**RESOURCE PACKET: FOUNDERS’ INTENT**



**Major Concepts:**

**1- Introduction to Government**

**2 – Constitutional Underpinnings**

**3 – Federalism**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERIOD: \_\_\_\_\_\_\_

**FOUNDERS’ INTENT**

Politics and government matter—that is the single most important message of this class. Despite the fact that government substantially affects each of our lives, youth today are especially apathetic about politics and government. Whether because they feel they can't make a difference, the political system is corrupt, or they just don't care, young Americans are clearly apathetic about public affairs. And while political apathy isn't restricted to young people, a tremendous gap has opened up between the young (defined as under age 25) and the elderly (defined as over 65) on measures of political interest, knowledge, and participation. The goal of this class is to assist you in becoming a well-informed citizen by providing information and developing critical analytical skills.

This unit will cover the Constitution and the American system of Federalism. While you may have quite a bit of knowledge in the process of creation from U.S. History, you are to pay attention to the motivations of the Founders and the systems they sought to create through this document. You must understand why the Articles of Confederation were a failure and how the Constitution resolved those issues. You must also understand Federalism, which describes the relationship between separate but equal levels of government in our system, and how that relationship has evolved over time.

**Project Objectives**

*Content Objectives*

Students will understand the core philosophical ideas and key historical events and how they shaped the formation of the U.S. government. Students will understand the principles of the *U.S. Constitution*, with an emphasis on federalism.

*Skill Objectives*

Students will learn how to use a variety of texts to support learning in the course. Students will learn how to take notes from texts and lectures. Students will learn how to use historical documents as evidence to form an argument about both historical and current issues. Students will learn how to work productively in groups.

**Resources:**

* AMSCO Chapters 1-2 pgs. 1-76
* Quizlet Unit 1: Founder’s Intent Vocabulary List
* YouTube Channel AP Government Unit 1: Founder's Intent Playlist

**Tasks:**

The project begins with students learning more about the roles that they have been assigned.  In this introduction, students research the historical contexts of their roles to get a better understanding of the delegates and their perspectives on the ratification of the Constitution.  The objective is to give students a context surrounding the Constitutional Convention of 1787 so that they may better understand the purpose and impetus behind the drafting of the Constitution.  Students will accomplish this through close, scaffolded readings of core texts (i.e. *The Declaration of Independence*) and historical research activities.  This task also helps students understand role-playing.  Once students have an understanding of the context behind the Constitutional Convention of 1787, they will move onto their first task.

(1) The first task requires students (as delegates) to understand the intentions of the founding fathers.  This task asks students to write an editorial in a newspaper supporting or opposing the newly written Constitution.  By drawing upon core texts (i.e. federalist papers and the Constitution) and textbook information, students will decide whether they (as delegates) will support the ratification of the second government of the United States.  This task gives students the opportunity to read texts carefully and take a position on a controversial issue.

 (2) The second task requires students to understand controversial issues faced by the founding fathers.  This task begins with a SAC of a historical issue debated between federalist and anti-federalists.  By drawing upon their historical roles, core texts (i.e. federalist papers and the Constitution), and textbook information students will deliberate on the pros and cons of different historical issues. Through the process of participating in the SAC, students will learn about the specifics of the Constitution and begin understanding the structures and functions of the government, as laid out by the Constitution. This task gives students the opportunity to practice argumentation, listening, literacy, and group work skills, which will be reiterated throughout the rest of the course.  At the same time, students will be asked to consider how original intentions of the Constitution impacts modern day issues.

By the end of this project, students will have a basic understanding of the structure and purpose of the government (as outlined by the Constitution), an informed understanding of federalism, and a beginning understanding of the modern day two-party system. In the next project, students will have the opportunity to deepen their understanding of the purpose of government, federalism, and the two-party system through becoming a political advisor.

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| **Key Concept Short Answers** |
| LOR-1.A: Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution. |
| LOR-1.B: Explain how models of representative democracy are visible in major institutions, policies, events, or debates. |
| CON-1.A Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents. |
| CON-1.B: Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states. |
| CON-1.C: Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system. |
| PMI-1.A: Explain the constitutional principles of separation of powers and checks and balances. |
| PMI-1.B: Explain the implications of separation of powers and checks and balances for the U.S. political system. |
| CON-2.A: Explain how societal needs affect the constitutional allocation of power between national and state governments. |
| CON-2.B: Explain how the appropriate balance of power between national and state governments has been interpreted differently over time. |
| CON-2.C: Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making. |

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| **Foundational Documents:** | **Supreme Court Cases** |
| Declaration of Independence | McCulloch v Maryland (1819) |
| Articles of Confederation | United States v Lopez (1995) |
| Constitution of the United States |  |
| Federalist No. 10 |  |
| Brutus No. 1 |  |
| Federalist No. 51 |  |

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| **August/September** | | | | | | |
| Sun. | Monday | Tuesday | Wednesday | Thursday | Friday | Sat |
|  |  |  | **14**  Setting the stage for the Constitutional Convention | **15**  Setting the stage for the Constitutional Convention | **16**  Constitutional Convention |  |
|  | **19**  Constitution | **20**  Federalist v Anti-Federalist | **21**  Federalist v Anti-Federalist | **22**  Ratification  Democracy  **Constitution Quiz** | **23**  Historical SAC  National Bank |  |
| **Public Letters Due** | **26**  Historical SAC  National Bank | **27**  Historical SAC  National Bank | **28**  Federalism/Grants-in Aide | **29**  Review | **30**  **Unit One Test** |  |
| **Position Paper Due** | **2**  **No School** | **3**  Test Analysis |  |  |  |  |