



Grade 05 Social Studies Unit 06 Exemplar Lesson 01: Constitution By Design

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

This lesson deals with events that led to the creation of a new type of government in the United States changing from the Articles of Confederation to the designing, writing, and ratification of the United States Constitution. These events created a government that had never been tried before.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

5.3 *History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:*

5.3A Identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation.

5.3B Identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

5.15 *Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:*

5.15B Explain the purposes of the U.S. Constitution as identified in the Preamble.

5.19 *Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:*

5.19A Explain the contributions of the Founding Fathers to the development of the national government.

Social Studies Skills TEKS

5.24 *Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:*

5.24A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.

5.24B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

5.25 *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*

5.25C Express ideas orally based on research and experiences.

5.25D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 05 Social Studies Unit 06 PI 01

Create an annotated timeline of events from the Articles of Confederation to the creation of the United States Constitution. Write a summary of the challenges that the new government faced.

Standard(s): 5.3A , 5.24A , 5.25C

ELPS ELPS.c.1C , ELPS.c.3D , ELPS.c.5B

Key Understandings

- The relationships between governments and the people they govern change over time to meet common goals.
 - How do the relationships between governments and the people they govern change over time to meet common goals?
 - What changed between the new U.S. Government and the people they governed after they created the Articles of Confederation?
 - How does a common goal bring people of different backgrounds together?
 - What types of goals were needed to bring these people together?

Vocabulary of Instruction

- | | | |
|-------------|---------------|----------------|
| • republic | • rebellion | • commerce |
| • ordinance | • convention | • constitution |
| • preamble | • tranquility | • ordain |
| • welfare | • domestic | • posterity |

Materials


- Map pencils or different color highlighters
- Paper and any other supplies the students will need to complete this activity.
- Paper and map pencils for timelines

Attachments




All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

 [Handout: Weaknesses of the Articles of Confederation \(1 copy per student\)](#)

 [Teacher Resource: People Who Influenced Designing the Constitution \(1 copy to be cut apart\)](#)

 [Handout: Issues Leading to the U.S. Constitution](#)

 [Handout: On the Road to the US Constitution](#)

-  [Handout: On the Road to the US Constitution KEY](#)
-  [Teacher Resource: Founding Fathers Who Wrote the Constitution \(1 copy per student and 1 for display\)](#)
-  [Handout: Preamble to the Constitution \(1 per student and 1 to display\)](#)

Resources

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Create a set of cards for “I Have, Who Has” game on tag board, if possible
6. Prepare materials and handouts as needed.

Background Information

The Founding Fathers held many meetings to make decisions about the government that would be in charge of the new country. That’s what it took before the United States Constitution could be designed and written. Even though the Founding Fathers disagreed over many things, they were able to reach compromises to make a constitution possible. The preamble, or introduction, to the U.S. Constitution explains the goals of the document and the vision the Founding Fathers shared for this new country.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE	Notes for Teacher NOTE: 1 Day = 50 minutes Suggested Day 1 – 10 minutes
<ol style="list-style-type: none"> 1. Facilitate a discussion about disagreements they’ve had with a friend or family member and how they resolved it. 2. Students consider ideas such as: <ul style="list-style-type: none"> • Are there rules that need to be added that would help students be better citizens? • Are there rules that need to be changed because they are not helpful as they are now? • Are there challenges that the students face that the rules could fix? 3. Continue the discussion to what they think the Founding Fathers might have disagreed about as they worked to form a new government for the United States after the American Revolution and what they might have talked about as they considered the challenges they faced because of the weakness of the Articles of Confederation. (See the Handout: Weaknesses of the Articles of Confederation.) 	<p>Materials:</p> <ul style="list-style-type: none"> • A trade book on the writing of the Constitution • Information on the debates during the writing of the constitution <p>Attachments:</p> <ul style="list-style-type: none"> • Handout: Weaknesses of the Articles of Confederation (1 copy per student) <p>Purpose: This lesson is an extension of the lesson on the Constitution during the Celebrate Freedom Week Unit. It will help the students understand the problems that faced the new country of the United States and how the Founding Fathers worked to solve those problems.</p>

Suggested Duration: 4 days

<p>4. If available, read a book or account of the writing of the Constitution</p> <p>5. During this lesson, students will discover whether or not their predictions are correct.</p>	<p>TEKS: 5.3A, 5.24A, 5.25C</p>
<p>EXPLORE – People influencing the Constitution</p>	<p>Suggested Day 1 (continued) – 20 minutes</p>
<p>1. Students discuss how the Founding Fathers agreed that there needed to be changes to the Articles of Confederation but they disagreed about what those changes should be. (Some felt there needed to be a much stronger central government some did not.)</p> <p>2. Students divide into 8 groups. Number the groups and give each group one person who corresponds with their group number from the sheet Teacher Resource: People Who Influenced Designing the Constitution (other sources, such as information in the textbook can be used in addition to the handout). Note: keep the Conclusion piece for use at the end of this Explore section.</p> <p>3. Students read about their person, recall the weaknesses of the Articles of Confederation, and make a prediction about how the debating and disagreeing will turn out.</p> <p>4. Student groups discuss, figuring out the position of their person about how the new Constitution should be designed.</p> <p>5. Continue the discussion as a debate between the groups where the groups take the position of their person about how the new Constitution should be designed. (Discussion continues for approximately 5 minutes. Each group should contribute.)</p> <p>6. Share with students the Conclusion part of the handout and help students see that they are true and see the relationship between the statements and the positions of the people involved.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Articles of Confederation http://www.loc.gov/rr/program/bib/ourdocs/articles.html <p>Attachments:</p> <ul style="list-style-type: none"> Teacher Resource: People Who Influenced Designing the Constitution (1 copy to be cut apart) <p>Instructional Note: The Key Understanding and guiding questions are appropriate to include in a discussion here.</p> <ul style="list-style-type: none"> The relationships between governments and the people they govern change over time to meet common goals. <ul style="list-style-type: none"> How did the relationships between governments and the people they govern change? What changed between the new U.S. Government and the people they governed after they created the Articles of Confederation? How does a common goal bring people of different backgrounds together? What types of goals were needed to bring these people together?
<p>EXPLAIN – Importance of Compromise</p>	<p>Suggested Day 1 (continued) – 20 minutes</p>
<p>1. Students write a paragraph explaining the importance of compromise to the positive outcome of the Constitutional Convention. Use the topic sentence below to begin the paragraph.</p> <ul style="list-style-type: none"> Compromise was an important part of the discussions at the Constitutional Convention. 	
<p>EXPLORE – Issues Leading to the U.S. Constitution</p>	<p>Suggested Day 2 – 25 minutes</p>
<p>1. Number the students 1 – 6 to form small groups. (Number 1s group together, number 2s group together, etc.)</p> <p>2. Distribute one of the issues from the Handout: Issues Leading to the U.S. Constitution to each group. They will be “experts” on this issue.</p>	<p>Attachments:</p> <ul style="list-style-type: none"> Handout: Issues Leading to the U.S. Constitution (cut apart) Handout: On the Road to the US

Suggested Duration: 4 days

3. Assign roles to group members. For example: Number 1s will be the readers, number 2s will be the time keeper, number 3s will be the recorders, and number 4s will be the illustrators, number 5s will be the encourager, and number 6s will be the materials gatherer.
4. Allow groups time to read through the information.
5. Give the group a sheet of chart paper on which to list the event, the date or year it took place, a brief summary and a simple illustration. Have the students complete their sequence of events on the Handout: **On the Road to the US Constitution**.
6. Re-group students so that each group has a student from each expert group (a student from group #1, #2, #3, #4, #5 and #6) in it.
7. Each numbered student shares the information from their group.
8. As they listen to each other, group members fill in information under the correct dates on the Handout: **Issues Leading to the US Constitution**. (Note: This will serve as a study tool for the Performance Indicator.)

Constitution

- Handout: **On the Road to the US Constitution KEY**

TEKS: 5.3A, 5.24A, 5.25C

EXPLAIN – Display chart paper

Suggested Day 2 (continued) – 15 minutes

1. Display the chart papers in correct chronological order around the room for further learning.
2. Conduct a gallery walk so students have an opportunity to review all events in time order.
3. Students create a timeline based on the information on their chart. Title the timeline.
4. As students complete their timelines, open a discussion that includes questions that lead them to the understanding that **“the Founding Fathers had a common goal and were able to compromise to achieve that goal.”** Some suggestions for questioning are:
 - **Did the people who were founding our government have a common goal?** (Yes; to form a better central government)
 - **Did they agree or disagree on HOW to do this? What did they disagree about?** (Yes; money, representation, slavery)
 - **How did they solve their disagreements?** (Compromise)
 - **Did the compromise bring all different people together to reach the goal?** (Yes, mostly)

Materials:

- Paper and map pencils for timelines

ELABORATE

Suggested Day 2 – 10 min

1. Distribute and display the Handout: **Founding Fathers Who Wrote the Constitution** to help provide a synopsis and portraits of James Madison, George Mason, Charles Pinckney, and Roger Sherman. (Students can read the information and make additional notes under the portraits.)
2. Discuss the roles these individuals had in creating the Constitution and their ability to share strong ideas and yet be able to compromise.
3. Expand the discussion to allow students to brainstorm leaders and compromises they know in our nation, state, or locally today. Create a list of admired compromisers.

Attachments:

- Teacher Resource: **Founding Fathers Who Wrote the Constitution** (1 copy per student and 1 for display)

EXPLORE – Why write a Constitution	Suggested Day 3 – 25 minutes
<ol style="list-style-type: none"> Review the reasons the Founding Fathers were meeting to write a constitution (need for a stronger system of governance, weaknesses of the Articles of Confederation, etc.) Continue the discussion to include the need the Constitutional Convention members felt to explain the reasons they were writing a new U.S. Constitution. Divide students into pairs Distribute the Handout: Preamble to the US Constitution to each pair. Student pairs work together to find and underline the 6 goals of the US Constitution each with a different color map pencil. <ul style="list-style-type: none"> To form a more perfect union To establish justice To insure domestic tranquility To provide for the common defense To promote the general welfare To secure the blessings of liberty 	<p>Materials:</p> <ul style="list-style-type: none"> Map pencils or different color highlighters <p>Attachments:</p> <ul style="list-style-type: none"> Handout: Preamble to the Constitution (1 per student and 1 to display) <p>Instructional Note:</p> <ul style="list-style-type: none"> The answer to the guiding question, “What types of goals were needed to bring these people together?” includes the 6 goals included in the Preamble.
EXPLAIN – Display chart paper	Suggested Day 3 (continued) – 15 minutes
<ol style="list-style-type: none"> Students write a short explanation of what they think the 6 goals represent. <ul style="list-style-type: none"> To form a more perfect union To establish justice To insure domestic tranquility To provide for the common defense To promote the general welfare To secure the blessings of liberty Display the Handout: Preamble to the Constitution or access the Preamble from the Internet, from a site such as the Charters of Freedom at the National Archives http://www.archives.gov/exhibits/charters/ Students share what they underlined and what they wrote. Students summarize their learning by writing a 5 sentence paragraph explaining whether or not the Founding Fathers reached the goals of the Preamble to the Constitution. 	<p>Materials:</p> <ul style="list-style-type: none"> Handout: Preamble to the Constitution to display Charters of Freedom http://www.archives.gov/exhibits/charters/ <p>Instructional Note:</p> <ul style="list-style-type: none"> If using an interactive white board, students can underline the sentence as they demonstrate.
EVALUATE –Timeline	Suggested Day 4 – 45 minutes
<p>Grade 5 Social Studies Unit06 PI01</p> <p>Create an annotated timeline of events from the Articles of Confederation to the creation of the United States Constitution. Write a summary of the challenges that the new government faced.</p> <p>Standard(s): 5.3A , 5.24A , 5.25C</p> <p>ELPS ELPS.c.1C , ELPS.c.3D , ELPS.c.5B</p>	<p>Materials:</p> <ul style="list-style-type: none"> Paper and any other supplies the students will need to complete this activity. <p>Instructional Note:</p> <ul style="list-style-type: none"> See the Handout: Issues Leading to the US Constitution

Weaknesses of the Articles of Confederation

Written as the first set of guidelines for the new United States of America during and just after the American Revolutionary War, the Articles of Confederation was the first guide for our government. The articles were weak, however, and needed to be adjusted.

Listed below are weaknesses in the Articles of Confederation:

- The individual states had more power than the national government; therefore, the national government was weak. The United States was just a confederation of states united by a weak central government.

The Federal Government could:	The federal government could/did not:
<ul style="list-style-type: none">• Make war	<ul style="list-style-type: none">• Have power over the states
<ul style="list-style-type: none">• Incur debt	<ul style="list-style-type: none">• Congress had not power to levy taxes, enforce laws, or regulate commerce.
<ul style="list-style-type: none">• Negotiate diplomatic agreements with other countries	<ul style="list-style-type: none">• Had no president or executive branch
<ul style="list-style-type: none">• Controlled western territories	<ul style="list-style-type: none">• Had no judges
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• No taxes so no way to pay off debt
	<ul style="list-style-type: none">• Had no way to regulate commerce or trade

The Founding Fathers needed to gather once more to write a new constitution that would remedy the problems of a weak central government.

People who Influenced Designing the Constitution

<p style="text-align: center;">#1 James Wilson</p> <p>Believed in power for the people, or individual rights. He cared little for the states and believed in a strong central government. He believed personal rights were more important than property rights. He opposed slavery and was for democracy.</p>	<p style="text-align: center;">#2 Governor Morris</p> <p>Spoke often during the Convention, more than anyone else. He was given the job of “polishing” the words of the new Constitution. He took all 23 resolutions and reduced them to seven articles, using language that is forceful, clear and easily understood.</p>
<p style="text-align: center;">#3 Alexander Hamilton</p> <p>Wanted the United States to have a government just like Great Britain. He believed the president should have a life-time job like a king or emperor. He wanted a strong central government and did not care if the states had any power.</p>	<p style="text-align: center;">#4 John Dickinson</p> <p>(Author of the Articles of Confederation) Wanted a confederation, or a government made up of a group of states which kept power for themselves. As with the Articles of Confederation, there would be no higher power, except as an advisor.</p>
<p style="text-align: center;">#5 James Madison</p> <p>Called the Father of the Constitution, he organized the Convention and kept very careful notes of the secretive Convention. He believed the Articles of Confederation should be tossed out. He led the writing of the Virginia Plan which said the state representative would be decided by population (which favored the states with the most people.)</p>	<p style="text-align: center;">#6 William Peterson</p> <p>A lawyer and an orator, he helped to design the New Jersey Plan which said every state would have the same number of representatives no matter what their population. He believed this was fair.</p>
<p style="text-align: center;"># 7 Roger Sherman</p> <p>A plain-spoken man of 66 years, he designed a simple solution called the Great Compromise. It said there should be a bicameral legislature (two houses.) One house should reflect population (House of Representatives) and one house should have an equal number of representatives (the Senate.) Together they are called the Congress.</p>	<p style="text-align: center;">#8 George Washington</p> <p>Elected as president of the Convention. He believed in a strong central government or a <i>federation</i>. A federation divides the power between a central government and the state governments. The central government has the strongest powers, but not all the power. The states have powers, too.</p>
<p style="text-align: center;">#9 George Mason</p> <p>Believed States should have even more rights. He felt the federal government already had too much power. He fought to have a Bill of Rights added to the new Constitution.</p>	<p style="text-align: center;">#10 Charles Pinckney</p> <p>Believed in a strong national government. Many of his words were used in the new Constitution including, “no religious test will ever be required as a as a qualification to any office...”</p>

Conclusion:

The United States Constitution represents compromise. Both sides gave up some things, and both sides gained some things.

The United States Constitution is a simple, basic plan of government that helps people live together peacefully.

Issues That Led to the U.S. Constitution

Articles of Confederation – The Articles of Confederation represent the first constitutional agreement made between the 13 American states. The new states needed a formal agreement that would pull them together. Each state's powers needed to be defined as well as the power of the Continental Congress. In 1781, John Dickinson was given the responsibility of drafting the first federal constitution. However, the national government under the Articles of Confederation was limited with few unifying powers. There was neither a national court system nor a president. The Congress had little power too. Each state had one representative in Congress regardless of the size of the state. Each state, under the Articles, had the authority to print its own paper money. However, this money didn't transfer from state to state. And, Congress could do nothing if it didn't have the approval of ALL the state governments. The Articles of Confederation, while weak, was in effect for seven years.

Northwest Ordinance – Congress enacted the Northwest Ordinance of 1787, considered to be the single most important piece of legislation in the Confederation period. The Ordinance laid out the plan for new states to be created out of the western lands of the Northwest Territory and how they would be admitted into the Union. It also promised the settlers the freedom of religion, the right to a trial by jury, and it did not allow the expansion of slavery. Many adopted compromises to achieve this, showing Congress could work together to plan for the growth of the new nation.

Shays' Rebellion – During the fall of 1786, a group of unhappy farmers attacked a courthouse in Massachusetts because they wanted to save their farms. After the Revolution ended, these former soldiers were being forced off their land because they could not pay their taxes. In January 1787, Daniel Shays led an attack on a United States arsenal in Springfield, Massachusetts. Shays did not believe that the central government was strong enough to act. Under the Articles of Confederation, Congress could not have an army to defend any United States properties so state governments had to defend their own lands. Shays' Rebellion showed that many Americans were unhappy with the strength of state governments and how they were working.

Continental Congresses – In 1774, each of the colonies except Georgia sent delegates to the first Continental Congress. The purpose of the meeting was to provide a plan to convince Great Britain to restore their rights. They also voted to stop buying British goods. The Second Continental Congress met in 1775, and because Great Britain and King George III had removed even more basic rights, the delegates declared independence from Great Britain and actually wrote a letter known as the Declaration of Independence.

Philadelphia Convention – Actually the 4th Continental Congress, delegates from every state, except Rhode Island, gathered from May to September, 1787, to discuss what should be done because of the weaknesses of the Articles of Confederation. Rhode Island feared a stronger national government and refused to send a delegate to the meeting. The first action the delegates took was to elect George Washington president of the convention. In all, 55 delegates from 12 states were present. As the convention began it was agreed by all to conduct the meetings in secret. Almost immediately the delegates came to a surprising decision. An entirely new constitution was needed. Even though everyone wanted all 13 states to agree, it was decided that nine states of 13 could ratify, or approve, the Constitution.

The Great Compromise – After much discussion over how each state would be represented in Congress, it was decided that Congress would have two houses, or become bicameral (two chambers). In one house, the House of Representatives, representation would be based on the population of each state. In the other house, the Senate each state would have two representatives. Either house could propose a law, but both houses had to agree to approve it before it could become a law. The compromise between smaller and larger states was due mainly to the influence of Roger Sherman, the delegate from Connecticut. He led the fight for representation of the smaller states.

On the Road to the U. S. Constitution

Directions: Identify events leading up to the creation of the U. S. Constitution. Include the date the event occurred. Add a summary of the event and a visual clue or illustration associated with the event.


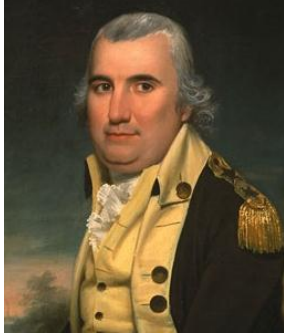

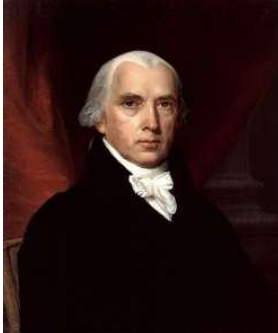
Event	Date	Summary	Illustration

On the Road to the U.S. Constitution **KEY**

Directions: Identify events leading up to the creation of the U.S. Constitution. Include the date the event occurred. Add a summary of the event and a visual clue or illustration associated with the event.

Event	Date	Summary	Illustration
Articles of Confederation	<i>1781-1787</i>	<i>First constitutional agreement between the 13 states. Very weak with limited national government powers. States retained most power.</i>	
Northwest Ordinance	<i>July 13, 1787</i>	<i>Plan for new states to be admitted. Freedom of religion, trial by jury, banned slavery.</i>	
Shays' Rebellion	<i>1786-1787</i>	<i>Angry farmers waged rebellion on Massachusetts because of new taxes they couldn't pay. Proved the Articles of Confederation wasn't powerful enough.</i>	
Continental Congresses	<i>1774-1789</i>	<i>Three congresses of delegates from the states to make decisions for the new country. Last one created the Articles of Confederation in 1777, ratified by the states in 1781.</i>	
Philadelphia Convention	<i>May 14-Sept. 1787</i>	<i>Met in Philadelphia in 1787; replaced the Articles of Confederation and established the U.S. Constitution we now have.</i>	
The Great Compromise	<i>1787</i>	<i>Increased power of small states. Created 2 houses in Congress. Two senators from each state and representation in House based on population.</i>	

Founding Fathers Who Helped Create the Constitution

			
<p style="text-align: center;">George Mason Virginia</p> <ul style="list-style-type: none"> • Anti-Federalist (wanted a weak central government) • Fought for individual and state's rights to balance the Federal power; • opposed slavery; • strongly for adding the Bill of Rights; • refused to sign the Constitution <p><small>(2010). <i>George mason</i>. (2010). [Print Photo]. Retrieved from http://gazette.gmu.edu/wp-content/uploads/gm_rosenthal-1.jpg</small></p>	<p style="text-align: center;">Charles Pinckney South Carolina</p> <ul style="list-style-type: none"> • Federalist (wanted a strong central government; • many of his ideas and his wording contributed to the writing of the U. S. Constitution <p><small>(1800). <i>Charles c. pinckney</i>. (1800). [Print Photo]. Retrieved from http://library.sc.edu/digital/slaverysc/112997617.jpg</small></p>	<p style="text-align: center;">Roger Sherman Connecticut</p> <ul style="list-style-type: none"> • Great Compromise (wanted two houses of government or bicameral, one with equal representation and one with representation based on population); • supported the election of a president by electoral college <p><small>(2013). <i>Roger sherman</i>. (2013). [Print Photo]. Retrieved from http://billofrightsinstitute.org/resources/educator-resources/founders/roger-sherman/</small></p>	<p style="text-align: center;">James Madison Virginia</p> <ul style="list-style-type: none"> • Federalist • designed the Virginia Plan which recommended using population to decide how many representatives, • considered the Father of the Constitution; • later the fourth President • designed two party system <p><small>Vanderlyn, J. (Photographer). (1816). <i>Portrait of james madison</i>. [Print Photo]. Retrieved from http://upload.wikimedia.org/wikipedia/commons/1/1d/James_Madison.jpg</small></p>

Preamble to the Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



(2013). *We the people*. (2013). [Print Photo]. Retrieved from https://www.amherst.edu/media/view/127185/original/Constitution_cropped.jpg