesting ways.</p> |
| CONVENTIONS <i>What is the evidence that a student can cite sources accurately?</i> | <p>Sources are rarely or never cited</p> | | <p>Sources are sometimes cited or include a pattern of minor errors</p> | | <p>Sources are cited consistently using a standard format with only occasional minor errors.</p> | | <p>Sources are accurately cited throughout using a standard format.</p> |

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