





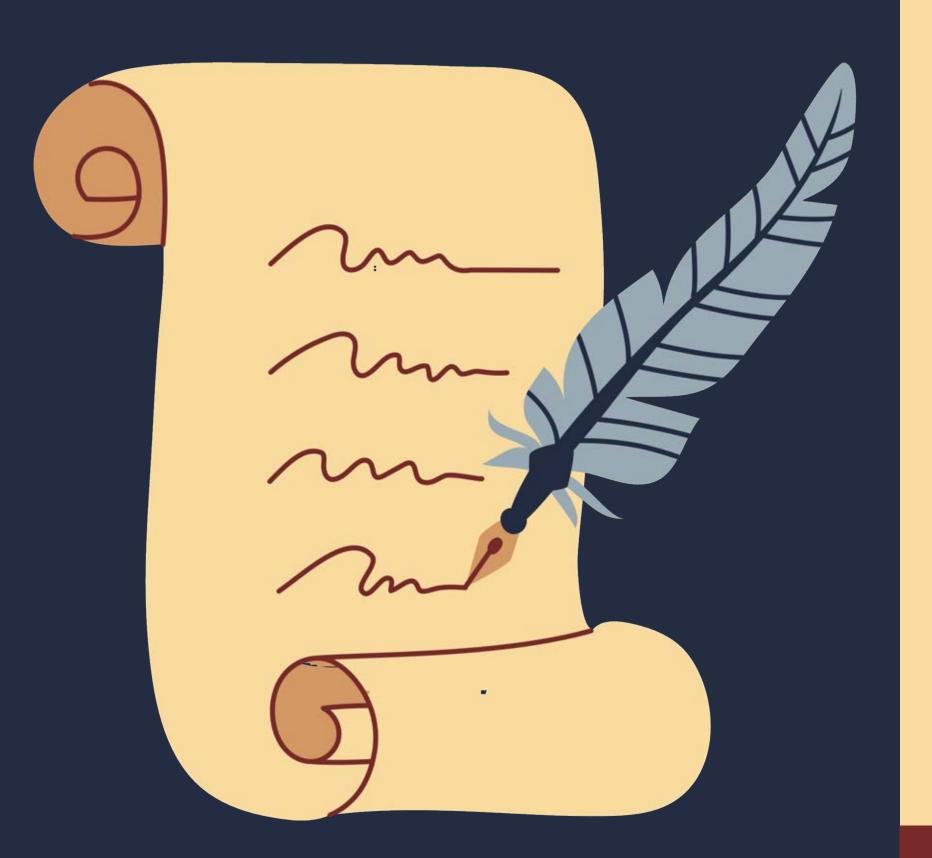
**Historical Thinking** 

**Instructional Level** 

#### "WE THE PEOPLE"

To what extent were the American people represented in the democracy of this era?

Dr. Jennifer H. Jaso Dr. Kacie Nadeau Dr. Tammara Purdin S.O.U.R.C.E.S. Conference January 20, 2024



#### "WE THE PEOPLE"

- explore and evaluate diverse documents of our history to broaden the context of peoples in the new nation
- •recognize that the intention of the phrase "We the People"

"Thus, the Founders' "Constitution" was not merely a text but a deed---a constituting. We the People do ordain. In the late 1780s, this was the most democratic deed the world had ever seen." Amar, 2005, p. 5



TATE, 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 fecure the bleffings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the

Self. 1. A L L legislative powers herein granted shall be vested in a Congress of the United States which shall consist of a Senate and Self. 2. The Houte of Representatives, an be composed of members choicen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a representative who shall now have strained to be completed to the consistency of the second strained to be completed.

No person shall be a representative who shall not have attained to the age of twenty-sive years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that flate in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several states which may be in-Representatives and direct taxes shall be apportioned among the several states which may be included within this Union according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-siths of all other persons. The actual enumeration shall be made within three years after the strill meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each state shall have at least one representative; and until such enumeration shall be made, the state of New-Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New-Jersey south-Carolina sive, and Georgia three.

When vacancies happen in the representation from any state, the Executive authority thereof shall issue write of election to fill such vacancies.

The House of Representatives shall chuse their Speaker and other officers; and shall have the

The House of Representatives shall chuse their Speaker and other officers; and shall have the

Self. 3. The Senate of the United States shall be composed of two senators from each state, cho-

fen by the legislature thereof, for fix years; and each fenator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three challer.

The feats of the fenators of the first class shall be vacaof the third class at the expiration of the fixth year, fo that one-third may be chosen every second year; and if vacancies happen by refignation, or otherwise, during the recess of the Legislature of any flate, the Executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies.

No person stall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

The Vice-Prefident of the United States shall be Prefident of the senate, but shall have no vote, unless they be equally divided.

The Senate shall chuse their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or assimption. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two-thirds of

Judgment in cases of impeachment shall not extend surther than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punish-

Sect. 4. The times, places and manner of holding elections for fenators and reprefentatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make

be preferibed in each flate by the legislature thereof; but the Congress may at any time by law make or after such regulations, except as to the places of chusing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Sed. 5. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorised to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

Each house may determine the rules of its proceedings, punish its members for disorderly beha-

Each house may determine the rules of its proceedings, punish its members for disorderly behaviour, and, with the concurrence of two-thirds, expel a member.

Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the defire of one-fifth of those present, be entered on the

Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be fitting.

Sed. 6. The senators and representatives shall receive a compensation for their services, to be affectained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, selony and breach of the peace, be privileged from arrest during their attendance the

Preamble

E, 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 fecure the bleffings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the

#### **Evaluate**

United States of America.

In 52 words...Who, Why, and What

Tampered version: We the people of the United States, to make our country better, to bring about fairness, to be sure we have peace at home, to be able to keep everyone safe, to encourage everyone's well-being, to defend our freedoms for ourselves and our children, set in place and create this set of rules and beliefs.

#### The Preamble & Standards



SS.3.CG.1.2 Describe how the U.S. government gains its power from the people.

SS.5.CG.1.3 Discuss arguments for adopting a representative form of government; gains its power from the people.

SS.7.CL.1.9 Explain the purpose of the Preamble to the United States Constitution.

• Students will *recognize* that the intention of the phrase "We the People" means that government depends on the people for its power and exists to serve them

SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States constitutional republic

How can context build more awareness of the time in which these founders/peoples lived?

How could you qualify
"We" among the
people?
(Or something else?)

What might be said for their judgement or character at various points of their life?



Why is it important to consider the various perspectives of lived experiences?



#### Historical Thinking Skills/Disciplinary Literacy Skills

#### HISTORICAL THINKING CHART

PREPARED CITIZEN

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Sourc Contextual ize Close read corroborat

Historical Reading Skills	Questions	Students should be able to	Prompts
Sourcing	<ul> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul> <li>The author probably believes</li> <li>I think the audience is</li> <li>Based on the source information, I think the author might</li> <li>I do/don't trust this document because</li> </ul>
Contextualization	<ul> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	Based on the background information, I understand this document differently because  The author might have been influenced by (historical context)  This document might not give me the whole picture because
Corroboration	<ul> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	Establish what is probable by comparing documents to each other     Recognize disparities between accounts	<ul> <li>The author agrees/disagrees with</li> <li>These documents all agree/disagree about</li> <li>Another document to consider might be</li> </ul>
Close Reading	<ul> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul> <li>I think the author chose these words in order to</li> <li>The author is trying to convince me</li> <li>The author claims</li> <li>The evidence used to support the author's claims is</li> </ul>

STANFORD HISTORY EDUCATION GROUP

# Reading History

When you "read" *history*, ask yourself these questions:

- Who wrote this document?
- When was it written?
- What kinds of evidence does the author use?
- Is the evidence reliable?
- Is the author trying to promote a particular viewpoint?



## Contextualization

- promotes historical empathy as opposed to present mindedness
- is an active thought process that removes modern perspective in preparation for an analysis/ understanding of the past

#### Contextualization: Dual Processes

Skill for studer

nuance to historical events providing greater engagement with author's purpose and point of view, and historical context enhancing agency.

Context adds an invaluable

al Practice



#### Historical Framewo

Build an understanding of what life was/is during the time.

- Why should we consider context?
- How does someone's experience shape their decisions and/or point of view?
- Not just a skill to be successful

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#### **IDEAS & VALUES:**

The ways people involved in a particular historical event thought about life.

KE

How did people talk to each other?

Did they value manners?

What did people think about their environment, human rights, the role of government, etc.?

#### GEOGRAPHICAL INFLUENCE:

The difference time and place made in a particular historical event.

How did the environment help or hinder people's lives?

Were they isolated?

Were they subjected to storms and disasters?

#### SOCIAL ISSUES:

The ways people involved in a particular historical event related to each other.

How did age, economic status, sex, and position in a community affect individuals and groups?

How did relationships to others limit or benefit them?

#### **CULTURAL ISSUES:**

The ways customs and traditions of people influenced the developments of a particular historical event.

What role did women play?

What professions did men and women have?

How did religious beliefs and practices influence people?

# question



To what extent were the American people represented in the democracy of this era?

"In 1787, democratic self-government existed almost nowhere on earth."

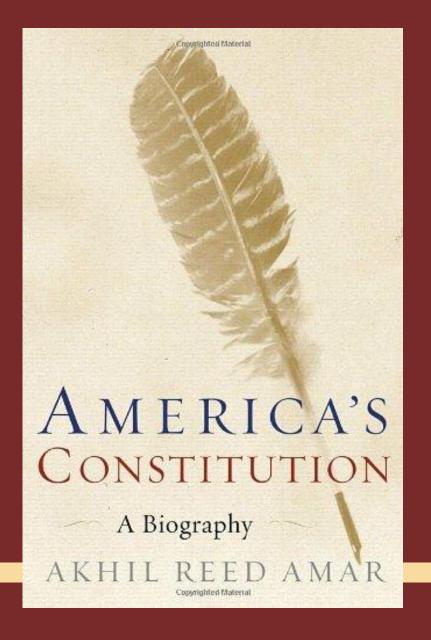
"Before the American Revolution, no people had ever explicitly voted on their own written constitution." p. 8

"Never before had so many ordinary people been invited to deliberate and vote on the supreme law under which they and their posterity would be governed." p. 10

"America's Founding gave the world more democracy than the planet had thus far witnessed." p. 14

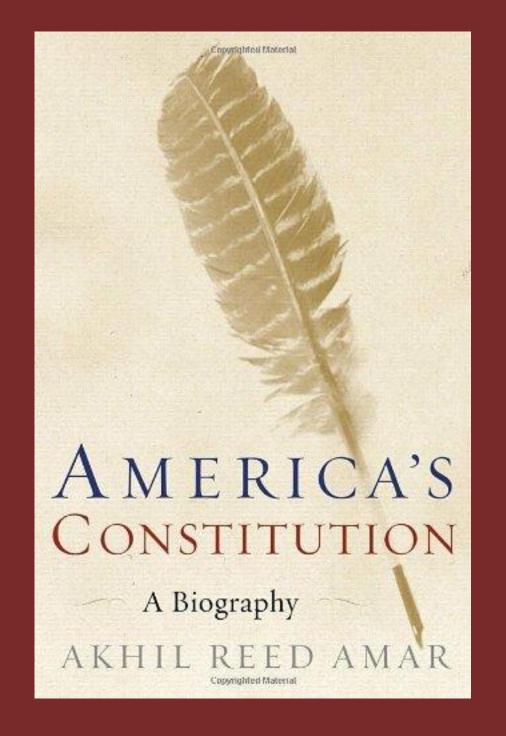
"Where had anything close to universal suffrage ever existed prior to 1787?" p. 19

Let's put this in context...



#### Inquiry based approach: student driven "arrived at" thir king

- **History Day**
- College, Career, Civic Life (C3) Framework
- Digital Inquiry Group (formerly Stanford History Education Group-SHEG)
- **Document Based Question Approach** (DBQs)
- S.O.U.R.C.E.S
- Visual Thinking Strategies (VTS)



# Why are primary sources routinely used less in elementary classrooms?

### Who is doing the thinking?

#### Teacher-Given Thinking

- Forged reasoning is repeated from an authority
- Creativity is lost in comprehension through authoritiative thinking

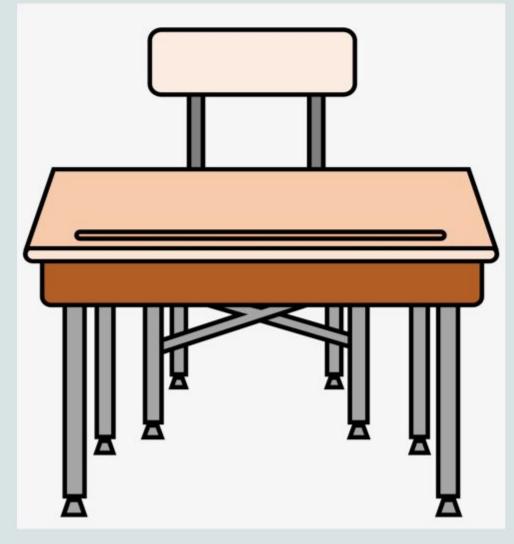
#### Arrived at Thinking

- Personally derived insights have longevity, greater applicability, and versatility in new contexts
- Creativity of thought is currated through reasoning and sense-making



#### Simultaneous Roles

Stewards of content



Stewards of pedagogy



# Selecting Primary Sources

- Grade and developmental level appropriate
- Aligned to social studies, history, and/or literacy standards
- Multiple perspectives and types of sources
- Comprehension and motivation work in tandem
- High interest (think beyond textual documents as well)
- Selection based on your responsibility as both

Presence of the "People"

"Before the American Revolution, no people had ever **explicitly voted on their own** written constitution." (Amar, p. 8, 2005)

Article IV guaranteed every state a "Republican Form of Government"-that is a government ultimately **derived from the people**, as opposed to an aristocracy or monarchy" (Amar, p. 16, 2005)



John Blake White (1781-1859)

General Marion Inviting a British Officer to Share His Meal

1836



#### Who are the "People"?

https://www.pafa.org/museum/collection/item/artist-his-family

- Veterans
- Teachers
- Clergymen
- Enslavers
- Merchants
- Yeomen
- Immigrants
- The Enslaved
- Politicians
- Aristocrats
- Caregivers

# Indivisible Continental Conversation: 1776 versus 1787

"Any plan to form an indivisible continental nation and thereby relocate ultimate authority away from individual states with century deep-roots needed to win the consent of the governed in a well-focused continental conversation.

Amar, p. 42, 2005

#### Bowles, Carrington, 1 North America and the West Indies

- British Empire
- Limits and boundaries of the United States
- Dominions possessed by the
  - Spanish
  - French
  - other European states



#### The "People" and the Makings of a

George Massingth Little Form Knox Mount Vernon, Virginia, February 3, 1787.

Abigail Adams to Mary Rutledge Smith, 14 July 1787

If government shrinks, or is unable to enforce its laws; fresh maneuvers will be displayed by the insurgents – anarchy & confusion must prevail – and every thing will be turned topsy turvey in that State; where it is not probable the mischiefs will terminate...But at the same time I give this opinion, I believe that the political machine will yet be much tumbled & tossed, and possibly be wrecked altogether, before such a system as you have defined, will be adopted

https://constitutioncenter.org/the-constitution/historic-document-library/deta il/noah-webster-an-examination-into-the-leading-principles-of-the-federal-c onstitution-1787 I think you would be pleasd with the Tour. the dissagreeable Situation of the Massachusetts for some months past is changed I presume for the better, and I would hope the Rebellion quite Surpressd. The discontents of the people cannot be grounded in reason, for there is no Country in the world where the liberties and properties of the subject are more sacredly preserved, nor are there any subjects who pay less for the ease and security which they enjoy, but the Idea of these insurgents is that they ought to pay nothing nor be at any trouble for preserving to themselves the Blessings of Peace & security...

https://www.gilderlehrman.org/sites/default/files/inline-pdfs/t-02437-09410.pdf

#### The "People" and the Constitution: Growth and progress

The "People": The Federalist Papers No. 14 James Madison, November 30, 1787

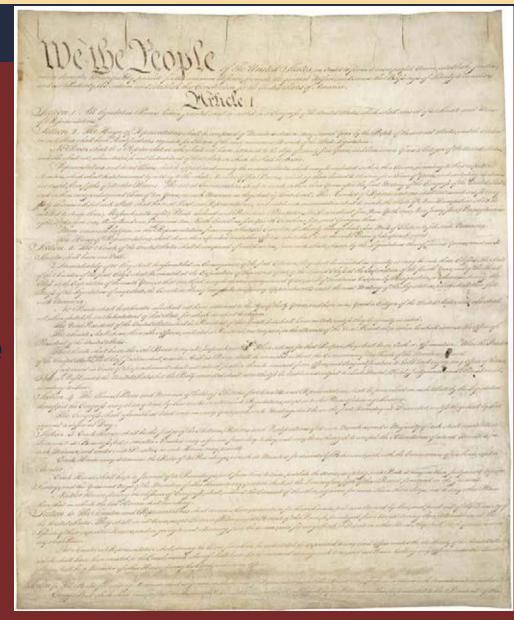
A fourth and still more important consideration is, that as almost every State will, on one side or other, be a frontier...It may be inconvenient for Georgia, or the States forming our western or northeastern borders, to send their representatives to the seat of government; but they would find it more so to struggle alone against an invading enemy, or even to support alone the whole expense of those precautions which may be dictated by the neighborhood of continual danger. If they should derive less benefit, therefore, from the Union in some respects than the less distant States, they will derive greater benefit from it in other respects, www.destande

#### Layers of Representation

"Nowhere did the Constitution require House members to meet any property threshold, and the document also barred both Congress and states from adding statutory property qualifications...Remarkably, a man could serve as a United States senator even if he did not own enough property to vote for his state senate, or his state assembly..." (Amar, p. 66, 2005)

#### Article | Section 3

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.



#### Article VII

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.



#### **SOURCES Framework**





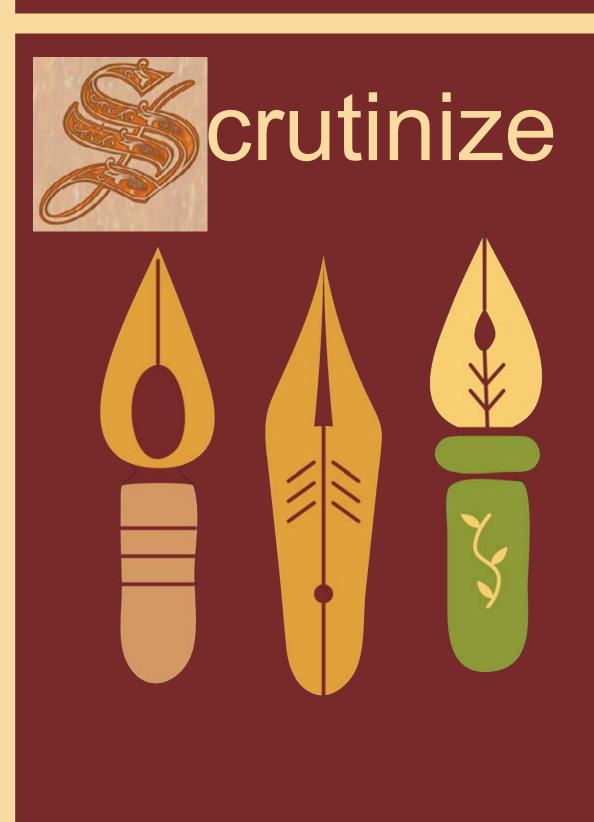
E, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I.

Sect. 1. ALL legislative powers herein granted shall be vested in a Congress of the United

L	tne Lines	the source was created that was not stated?	The contract of the contract o
С	Corroborate and Refute	Look at other sources about the topic. How are they similar? How are they different? Do they show agreement with the <b>fundamental source</b> ?	
E	Establish a Plausible Narrative	Using all the evidence from the sources you examined, what are your thoughts about the essential question? What have you learned?	
S	Summarize Final Thoughts	What questions do you still have? What else do you want to know? Do you still need sources to more fully answer the essential question?	

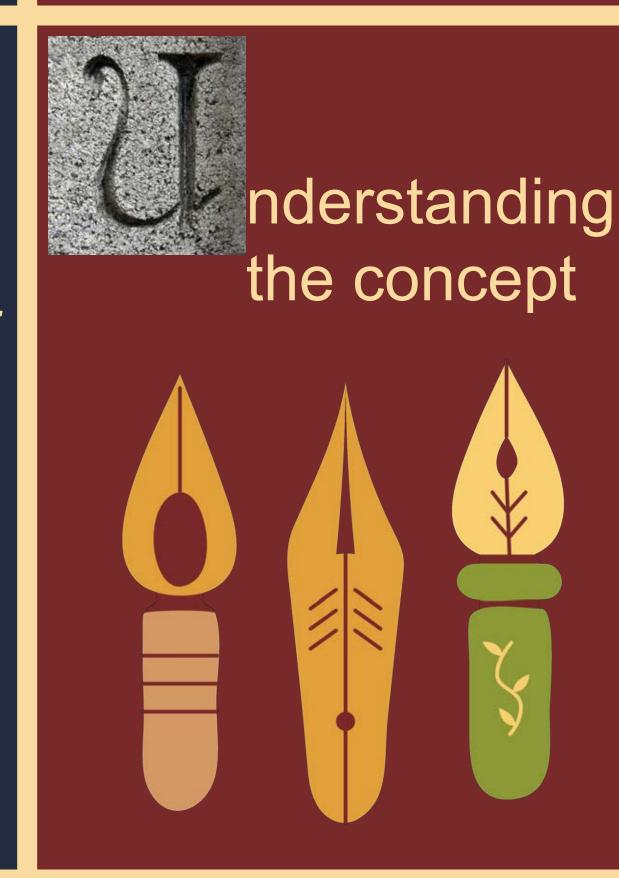
- Where does the source originate?
- Who wrote it? When was it written?
- What events could have influenced this source?
- What are your impressions of this sources? Is it reliable? Why or why not?



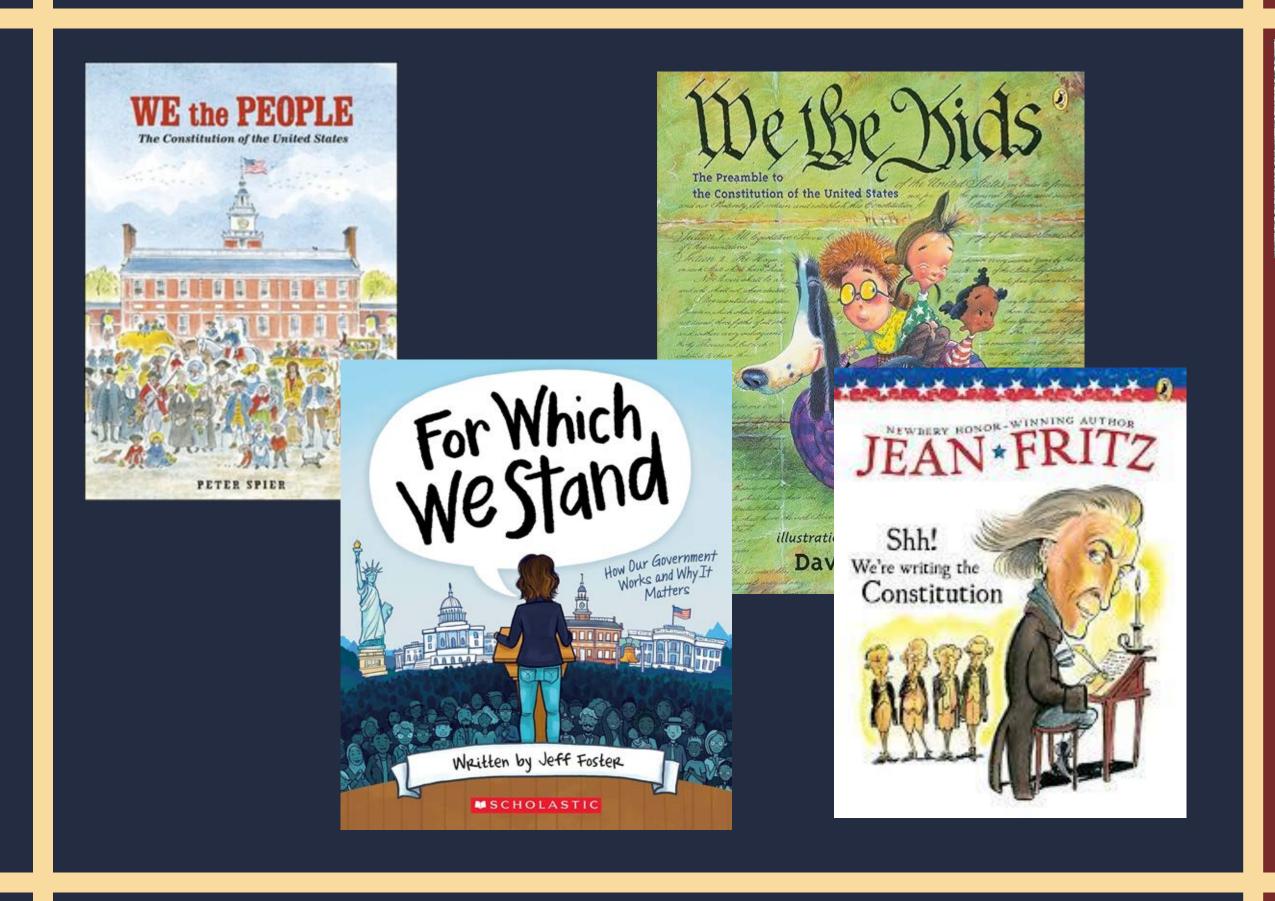
- What else do you need to know to fully understand the source?
- What other sources do you wish you had?
- What additional content do you need to know?

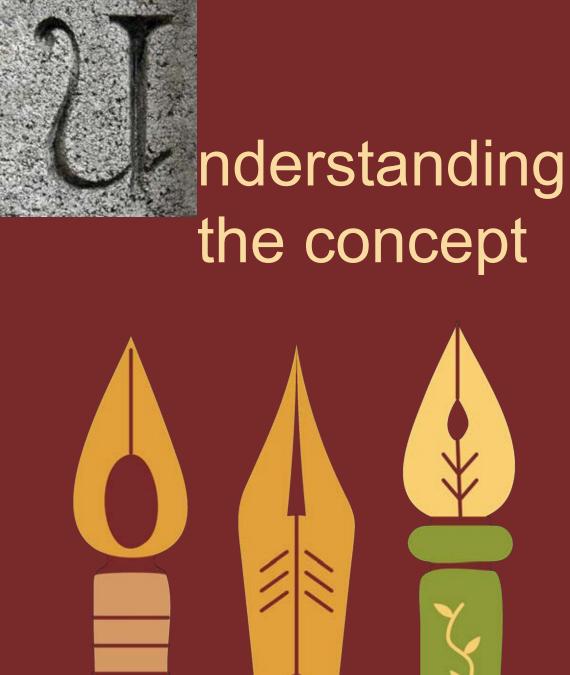


- What is happening at the time when the source was constructed?
- Where is the location for the orgin of the source?
- Place the source in its proper geographic and historical context?



#### Possible trade books





- What inferences about the source can you make that are not evident?
- Was there a reason for why the source was created that was not stated?





To the Gresident, Senate, and House of Representatives of the United States\_ The petition of the Coople of Colour, Freemen within the City and Suburbs of Philadelphia. We the Ceople of the United tates establish dustice, insure domestick efence, and to secure the blefrings of ordain & We apprehend a trade carried on in a clandestine nother equally wicked practised em States whon the waters of in them; thus these poor helpless victims like droves of Gattle are seized, settered, and mirried into places provided for this most horrid

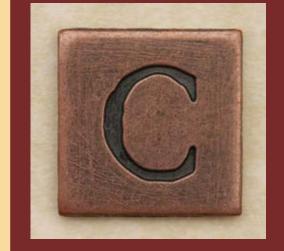
traffic, such as dark cellars and garrets, as is notorious at Northwest

https://www.docsteach.org/documents/document/petition-against-the-save-trade



"In the narrow but liberal walks of domestic life our sphere lies. To act nobly in this be our aim. As mothers, wives, sisters, and daughters, we may all be important, teach our little boys, the inestimable value of Freedom, how to blend and harmonize the natural and social rights of man, and as early impressions are indelible, this assist our dear country, to be as glorious in maintaining, as it was great in gaining her immortal independence."

https://wams.nyhistory.org/building-a-new-nation/navigating-the-new-government/republican-motherhood/#



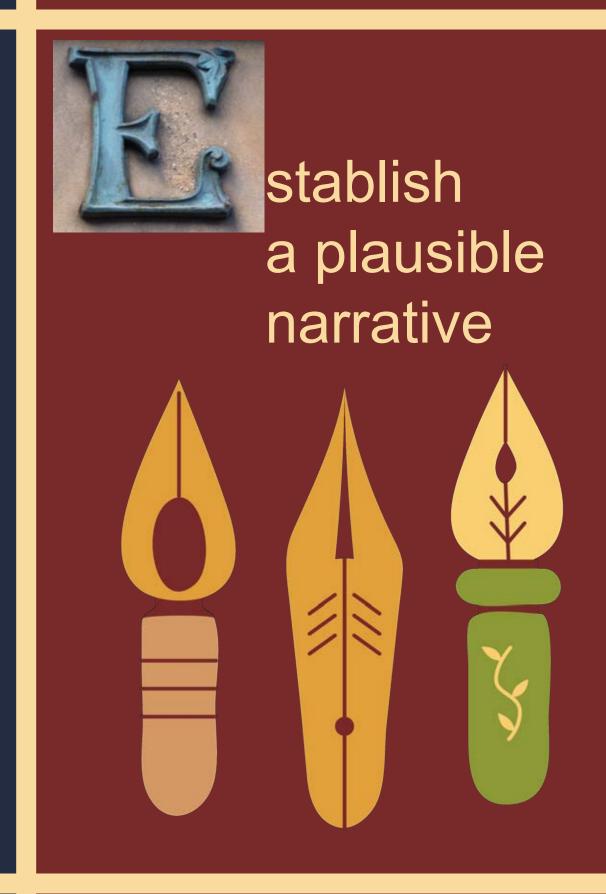
# orroborate and refute

Mrs. Robert Bolton (Anne Jay, 1793-1859) and Children, Robert and Anne William Etty (artist), Mrs. Robert Bolton (Anne Jay, 1793-1859) and Children, Robert and Anne, 1818. New-York Historical Society, Bequest of Reginald Pelham Bolton.

To what extent were the American people represented in the democracy of this era?

Students need to demonstrate their understanding through an evidenced based paragraph or essay; or some form of presentation:

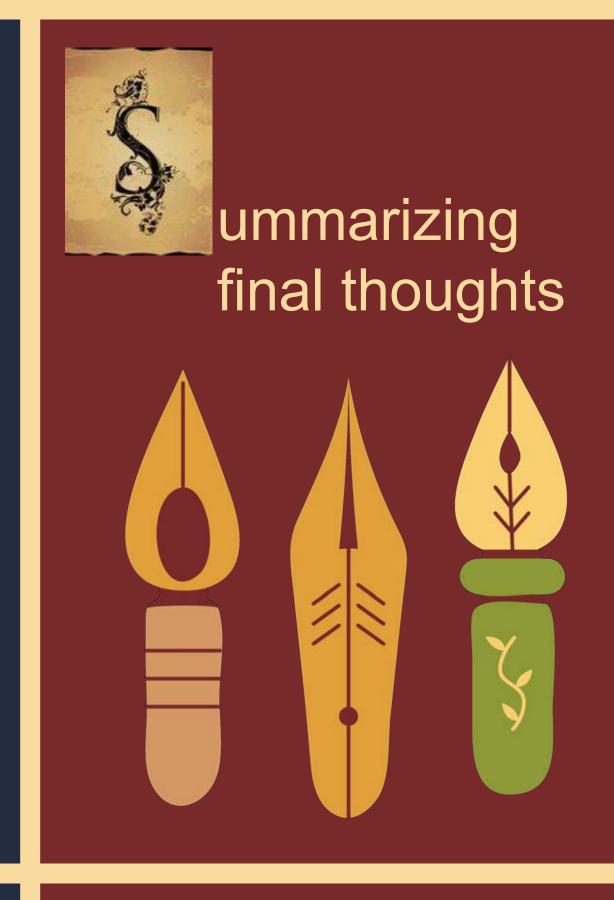
- Website
- Documentary
- Power Point



Students need to examine their thoughts regarding this inquiry. This part should include the teacher engaging with the students and possibly prompt further considerations.

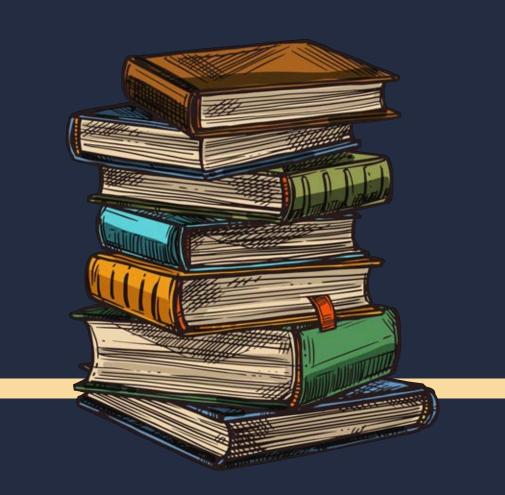
Teachers could take this opportunity to tie this to the present and to contemporary issues.

Teachers can also encourage and empower students to become change agents themselves.



# Student Agency: Who are "WE the People"?

- ✓ actions
- ✓ views
- broaden perspectives
- encourages informed engagement



Eliciting contextualization ensures we learn from our past to create a more informed and engaged future.

Erasing (or ignoring) history instead of providing context is passive and dangerous.

When history teachers are silent, we are permitting our students the opportunity to engage and have greater agency.

# Thank you!

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