

## PUZZLED ABOUT THE HEARING

Objectives: The student will

1. Analyze the questions to prepare for the opening statement for a *We the People* congressional hearing.
2. Participate in a mock congressional hearing.

Materials: Copies of the puzzle pieces for Unit 2 *We the People* hearing questions for each group of four to five students; copies of possible transition words for each group.

Teaching Strategy:

1. Have the students read the overarching question and the sub-questions and define any unfamiliar terms.
2. Together have the students brainstorm an appropriate draft thesis sentence that answers both the overarching and sub-questions.
3. Together break the question down into as many parts as necessary to answer all parts completely.
4. Place each of the parts on a puzzle piece.
5. Assign a student to research the appropriate parts of the *We the People* book to answer the question on their part of the puzzle.
6. Have the students answer the question on their piece of the puzzle keeping the original thesis sentence in mind.
7. Have the students place their answer to the question on their piece of the puzzle on the wall. Refer the students to the connector between the puzzle pieces. Explain that this will act as the connector or transition from one part of the puzzle to another so that the ideas are connected and flow from one to another. Using the list of possible transition words let the groups meet together to decide on the best ones for each connector part.
8. As a team develop an introduction and a final thesis sentence for the question. Appropriate introductions might include the following:
  - a. An appropriate quote
  - b. A startling statement

- c. A rhetorical question
  - d. A short narrative
  - e. A personal reflection
9. Have the students then read aloud the introduction, thesis sentence, and the answers to each puzzle piece. Make adjustments as necessary.
  10. As a team develop a concluding statement to wrap up the answer.
  11. Have the students read their draft of the entire presentation for time and clarity. Make corrections, additions of supportive material, and revisions as necessary.

## Unit Two: How Did the Framers Create the Constitution?

1. How does the Constitution limit government power to protect individual rights while promoting the common good?
  - a. Why did the Federalists and Anti-Federalists disagree on whether the Constitution sufficiently protected individual rights and promoted the common good?
  - b. What responsibilities, if any, do citizens have for seeing that individual rights are protected and the common good is promoted?

### Possible Introduction/Thesis:

The most egregious offenders of human rights in history have been governments. The best protection against government excess is a Constitution that clearly vests sovereignty in “We the People.”

### Puzzle Questions:

1. What is meant by the protection of individual rights? p. 16-17
2. What is meant by the promotion of the common good? p. 12-13
3. How did the Constitution protect individual rights? p. 86
4. How did the Constitution promote the common good? P. 86
5. What were the key ideas of the Federalists on the promotion of the common good and the protection of equal rights? p. 100
6. What were the key ideas of the Anti-Federalists on the promotion of the common good and the protection of equal rights? p. 93-96
7. What is the role of the citizen in protecting individual rights? p. 245-247
8. What is the role of the citizen in promoting the common good? p. 254-259

### Possible Conclusion:

In Federalist 51, James Madison said, “If men were angels, no government would be necessary.” As we all know, men are not angels, and therefore government is necessary. The task then becomes to create a government that protects the citizens from the government? The answer is a delicate balance between the protection of individual rights with the promotion of the common good. For this delicate balance, we are deeply indebted to our Founding Fathers.

2. What were the major conflicts at the Phil Convention and how were they resolved?
  - a. What arguments can you make for and against giving each state the right to send the same number of members to the Senate?
  - b. What arguments can you make for and against including the three-fifths clause and the fugitive slave clause in the Constitution?

#### Possible Introduction/Thesis:

At Philadelphia, the Founding Fathers reached compromises in many areas that would have otherwise relegated attempts to reform the government to the dustbin of history.

#### Puzzle Questions:

1. What were the key ideas of the New Jersey Plan (p. 75-76) and the Virginia Plan (p. 71-72)?
2. What are the best arguments for giving each state the right to send an equal number of representatives to the legislature? P. 75-76
3. What are the best arguments for giving each state the right to send proportional representation based on population to the legislature? P. 71-72
4. How did the Connecticut Compromise solve the conflict between the two plans? P. 76
5. What are the best arguments for counting  $\frac{3}{5}$  of the slaves for determining a state's population and thus representation and taxation? P. 77
6. What are the best arguments against counting  $\frac{3}{5}$  of the slaves for determining a state's population and thus representation and taxation? P. 77
7. What are the best arguments for including a provision for returning fugitive slaves? p. 88
8. What are the best arguments for not including a provision for returning fugitive slaves? p. 88

#### Possible Conclusion:

While successful in establishing a form of government that met the challenges of the times, the framers remained silent on the issue of slavery—postponing the day of reckoning on that issue for approximately seventy years.

3. What were the major differences between the Federalists and Anti-Federalists?
  - a. How did the arguments of the Federalists/Anti-Federalists reflect their points of view regarding natural rights, republicanism, and the powers of the states?
  - b. Why are the Federalists/Anti-Federalists debates still relevant today?

Possible Introduction/Thesis:

The tension between order and liberty is clearly illustrated in the ideas and writings of the Federalists and Anti-Federalists over the ratification of the Constitution.

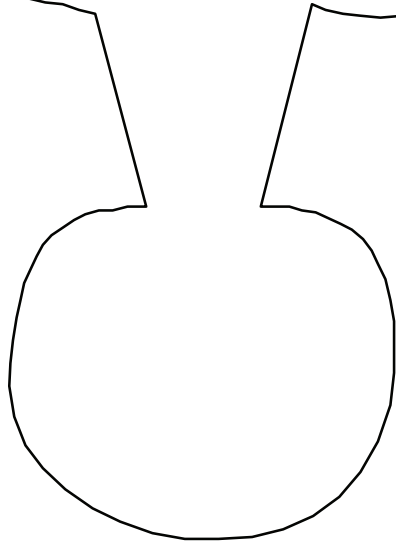
Puzzle Questions:

1. How do you define natural rights? p. 17
2. How do you define republicanism? p. 7
3. What powers are given to the states in the Constitution? p. 184
4. How did the Federalists feel about natural rights and republicanism? p. 100
5. How did the Federalists feel about the powers given to the states in the Constitution? p. 100
6. How did the Anti-Federalists feel about natural rights and republicanism? p. 92-94
7. How did the Anti-Federalists feel about the powers given to the states in the Constitution? P. 94
8. What are some of today's issues where the arguments of the Federalists and Anti-Federalists are still relevant? (Lessons 37-39)

Possible Conclusion:

For most of our history we have paid homage to the Federalists. It is right that we also pay homage to the passionate beliefs of the Anti-Federalists. Together they have given us the U. S. Constitution.

**The most egregious offenders of human rights in history have been governments. The best protection against government excess is a Constitution that clearly vests sovereignty in “We the People.”**



**1. What is meant by the protection of individual rights? p. 16-17**

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**Transition Word**

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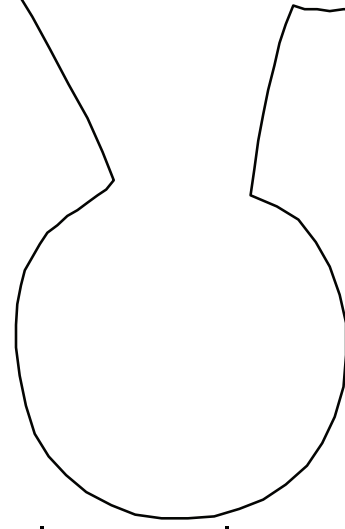
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**2. What is meant by the promotion of the common good? p. 12-13**

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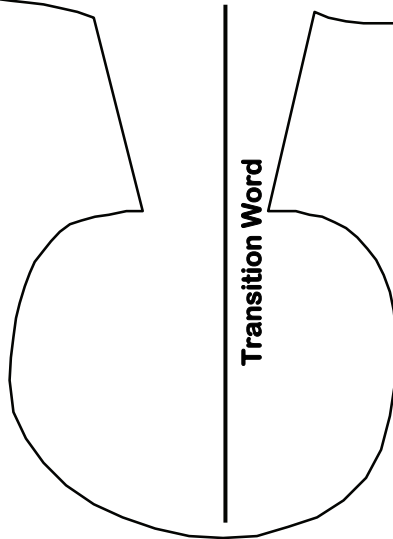
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**Transition Word**

**3. How did the Constitution protect individual rights? p. 86**

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**Transition Word**

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**4. How did the Constitution promote the common good? P. 86**

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**Transition Word**

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5. What were the key ideas of the Federalists on the promotion of the common good and the protection of equal rights? p. 100

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Transition Word

**6. What were the key ideas of the Anti-Federalists on the promotion of the common good and the protection of equal rights? p. 93-96**

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7. What is the role of the citizen in protecting individual rights? p. 245-247

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Transition Word

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8. What is the role of the citizen in promoting the common good? p. 254-259

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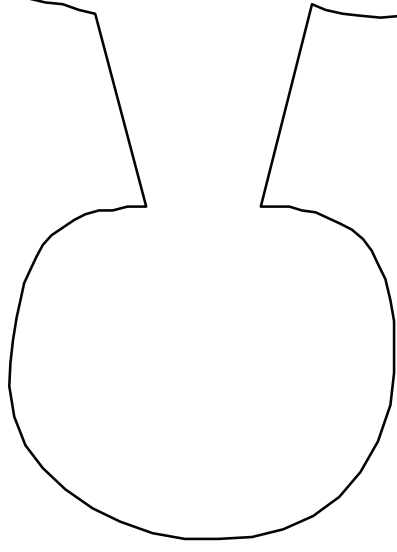
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**In Federalist 51, James Madison said, “If men were angels, no government would be necessary.” As we all know men are not angels, and therefore government is necessary. The task then becomes to create a government that protects the citizens from the government? The answer is a delicate balance between the protection of individual rights with the promotion of the common good. For this delicate balance, we are deeply indebted to our Founding Fathers.**

Transition Word

**In Philadelphia, the Founding Fathers exercised the spirit of compromise in many areas that would have otherwise relegated most attempts to reform the government to the dust bin of history.**



**1. What were the key ideas of the New Jersey Plan (p. 75-76) and the Virginia Plan (p. 71-72)?**

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**Transition Word**

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**2. What are the best arguments for giving each state the right to send the same number of members to the legislature?  
P. 75-76**

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Transition Word

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**3. What are the best arguments for not giving each state the right to send the same number of members to the legislature? P. 71-72**

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Transition Word

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**4. How did the Connecticut Compromise solve the conflict between the two plans? P. 76**

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5. What are the best arguments for counting 3/5 of the slaves for determining a state's population and thus representation and taxation? P. 77

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6. What are the best arguments against counting 3/5 of the slaves for determining a state's population and this representation and taxation? P. 77

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**7. What are the best arguments for including a provision for returning fugitive slaves? p. 88**

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**8. What are the best arguments for not including a provision for returning fugitive slaves? p. 88**

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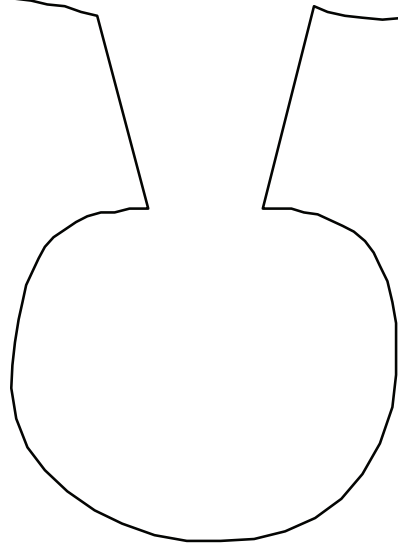
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Transition Word

**While successful in establishing a form of government that met the challenges of the times, the framers remained silent on the issue of slavery—postponing the day of reckoning on that issue for approximately seventy years.**

**Transition Word**

**The tension between order and liberty is clearly illustrated in the ideas and writings of the Federalists and Anti-Federalists over the ratification of the Constitution.**



1. How do you define natural rights? p. 17

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Transition Word

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2. How do you define republicanism? p. 7

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3. What are the powers given to the state given in the Constitution? p. 184

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**4. How did the Federalists feel about natural rights and republicanism? p. 100**

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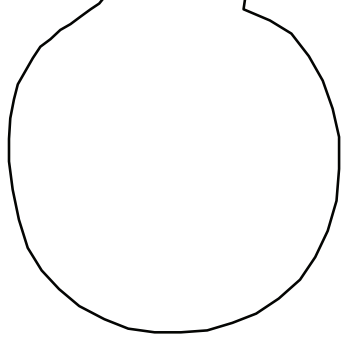
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**5. How did the Federalists feel about the powers given to the states in the Constitution? p. 100**

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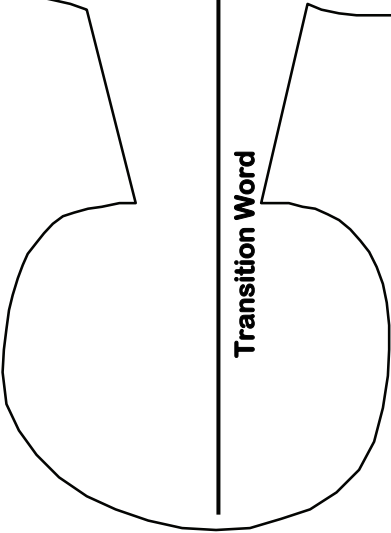


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**Transition Word**

**6. How did the Anti-Federalists feel about natural rights and republicanism? p. 92-94**

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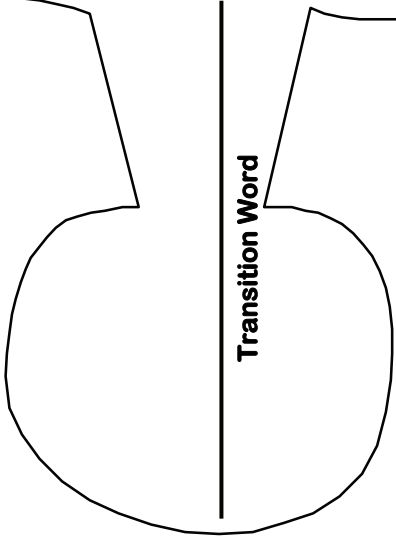
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**Transition Word**

**7. How did the Anti-Federalists feel about the powers given to the states in the Constitution? P. 94**

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Transition Word

**8. What are some of today's issues where the arguments of the Federalist and Anti-Federalists are still relevant? (Lessons 37-39)**

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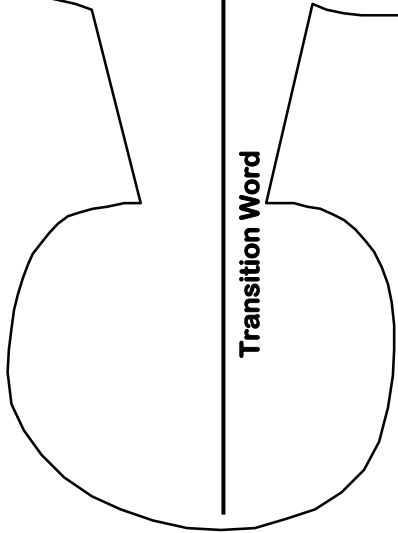
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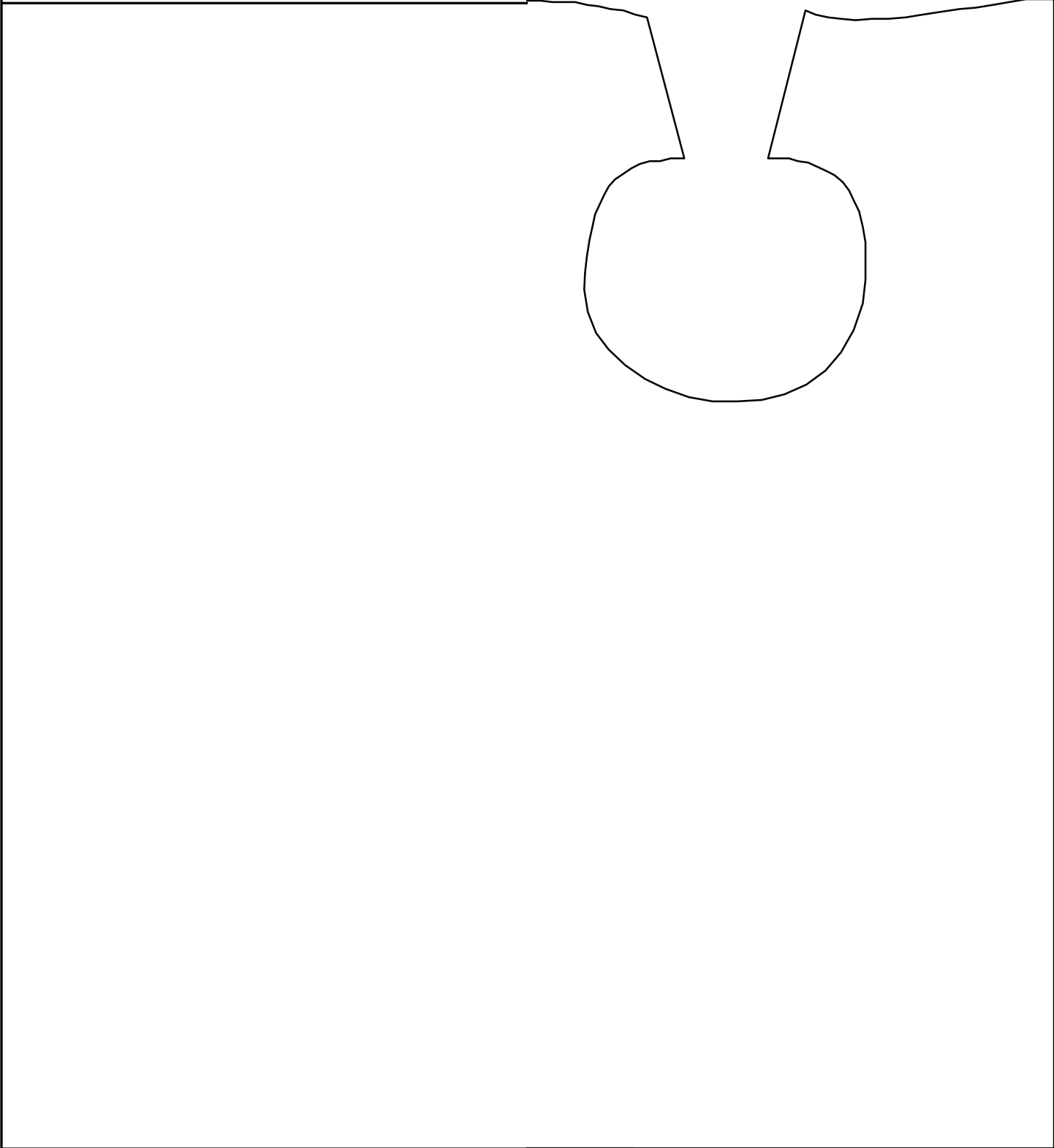
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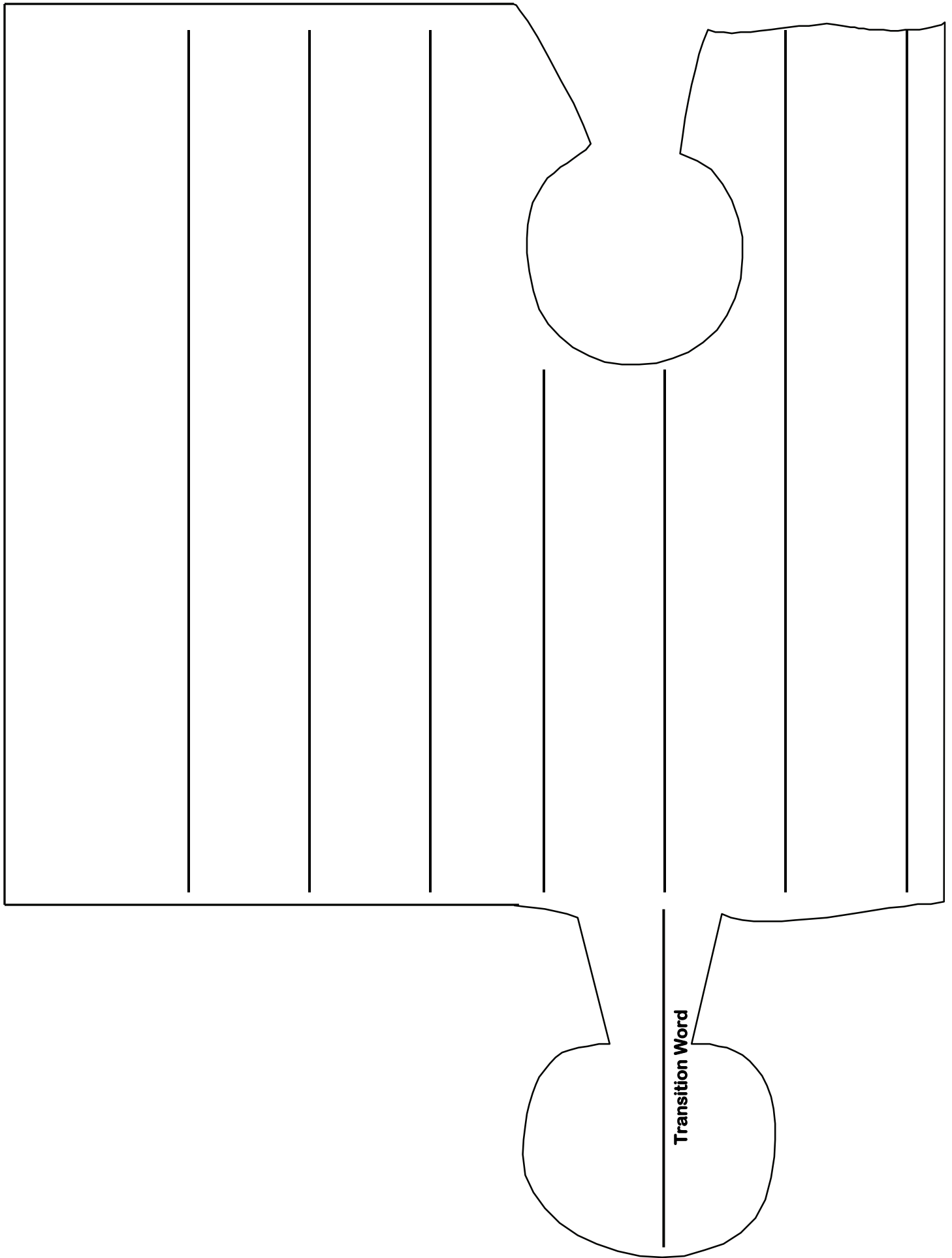


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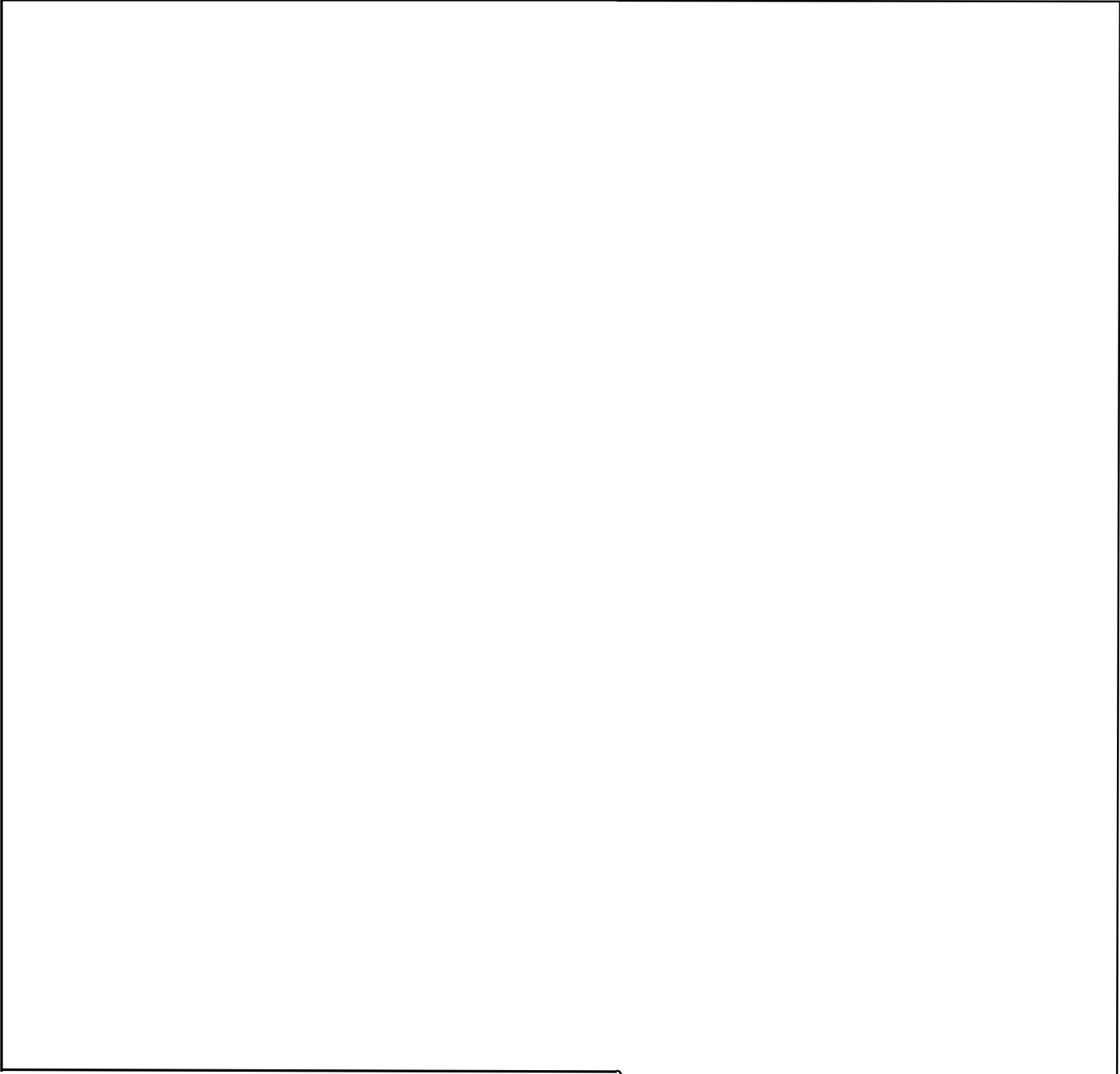
**For most of our history we have paid homage to the Federalists. It is right that we pay homage to the passionate beliefs of the Anti-Federalists. Together they have given us the U. S. Constitution.**

**Transition Word**





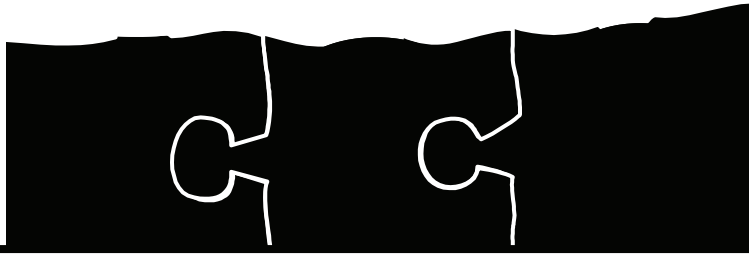
Transition Word



Transition Word

A circular bubble with a thin black outline. A vertical line extends upwards from the top of the bubble. The text "Transition Word" is written vertically inside the bubble, centered along the line.

**POSSIBLE  
TRANSITION  
WORDS**



**For that reason**

**Furthermore**

**Because of that**

**Accordingly**

**Along those same lines**

**On that same topic**

**Secondly**

**In other words**

**Therefore**

**In addition**

**In view of that**

**So**

**Besides that**

**Another important idea**

**Consequently**

**Also**

**On the other hand**

**As a result**

**Expanding on that idea**