**Module 3.2**

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| **Pre-Assessment** | Complete formative assessment quiz for 3.2 |
| **Reading Activity** | Read the following sources: “Federalist Papers #51” by James Madison (1787)  <http://www.constitution.org/fed/federa51.htm>  “Alexander Hamilton’s Letter to Edward Carrington” (1792)  <http://founders.archives.gov/documents/Hamilton/01-11-02-0349>  “Notes on the State of Virginia” by Thomas Jefferson (1781)  <http://www.learnnc.org/lp/editions/nchist-newnation/4478>   1. Cite two specific examples of why Jefferson promotes an “agrarian” America. 2. Provide two specific examples from Hamilton’s letter which contrast Jefferson’s position on America’s economic direction. 3. Do you agree or disagree with the system of government as proposed by James Madison? Cite two specific examples to defend your position. 4. Discuss one to two similarities between the three articles. |
| **Writing Activity** | Long Essay:  Historians have argued that the United States Constitution came about initially through an on-going series of meetings, conventions, and congresses. Do you agree or disagree with this assertion? Support your position using specific information. |
| **Student Product** | Organize students into their accountability groups (small groups). Each group will be assigned a region of the early republic (South, Mid-Atlantic, New England) and will research and list reasons for or against developing a new Constitution to replace the Articles of Confederation.  <http://teachingamericanhistory.org/convention/delegates/>  <http://teachingamericanhistory.org/convention/summary/>  <http://teachingamericanhistory.org/convention/delegates/occupations/>  <http://teachingamericanhistory.org/convention/themes/>  Thespian Theatre:  Identify one to two outspoken political figures from your region. Members from the group must present their argument in support or opposition to revising the Articles of Confederation. (1-2 min) |