

A large, thick black L-shaped graphic is positioned on the left side of the slide, extending from the top-left corner towards the center. A second, identical L-shaped graphic is positioned on the right side, extending from the bottom-right corner towards the center. These two shapes together form a partial frame around the central text.

COMPROMISE & CIVILITY

In the 1787 Constitutional Convention

Materials to have:

- Provided Lesson Plans
- Venn Diagram
- Pen
- QuillProject.net

Terms to Know:

- Virginia Plan
- New Jersey Plan
- Great Compromise
- Senate or Second Branch of Legislature
- House of Representatives or the First Branch of Legislature
- Civility
- Representation
- Articles of Confederation

Warm-Up & Handout A:

Junior High

https://www.youtube.com/watch?v=Jq29Npm_sK1A

What was each party hoping to gain from the “haggling”?

Was a compromise met? Why or why not?

High School

Scenario Questions:

1. In a group, does there need to be a leader?
2. If so, why might someone need to be designated a leader?
3. How does having a leader ensure order and civility in discussions?

Exploration & Handout B:

Junior High

The author says that the Convention knew they needed to completely reorganize their government vision. What might be some examples of what the delegates needed to improve in the new Constitution?

High School

1. Briefly summarize the context for the 1787 Convention. (first paragraph)
2. According to the author, what was the least controversial question on the table at the 1787 convention? Where did most of the disagreement occur? (third paragraph)

Quill Project & Handout B:

Junior High & High School

- Open QuillProject.net
 - Search “New Jersey Plan”
 - Under results, click U.S. Constitutional Convention 1787 (2021)
 - Scroll Down, click 1787-06-16 11:00:00 in the Committee of the Whole House: New Jersey Plan
 - Find the first debate attached to the New Jersey Plan event document
 - Scroll through description to find Mr. Wilson’s comments in the third paragraph
1. What are three principal points of the Virginia Plan?
 2. What are three principal points of the New Jersey Plan?

Application & Handout B:

Junior High

1. How would states be represented in the House of Representatives?
2. How would states be represented in the Senate?

(E74251 in quill)

High School

7. Why does the author argue it is a mistake to understand the Constitution as a compromise between the Virginia and New Jersey Plans? How does the historical record of the Convention preserve this “convenient” conclusion?

(seventh and eighth paragraph in handout B)

Conclusion

Junior High

In addition to the text of the Constitution, what lessons can we learn from studying the Convention?

High School

9. Explain what the author means when he says: “The 1787 Convention, then, should be celebrated for the constitutional text that it produced... But it should be celebrated most as a triumph of what members of the modern Congress now call “regular order.” (ninth paragraph)

Process Works

- 1787 U.S Constitutional Convention: q150
 - <https://www.quillproject.net/m2/negotiation/156/calendar-view>
- 1889 Wyoming State Constitutional Convention: q146
 - <https://www.quillproject.net/m2/negotiation/146/calendar-view>
- 1895 Utah State Constitutional Convention: q162
 - <https://www.quillproject.net/m2/negotiation/162/calendar-view>
- 1910 Arizona State Constitutional Convention: q226
 - <https://www.quillproject.net/m2/negotiation/226/calendar-view>