



Unit 2: Inquiry Guide Activity

Strategy: Engage

Pique students' interest and get them personally involved in the lesson by accessing prior knowledge and generating interest. Engage students' curiosity in the compelling question.

Description

In this lesson, students will investigate the delegates responsible for framing the U.S. Constitution. Students will examine how the life experiences, background, and perspectives of the Framers had an impact on the Philadelphia Convention and the crafting of the Constitution.

Utilize this Engage strategy activity to enhance students' understanding of the *We the People: The Citizen & the Constitution* textbook for Level 3, Unit 2, Lesson 9, or Level 2, Unit 3, Lesson 12.

Alignments

Center for Civic Education

We the People: The Citizen & the Constitution (Level 3)

- [Unit 2, Lesson 9](#): How Was the Philadelphia Convention Organized?

We the People: The Citizen & the Constitution (Level 2)

- [Unit 3, Lesson 12](#): Who Attended the Philadelphia Convention? How Was It Organized?

Civic Skills & Dispositions

- Active learning
- Attentiveness to political matters
- Collaboration
- Incorporating evidence
- Listening
- Relationship skills

Lesson Objectives

- Examine how the life experiences of the Framers impacted the creation of the U.S. Constitution
- Analyze the similarities and differences among the Framers

Lesson Assessments

- Use the [Exit Ticket](#) to answer the compelling question



Inquiry Compelling Question

- In what ways did the life experiences of the Framers influence their contributions to the Constitutional Convention?

Texts / Materials

- [Tricorn Hat](#)
- [Introduction to the Framers of the Constitution](#) (Podcast)
- [Podcasts on Framers](#)
- [Exit Ticket](#)
- *We the People: The Citizen & the Constitution* textbook

Vocabulary

- **delegate** A person sent or authorized to represent others, particularly an elected representative sent to a conference.
- **Framer** A drafter of legislation; when capitalized: one of the drafters of the U.S. Constitution and especially of the articles and the Bill of Rights.

Teacher Background

Fifty-five delegates from 12 states attended the Constitutional Convention in Philadelphia in the summer of 1787. The original intent was to revise the Articles of Confederation, but once there, they decided to write a new constitution. These men are also known as the Framers of the Constitution. In this lesson, students will research one of these men, create a hat representing their beliefs, and share it with two other students to give them an understanding of the men who made the U.S. Constitution.

Additional resources for teacher background include the following:

- [Constitutional Convention](#) (Video)
- [The American Founders and Framers of the Constitution](#) (Video)
- [The Framers of the Constitution: Constitution Day Scavenger Hunt with 60-Second Civics](#)

Teachers should preview all student materials and resources before the lesson.



Steps to Implement

1. Welcome students to social studies.
2. Introduce the inquiry question: “In what ways did the life experiences of the Framers influence their contributions to the Constitutional Convention?”
3. Allow students time to make a prediction about the inquiry question and offer their own supporting questions.
4. Introduce the delegates to the Constitutional Convention by sharing the podcast [Introduction to the Framers of the Constitution](#).
5. Tell students to listen for names they recognize as you play the podcast.
6. Facilitate a brief class discussion by asking the following questions about the Framers:
 - What types of jobs did the Framers hold?
 - Do you think the Framers were religious?
 - Did the Framers have prior experience in government affairs or the military?
 - What type of education do you think the Framers had?
 - What do you want to know about the Framers?
7. Explain that the Framers came from different backgrounds and brought different life experiences to the Constitutional Convention.
8. Tell students they will pick one of the Framers to research and create a hat that illustrates their assigned Framer’s contributions and ideologies.
9. Distribute copies of [Unit 2 Engage: Tricorn Hat](#).
10. Allow each student to pick one of the Framers and begin listening to the [respective podcast](#) for the Framer they picked.
11. Encourage students to explore their assigned Framer further using the textbook, class resources, or the internet.
12. Encourage students to gather details about their Framer, including previous government experience, education, ideologies on government, and stance on slavery.
13. Students should then prepare a hat that illustrates their Framer, including the following:
 - Name of the Framer
 - Five symbols that illustrate their most important characteristics
 - Explanations of the symbols on the back of their hat
14. Have students present their hats in groups of three. Alternatively, conduct a gallery walk, allowing students to observe and provide feedback to their classmates via sticky notes.
15. Facilitate a brief class discussion by asking the following questions:
 - What did the Framers have in common?
 - How were they different?
 - What surprised you most about your Framer?
 - What do you still wonder about the Framers?



Formative Assessment

Students will illustrate mastery of the similarities and differences among the Framers by completing [Unit 2: Engage Exit Ticket](#) to answer our inquiry question: “In what ways did the life experiences of the Framers influence their contributions at the Constitutional Convention?”

Alternative Lesson Seeds

Utilize hexagonal thinking strategy to encourage students to find classmates whose Framers share similar life experiences, backgrounds, and perspectives. Students will explain how the Framers are connected.