

INTRODUCTION

This unit focuses on the period immediately following the American Revolution, an era often referred to as the “Early Republic.” The workshop activities are designed to show how Americans struggled to put the ideals of the Revolutionary era into practice as they defined a new system of democratic government and new roles for the people of the United States.

LEARNING OBJECTIVES

In this session, teachers will

- explore the debates over the powers awarded to the new federal government;
- examine how different groups of Americans sought places for themselves in the new nation;
- learn about the international context that shaped the early development of the United States.

Before You Begin

Before the day of the *The New Nation* session, familiarize yourself with the reading materials assigned to the participating teachers. You should also review this facilitator's guide. Be sure to prepare the correct number of overheads, handouts, maps, charts, and illustrations needed for each activity. Each teacher should read the text materials for Unit 6 before attending the session (estimated reading time: two hours). Activities during the workshop will draw heavily on the content in the text materials as well as the video. The teachers should bring the unit text materials to the workshop session.

MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text materials for Unit 6: *The New Nation*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 6: *The New Nation* available at www.learner.org
- Overhead projector
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *The New Nation*,” create an overhead transparency.
2. Using Appendix B, “Interpreting Political Cartoons,” create an overhead transparency and make one copy for each learner.
3. Using Appendices C1, C2 and C3, “Political Cartoons,” create an overhead transparency for each cartoon; then make one copy each, for each learner.
4. Using Appendix D, “Venn Diagram,” create an overhead transparency.

Facilitator’s Note: You may want to prepare overheads of the reflection questions for teachers to reference during the workshop activities.

LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the session.

Warm-up and Activity 1 *(45 minutes)*

This activity serves as an icebreaker for the group, while reviewing information learned from the homework reading. Teachers will consider the arguments made for and against the new federal system.

Warm-up Brainstorming *(15 minutes)*

Although we think of the Constitution as a cornerstone of American democracy, the creation and ratification (voting to adopt as law) of this document caused a great deal of debate among government leaders and ordinary Americans. Because the debate centered on how strong a federal government the nation should have, the two sides are often referred to as the Federalists and the Anti-Federalists.

Drawing on the reading for this unit as well as any previous knowledge of this era, teachers should work in groups of three to brainstorm two lists. The first list should give the arguments made by the Federalists. The second list should give the arguments made by the Anti-Federalists. After they have brainstormed their lists, have all the groups share what they wrote. Which arguments were best remembered? Were some arguments harder to recall?

Activity 1

After the warm-up, divide the teachers into two groups.

Part 1 *(20 minutes)*

Ask teachers in the first group to write a newspaper editorial from the point of view of a Federalist. The editorial should present the Federalist's reasons for advocating for the Constitution and should refute the Anti-Federalists arguments against the Constitution. Ask teachers in the second group to write a newspaper editorial from the point of view of an Anti-Federalist. The editorial should present the Anti-Federalist's reasons for rejecting the proposed Constitution and should refute the Federalist's arguments in favor the Constitution. Both groups should try to show how the ideals of the Revolution support their arguments.

Part 2 *(5 minutes)*

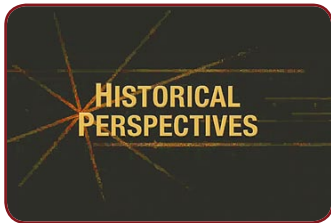
Have each group read their editorial aloud for the other teachers to hear. Once both sides have read their editorials, have teachers vote on which side they found more persuasive. Would they have ratified the Constitution or not?

Part 3 (5 minutes)

Allow teachers to share their responses to the following reflection question with the group.

Reflection Question

How was the Bill of Rights intended to respond to the concerns of the Anti-Federalists?



Watch Video Segment 1:
Historical Perspectives (approximately 10 minutes)

Activity 2 (35 minutes)

Teachers should rely on material from the video and the readings to complete this activity. They should be encouraged to refer to the text materials as a resource.

Activity Overview

This activity encourages teachers to explore how Americans in this era responded to international events — the French Revolution, the Haitian Revolution, the War of 1812, and relations with Native American tribes. It also helps them think about studying political cartoons as historical artifacts. Political cartoons are important artifacts that provide information about how people thought about historical events, but they generally portray a subjective or biased view of events.

Part 1 (20 minutes)

Place the Interpreting “Political Cartoons” (Appendix B) transparency on the overhead projector, and distribute a copy to each teacher. Divide the teachers into three groups, and give each group copies of one of the “Political Cartoons” (Appendix C) handout. Have each group answer the Interpreting Political Cartoons questions for the cartoon they have been given.

Part 2 (10 minutes)

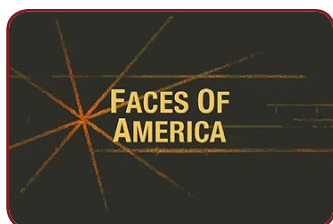
Place each cartoon on the overhead projector and have the group that worked with it share their interpretation with the rest of the teachers. After all the groups have presented, have teachers discuss what concerns about the new nation are common to the three cartoons.

Part 3 (5 minutes)

Allow teachers to share their responses to the following reflection questions with the group.

Reflection Questions

1. If you have used political cartoons in your classroom, what was the value of having students analyze cartoons?
2. What sort of support did you provide students to help them interpret the cartoons?



Watch Video Segment 2:
Faces of America (approximately 10 minutes)

Activity 3 (25 minutes)

Activity Overview

The goal of this activity is to explore what experiences and characteristics enabled individuals to make important historical contributions in this era.

Part 1 (10 minutes)

Ask teachers to work in pairs to make three lists. The first list should detail the experiences and characteristics that enabled Tecumseh to become a leader among Native Americans. The second list should detail the experiences and characteristics that enabled Richard Allen to become a leader among African Americans. The third list should detail the experiences and characteristics that enabled Judith Sargent Murray to become an advocate for women's rights.

Part 2 (10 minutes)

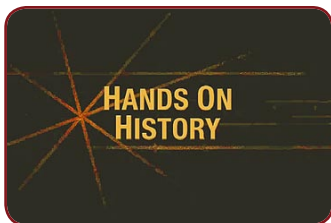
Once the groups have shared their lists, put the "Venn Diagram" (Appendix D) transparency on the overhead projector. Have the teachers fill in the Venn Diagram to represent what experiences and characteristics were or were not shared by Tecumseh, Allen, and Murray. Teachers may also want to include any common goals the three shared.

Part 3 (5 minutes)

Conclude the activity by asking teachers to consider the following reflection questions.

Reflection Questions

1. How much did you know about Tecumseh, Richard Allen, and Judith Sargent Murray prior to this unit? Where had you learned about them previously?
2. How would studying the contributions of these three individuals enrich your students' understanding of this era in U.S. history?



Watch Video Segment 3: Hands on History

(approximately 5 minutes to the end of the tape)

Activity 4 (15 minutes)

Activity Overview

This activity serves as a conclusion to this session of the workshop. It will provide you with an opportunity to reflect on what you have learned.

Part 1 (5 minutes)

Professor David Bjelajac studies how architecture and other aspects of the built environment reflect the values and concerns of a particular era. Based on the reading, video, and activities for this unit, have the teachers make a list of the values and concerns that dominated the new nation.

Part 2 (5 minutes)

After completing the list, have the teachers consider the following questions: Why did these values and concerns lead Americans in this era to link themselves to ancient Greece and Rome? What Neo-Classical buildings could students study that reflect the values and concerns of this era?

Part 3 (5 minutes)

Ask teachers to share their responses to the following reflection question with the group.

Reflection Question

How can studying architecture and the built environment deepen students' interest in American history?

APPENDICES – *The New Nation*

- A: “Themes for *The New Nation*”
overhead transparency
- B: “Interpreting Political Cartoons”
overhead transparency; make one copy for each learner
- C1: “Political Cartoon”
overhead transparency; make one copy for each learner
- C2: “Political Cartoon”
overhead transparency; make one copy for each learner
- C3: “Political Cartoon”
overhead transparency; make one copy for each learner
- D: “Venn Diagram”
overhead transparency



Appendix A: Themes for *The New Nation*

THEME 1

In the period following the Revolution, Americans disagreed over the nature and extent of federal power and representative government.

THEME 2

White women, free blacks, slaves, yeoman farmers, and others sought their own place in the new nation.

THEME 3

The development of the United States was shaped by international contexts: relations with various Native American nations, revolutions in Haiti and France, and another war with Great Britain.

Appendix B: Interpreting Political Cartoons

1. How would you summarize what is happening in the cartoon?
2. Whose point of view does the cartoon seem to depict? How can you tell?
3. Who is depicted in the cartoon? How are they depicted?
4. What concerns or beliefs does the cartoon seem to convey? What concerns or beliefs does it seem to refute?
5. How does the cartoonist use visual images to convey ideas?
6. What other information that you know about this era would you use to analyze this cartoon?
7. What additional information would you want to learn about this era to interpret this cartoon?

Appendix C1: Political Cartoon



Item 3639

William A. Charles, A SCENE ON THE FRONTIERS AS PRACTICED BY THE "HUMANE" BRITISH AND THEIR "WORTHY" ALLIES (1812). Courtesy of the Library of Congress.

Appendix C2: Political Cartoon



Item 3640

Unknown, INFANT LIBERTY NURSED BY MOTHER MOB (1807). Courtesy of the Library of Congress.

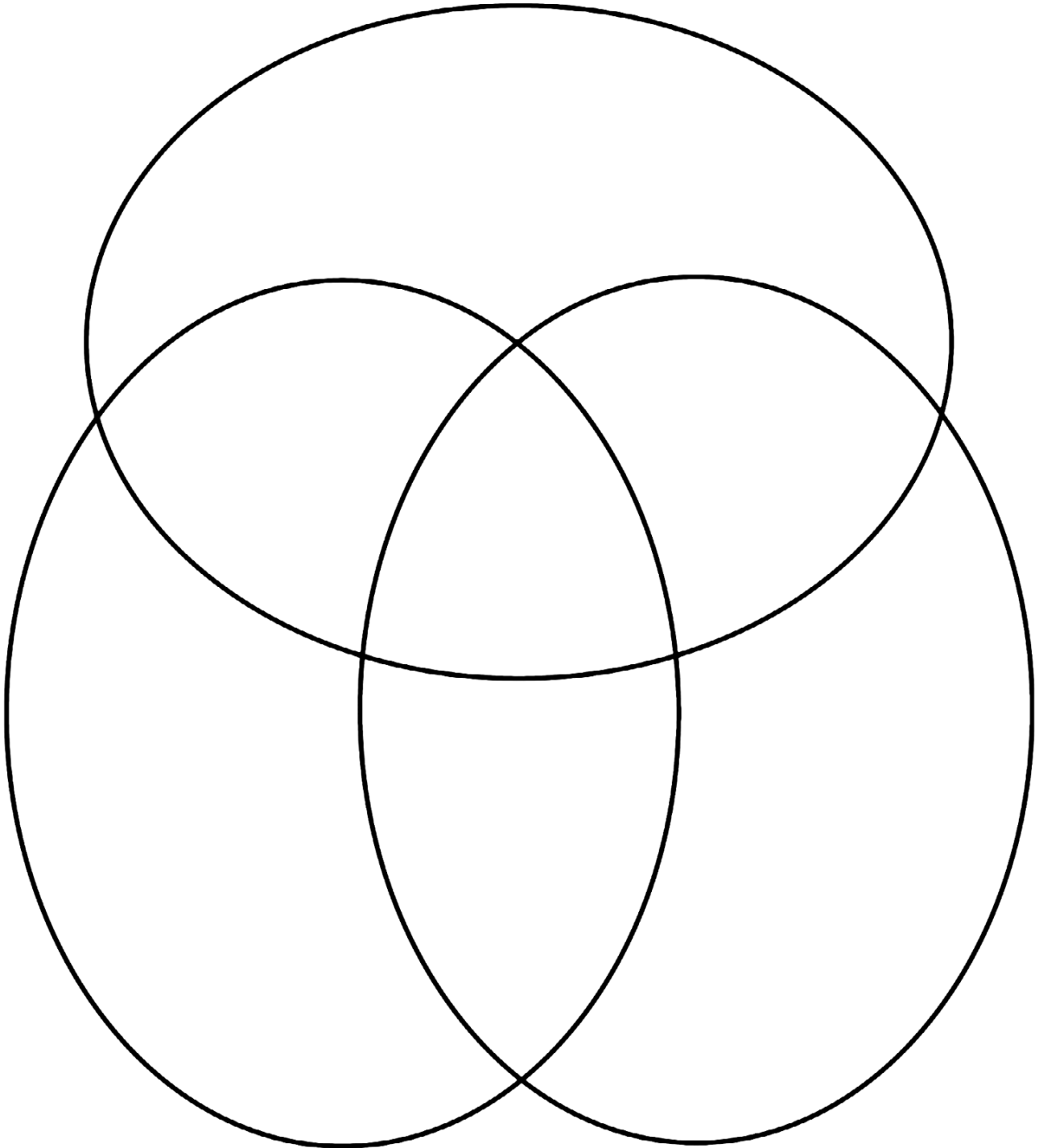
Appendix C3: Political Cartoon



Item 3641

Unknown, COLUMBIA TEACHING JOHN BULL HIS NEW LESSON (1813). Courtesy of HarpWeek, LLC.

Appendix D: Venn Diagram





NOTES
