



SPECIAL SECTION: Constitution Connection (pp. 12-17)

► **NCSS STANDARD**
Power, authority, & governance

This special section consists of two articles related to the U.S. Constitution. They can be used together, as stand-alone pieces, or in conjunction with the U.K. article and/or the American history play.

■ Objectives

- Make students aware of Constitution Day (September 17).
- Introduce students to some of the difficulties that arose during the crafting of the Constitution, and the compromises that delegates had to make in order to resolve major disputes.

■ Backstory

- “The Articles of Confederation, America’s first ‘constitution,’ was not really a proper constitution, but rather a peace treaty among 13 separate states,” writes Richard Beeman, author of the Constitutional Convention history *Plain, Honest Men*. The Articles were first proposed in July 1776, fully ratified in March 1781, and in effect until June 1788.
- Many of the Framers believed that “the people” should not elect their own leaders. They feared that most Americans, few of whom were educated then, lacked the knowledge and grasp of issues to vote responsibly.
- In all, 55 delegates from 12 states attended the Federal Convention. Not all 55 were there at one time. Some were late arriving; others left early. On September 17, 1787, 39 delegates signed the final draft of the Constitution. Three delegates would not sign: Edmund Randolph, George Mason, and Elbridge Gerry. Randolph and Mason thought that the document gave Congress too much power. Mason worried that the Constitution lacked a “Bill of Rights” to safeguard the liberties of citizens. In the end, only the inclusion of a Bill of Rights—the first 10 Amendments—ensured the Constitution’s ratification by all 13 states.

■ Content-Area Questions

CULTURE/SOCIAL STUDIES

1. How did some delegates’ suspicion of popular elections shape the way Senators were chosen in the original Constitution? (*Senators were chosen by House members, not elected.*) How did that change later? (*The 17th Amendment turned*

election of Senators over to the people.)

2. What compromise did the big and small states reach? (*The number of House members is based on state population, while the number of Senators is the same, regardless of state size.*)

GEOGRAPHY

1. Where was the Constitutional Convention held? (*Philadelphia, Pennsylvania*)

■ A Matter of Faith

When is a community’s need to protect its citizens more important than the individual liberties guaranteed by the Constitution? (*See the case of Wisconsin v. Yoder, p. 17.*) Do you agree with the Supreme Court’s decision in *Yoder*? Why or why not?

■ How Perfect a Union?

All of us are products of our environment. With that in mind, discuss: Why do you suppose the Framers did not provide equal rights for blacks, women, and Indians? Was it even possible at that time? Explain.

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World: Welcome to the New U.K. (pp. 8-11)

► **NCSS STANDARD**
Culture & cultural diversity

This “World” article includes our new feature: *21st-Century Governments in Action*. Throughout the year we will profile types of governments around the world, to help students recognize differences among them, and to compare them with that of the U.S.

■ Objectives

- Recognize the impact that recent immigrants to the United Kingdom have had on British culture.
- Compare/contrast the systems of government in the U.K. and U.S.

■ Backstory

Identifying types of U.K. and U.S. schools can be confusing. A U.K. state school is similar to a U.S. pub-

lic school. But a *British* public school (such as Eton College, a famous boys’ secondary school) is more exclusive and charges fees—like a private or prep school in the U.S.

■ Rapid Review

- What kind of government does the U.K. have? (*parliamentary democracy*)
- Who runs the government? (*the Prime Minister*)
- What is Britain’s legislature called? (*Parliament*) Name its two chambers. (*the House of Commons and the House of Lords*)
- Which aspects of Sabrina Chowdhury’s life are from her parents’ culture? (*religion,*

traditional clothing) Which are British? (*playing netball, being the prefect of her school*)

- In what way(s) is Abbie Pike’s life considered “traditional”? (*She lives in a small town that is mostly white; her family has been British for generations.*)

WEB LINKS

- Abbie Pike’s school: bohunt.hants.sch.uk
- Nick Zhang’s school: www.stpaulsschool.org.uk
- Sabrina Chowdhury’s school: egaschool.co.uk
- Interactive Empire map: bbc.co.uk/radio4/history/empire/map



American History Play: Eye on America (pp. 18-21)

► **NCSS STANDARD**
Time, continuity, & change

Photographer Dorothea Lange chronicled two major episodes in U.S. history: *the Great Depression and the internment of Japanese-Americans during World War II*.

■ Objectives

- Give students a sense of what life was like for many Americans during the Great Depression, and for Japanese-Americans during World War II.
- Introduce the life and work of noted documentary photographer Dorothea Lange (1895-1965).
- Practice reading aloud.

■ Backstory

In a time when few women

worked outside the home (and most of those in traditionally female roles, such as teaching or nursing), Dorothea Lange made a name for herself as a photographer. She is best known for her evocative photos of the Great Depression and migrant farming families in the Dust Bowl.

■ Take Another Look

Have students study the Lange photographs illustrating this play. For each, ask them to answer these questions:

- What is the focus of the photo?
- What draws your eye to it?
- How does this picture make you feel?

- What elements in the photo evoke that feeling?
- What sounds and smells do you sense by looking at the photo?
- If you could ask the person(s) in the photo one question, what would it be and why?

WEB LINKS

- Executive Order 9066 (primary document text): historymatters.gmu.edu/d/5154
- Internment camp photos: npr.org/templates/story/story.php?storyId=6519565
- Masters of Photography Lange Gallery: masters-of-photography.com/L/lange/lange.html