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It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

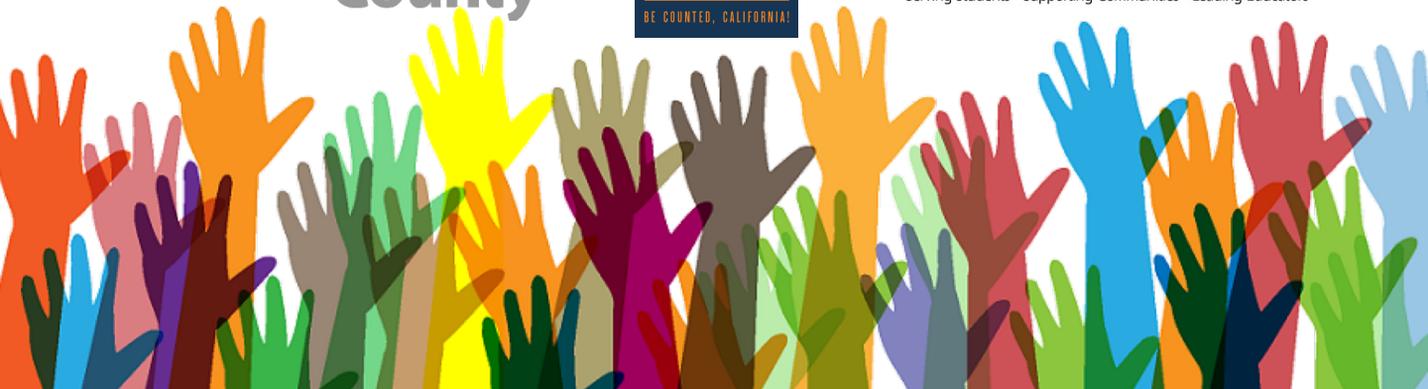
<http://bit.ly/2020CountMeIn>

Sacramento
Office of Education **County**



Los Angeles County
Office of Education

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Acknowledgements

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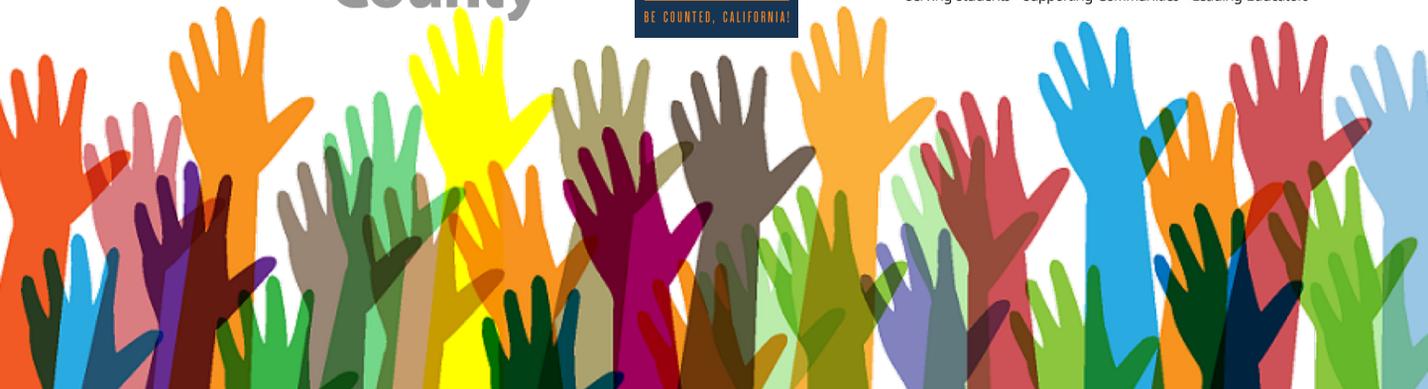
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Census 2020
Do all people deserve to be counted?

Title of Lesson	The Great Compromise	Grade Level	5th	Duration	5 Days
HSS Standards	<p>5.7.2. Explain the significance of the new Constitution of 1787, including struggles over its ratification and the reasons for the addition of the Bill of Rights.</p> <p>5.7.4. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.</p>				
ELA Standards	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
ELD Standards	<p>I.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>I.B.6 Reading closely literary and informational text and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>I.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.</p>				

Lesson Sequence Overview				
Supporting Question	What were the four proposed plans for determining congressional representation in the Constitution?	Where was slavery common in the early nation?	What were different ideas for determining representation in Congress in the early nation?	What were the positives and negatives for different states with the three-fifths compromise?
Duration	45 minutes	30 minutes	45 minutes	30 minutes
Performance Task	In small groups, students will present an assigned plan, attempting to persuade their classmates to vote for it.	Students will use data from the 1790 census and a map of the early nation to understand where slavery was common.	Students will analyze how three different proposals for congressional representation would affect different states and explain why the Great Compromise was chosen.	Students will annotate a document on the three-fifths compromise.

Summative Task	Students will construct a one-paragraph, evidence-based argument responding to the compelling question.
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What were the four proposed plans for determining the congressional representation in the Constitution?		
	Day 1	45 minutes
Learning Objective	Students will be able to explain the various proposed plans for representation under the new Constitution and construct a persuasive presentation for one of those plans.	
Introduction	Write the Compelling Question on the board, "Do all people deserve to be counted?"	10 minutes
	Discuss as a class what the question may be asking. Work as a class to define "deserve".	
	Have students discuss with an elbow partner or small group.	
	Write the question on the board, "Should every human have a voice in government?"	
	Have students discuss in pairs then have several students share out.	
Evaluation of Sources	Have students read the "Four State Plans" (Document A) either individually or as a whole class.	30 minutes
	Divide the class into four groups. Assign each group the perspective of one state or of Hamilton. Instruct each group to create a short presentation that highlights the benefits of their plan. The goal is for students to try and persuade others their plan is best.	
	Have students present.	
Closing	As a close, you could have the class vote for which proposal they think is the strongest, asking students to share their reasoning. Be sure to instruct students that they are no longer bound to their assigned plan, but free to use their own judgment. Consider having students vote via exit ticket and provide the results the following day for discussion.	

Name _____ Date _____



Four State Plans

Excerpts from *The Constitution: A History*

[http://www.archives.gov/exhibit_hall/charters_of_freedom/constitution/constitution_history.html] an essay available on the EDSITEment resource *Digital Classroom* [http://www.archives.gov/digital_classroom/index.html].

❑ The Virginia Plan

The proposed government had three branches—legislative, executive, and judicial—each branch structured to check the other. Highly centralized, the government would have veto power over laws enacted by state legislatures...

The introduction of the so-called Virginia Plan at the beginning of the convention was a tactical coup. The Virginians had forced the debate into their own frame of reference and in their own terms.

❑ The New Jersey Plan

On June 13 delegates from smaller states rallied around proposals offered by New Jersey delegate William Paterson. The "New Jersey resolutions" called only for a revision of the articles to enable the Congress more easily to raise revenues and regulate commerce. It also provided that acts of Congress and ratified treaties be "the supreme law of the States."

For 3 days the convention debated Paterson's plan, finally voting for rejection. With the defeat of the New Jersey resolutions, the convention was moving toward creation of a new government, much to the dismay of many small-state delegates. The nationalists, led by Madison, appeared to have the proceedings in their grip. In addition, they were able to persuade the members that any new constitution should be ratified through conventions of the people and not by the Congress and the state legislatures—another tactical coup. Madison and his allies believed that the constitution they had in mind would likely be scuttled in the legislatures, where many state political leaders stood to lose power. The nationalists wanted to bring the issue before "the people," where ratification was more likely.

❑ Hamilton's Plan

On June 18 Alexander Hamilton presented his own ideal plan of government. Erudite and polished, the speech, nevertheless, failed to win a following. It went too far. Calling the British government "the best in the world," Hamilton proposed a model strikingly similar an executive to serve during good behavior or life with veto power over all laws; a senate with members serving during good behavior; the legislature to have power to pass "all laws whatsoever."

❑ The Great Compromise (The Connecticut Plan)

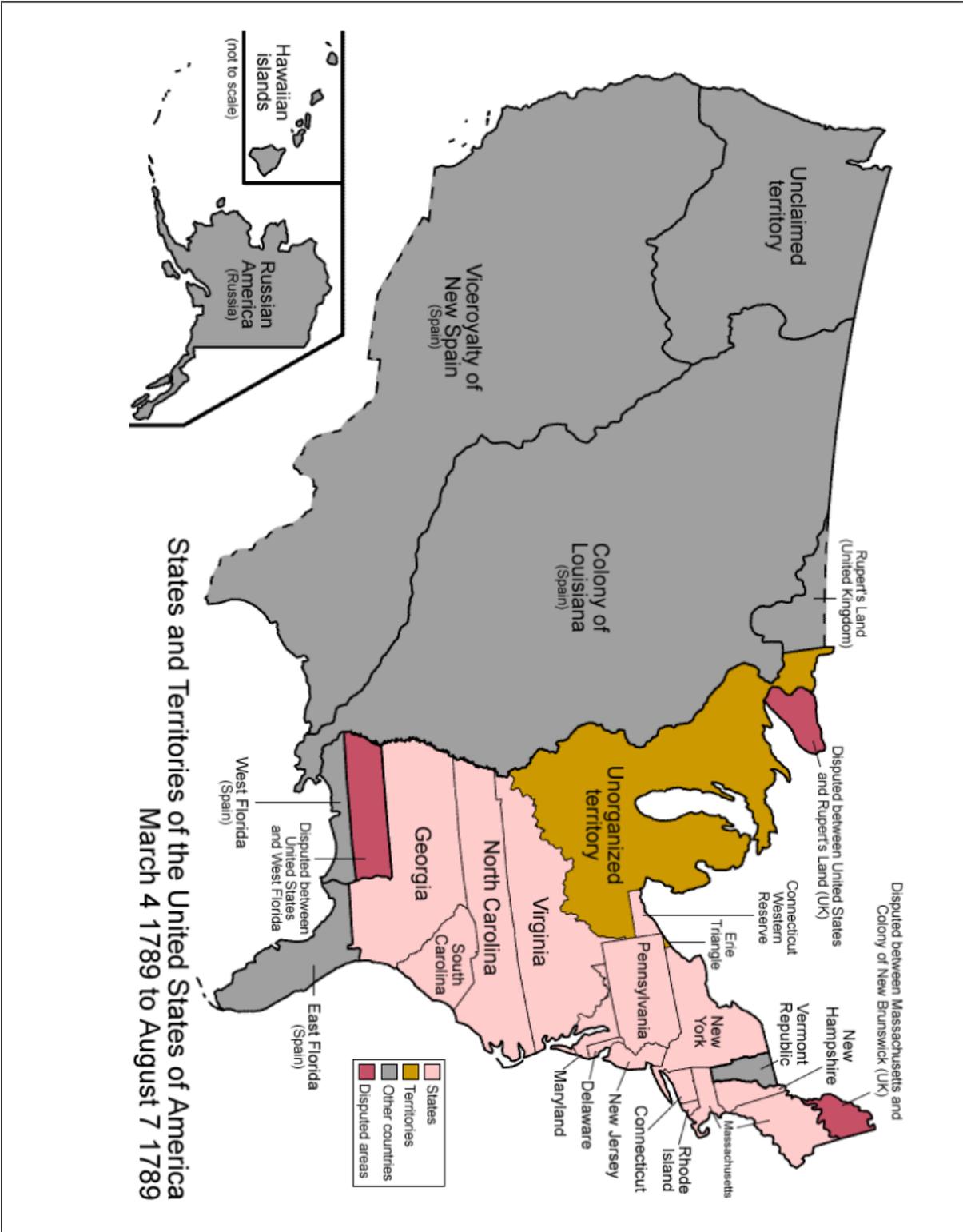
On July 12 Oliver Ellsworth proposed that representation for the lower house be based on the number of free persons and three-fifths of "all other persons," a euphemism for slaves. In the following week the members finally compromised, agreeing that direct taxation be according to representation and that the representation of the lower house be based on the white inhabitants and three-fifths of the "other people." With this compromise and with the growing realization that such compromise was necessary to avoid a complete breakdown of the convention, the members then approved Senate equality.

❑ Other Issues

...serious controversy erupted over the question of regulation of commerce. The southern states, exporters of raw materials, rice, indigo, and tobacco, were fearful that a New England-dominated Congress might, through export taxes, severely damage the South's economic life. C. C. Pinckney declared that if Congress had the power to regulate trade, the southern states would be "nothing more than overseers for the Northern States."

On August 21 the debate over the issue of commerce became very closely linked to another explosive issue—slavery. When Martin of Maryland proposed a tax on slave importation, the convention was thrust into a strident discussion of the institution of slavery and its moral and economic relationship to the new government. Rutledge of South Carolina, asserting that slavery had nothing at all to do with morality, declared, "Interest alone is the governing principle with nations." ... delegates from South Carolina and Georgia, who most feared federal meddling in the slave trade, made a deal with delegates from the New England states. In exchange for the New Englanders' support for continuing slave importation for 20 years, the southerners accepted a clause that required only a simple majority vote on navigation laws, a crippling blow to southern economic interests.

Where was slavery common in the early nation?		
	Day 2	30 minutes
Learning Objective	Students will be able to use data from the first census to understand where slavery was concentrated in the early states.	
Introduction	Ask students, "How might counting people help us understand a place better?" Students may have a variety of answers, some astute, others further afield. A follow-up question could be, "What would we want to know about people to better understand the place they live?" The goal is to prime them to use census data to understand differences among early states.	5 minutes
Evaluation of Sources	Pass out the States & Territories map. (Document B)	20 minutes
	Ask students what they notice when they look at the map. Direct students to circle and label the three primary colonial groups: Southern, Middle, and Northern.	
	Divide students into groups of 3-5 and give each group a copy of the 1790 census data. (Document C)	
	In their groups, have students use the census data to determine which states had the highest and lowest populations of enslaved people. Direct students to highlight the 5 states with the highest population of enslaved people in one color and the 5 states with the lowest population of enslaved people with a different color.	
	Ask students to discuss in their groups what the geography of slavery tells them. Pose the question, "Does the size or location of a state seem to influence the size of its enslaved population?"	
Closing	Have groups share the conclusions they are able to draw from their maps. Instruct students to specifically identify the evidence that leads them to the conclusions they've drawn.	5 minutes



SCHEDULE of the whole number of PERSONS within the several Districts of the UNITED STATES, taken according to "An Act providing for the Enumeration of the Inhabitants of the United States;" passed March the 1st, 1790.

DISTRICTS.	Free white Males of sixteen years and upwards, including heads of families.	Free white Males under sixteen years.	Free white Females, including heads of families.	All other free persons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
New Hampshire	36086	34851	70160	630	158	141885
Maine	24384	24748	46870	538	NONE	96540
Massachusetts	95453	87289	190582	5463	NONE	378787
Rhode Island	16019	15799	32652	3407	948	68825
Connecticut	60523	54403	117448	2808	2764	237946
New York	83700	78122	152320	4654	21324	340120
New Jersey	45251	41416	83287	2762	11423	184139
Pennsylvania	110788	106948	206363	6537	3737	134373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	319728
Virginia	110336	116135	215046	12860	292627	747610
Kentucky	15154	17057	28922	114	12430	73677
North Carolina	69988	77506	140710	4975	100572	393751
South Carolina	—	—	—	—	—	—
Georgia	13103	14044	25739	398	29264	82548
S. Western territory	6271	10277	15365	361	3417	35691
N. Ditto	—	—	—	—	—	—
	Free white Males of twenty-one years and upwards, including heads of families.	Free Males under twenty-one years of age.	Free white Females, including heads of families.	All other Persons	Slaves.	Total.

Truly stated from the original Returns deposited in the Office of the Secretary of State.

TH. JEFFERSON.

October 24, 1791.

Ⓢ This return was not signed by the Marshal, but was enclosed and referred to in a letter written and signed by him.

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<i>Massachussetts</i>	95453	87289	190582	5463	NONE	378787
<i>Rhode Island</i>	16019	15799	32652	3407	948	68825
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<i>New York</i>	83700	78122	152320	4654	21324	340120
<i>New Jersey</i>	45251	41416	83287	2762	11423	184139
<i>Pennsylvania</i>	110788	106948	206363	6537	3737	434373
<i>Delaware</i>	11783	12143	22384	3899	8887	59094
<i>Maryland</i>	55915	51339	101395	8043	103036	319728
<i>Virginia</i>	110936	116135	215046	12866	292627	747610
<i>Kentucky</i>	15154	17057	28922	114	12430	73677
<i>North Carolina</i>	69988	77506	140710	4975	100572	393751
<i>South Carolina</i>	-	-	-	-	-	-
<i>Georgia</i>	13103	14044	25739	398	19264	82548
	Free white males of twenty-one years and upwards, including heads of families.	Free Males under twenty one years of age.	Free white Females, including heads of families	All other persons.	Slaves.	Total.
<i>S. Western Territory</i>	6271	10277	15365	361	3417	35691
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What were different ideas for determining representation in Congress in the early nation?		
	Day 3	45 minutes
Learning Objective	Students will analyze how three different plans for representation affected the various states.	
Introduction	Remind students of the data they looked at in the earlier lesson from the 1790 census. Have students talk with a partner and predict what disagreements might arise as the nation’s founders debated how to allocate political representation in Congress. If students struggle to come up with answers, ask them, “How should Congress represent enslaved people when they were not allowed to vote or obtain political power themselves?” If partner talk is a struggle, facilitate a classwide discussion, allowing you to prompt conversation.	5 minutes
Evaluation of Sources	Divide students into groups of three (can be larger if needed).	30 minutes
	Give each group a copy of “A Group of 33,000?” (Document D), “Another Choice” (Document E), and “The Great Compromise” (Document F).	
	Explain to students that there were many proposals to determine representation in Congress. Tell students they are going to use census data to help determine how different proposed plans would affect different states.	
	In their groups have students work through the three sheets of calculations. Students can divide and conquer, with one or two students in each group working together on each worksheet.	
	Have students compare data from the three proposals, discussing who benefits and who doesn’t from each proposal. Have students underline data that shows a proposal would negatively affect a state’s representation and circle data that shows a proposal would positively affect a state’s representation. Allow students to propose their own ideas and see if they can find a preferable solution to those proposed.	
Closing	Bring the class together to debrief the three proposals. Ask them which they think is the one most likely to garner the most support and why.	10 minutes

A Group of 33,000?

Representation was a primary factor in Colonial times. Another suggested theory held that full groups of 33,000 people would be granted a representative in Congress. Calculate how this would impact the representatives of each state. Who fares better - free or slave states?

State	Total Population	Free Persons	Slave Population	Total Population for Representation	Free State?
Vermont	85,539	85,539	0	2	
New Hampshire	141,885	141,727	158	4	
Maine	96,540	96,540	0		
Massachusetts	378,787	378,787	0		
Rhode Island	68,825	67,877	948		
Connecticut	237,946	235,182	2,764		
New York	340,120	318,796	21,324		
New Jersey	184,139	172,716	11,423		
Pennsylvania	434,373	430,636	3,737		
Delaware	59,094	50,207	8,887		
Maryland	319,728	216,692	103,036		
Virginia	747,610	454,983	292,627		
Kentucky	73,677	61,247	12,430		
North Carolina	393,751	293,179	100,572		
South Carolina	249,073	141,979	107,094		
Georgia	82,348	53,284	29,264		

Another Choice

During the *Constitutional Convention* there were other discussions. One idea was that a state was considered "free" if the slave population was less than one-tenth of the total population. Which of the states below were have been considered "free" based upon this?

State	Total Population	Free Persons	Slave Population	Total Population for Representation	Free State?
Vermont	85,539	85,539	0		
New Hampshire	141,885	141,727	158		
Maine	96,540	96,540	0		
Massachusetts	378,787	378,787	0		
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Great Compromise

Determine how many reps. each state would receive with the Great Compromise. For which group was this better: free states or slave states? Explain your thinking and support your answer with evidence.

State	Total Population	Free Persons	Slave Population	Three-Fifths Slave Population	Total Population for Representation	Reps
Vermont	85,539	85,539	0			
New Hampshire	141,885	141,727	158			
Maine	96,540	96,540	0			
Massachusetts	378,787	378,787	0			
Rhode Island	68,825	67,877	948			
Connecticut	237,946	235,182	2,764			
New York	340,120	318,796	21,324			
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Georgia	82,348	53,284	29,264			

What were the positives and negatives for different states in the Great Compromise?		
	Day 4	30 minutes
Learning Objective	Students will be able to identify the parts of the Great Compromise that were positive for states with and without enslaved people, and the negatives for those states.	
Introduction	Have students revisit the data they analyzed in the previous lesson, specifically with regard to the Great Compromise. How did it compare to the other proposals?	5 minutes
Evaluation of Sources	Pass out "The Three-Fifths Compromise for Kids" (Document G)	20 minutes
	Have students first read the document from the perspective of a person representing a free state. Have them highlight positive aspects in one color and the negative in another.	
	On their second read through, have students approach the document from the perspective of a non-enslaved person representing a slave state. Highlight the positive aspects in one color and the negative in another.	
Closing	Knowing what they do now, ask students if they think the Constitution could have garnered enough support to be ratified without the 3/5ths compromise.	5 minutes

The Three Fifths Compromise for kids ***

Events leading to the Three Fifths Compromise of 1787: The Virginia Plan (Large State Plan)

The events leading to the Three Fifths Compromise arose at the Constitutional Congress (aka the Philadelphia Congress) related to the plans submitted containing ideas for the power and structure of the United States system of government. Fifteen resolutions were made in the [Virginia Plan](#) (Large State Plan) that was written by James Madison and proposed by Edmund J. Randolph. The Virginia Plan was strongly supported by the large, more populous states because of the resolution suggesting proportional representation.

Three Fifths Compromise: Resolution 2 of the Virginia Plan

The Resolution 2 of the Virginia Plan advocated that the right vote in the national legislature, ought to be proportioned to the share of contribution, or to the number of free inhabitants in the state. This form of proportional representation meant that the more people a state had, the more representatives it would get in the legislature (government). The real question was should slaves, who had no vote, be counted as a part of the population? Large States who had lots of slaves answered "yes" but small states with few slaves naturally disagreed and said "No".

Three Fifths Compromise: State Populations

The Constitutional Convention was attended by delegates representing 12 of the 13 first colonies. (Rhode Island declined to attend because it was fearful of losing its states' rights).

- The large, more populous, states were Virginia, Pennsylvania and Massachusetts

- The small, less populous, states were New Jersey, Delaware, Connecticut, Maryland, New Hampshire and New York
- Georgia, North Carolina and South Carolina were small states in terms of population but hoped to increase their numbers by importing slaves and attracting more immigrants and people from other states

Three Fifths Compromise: The Slave States

The slave states particularly in the South wanted slaves to count as part of the population, but the free states of the North feared that the South would increase its power in Congress by importing more slaves.

- The Southern states were South Carolina, North Carolina, Maryland, Virginia and Georgia
- In 1787 approximately 90% of slaves lived in the South and accounted for about 30% of the southern population

Three Fifths Compromise: James Wilson and Roger Sherman

The opposing sides of the argument needed to make concessions to enable the convention to continue - a compromise was needed. James Wilson, a delegate from Pennsylvania and Roger Sherman a delegate from Connecticut proposed the Three Fifths Compromise. James Wilson (1742–1798) was one of the Founding Fathers and one of the signers of the Declaration of Independence. He was a farmer, lawyer and a leading legal theorist. (James Wilson would become one of the six original justices appointed by President George Washington to the Supreme Court of the United States). Lawyer Roger Sherman (1721 – 1793) was also a Founding Father and had the great distinction of being the only man to sign all four of the greatest U.S. documents: the Continental Association, the Declaration of Independence, the Articles of Confederation and eventually the Constitution.

The Three Fifths Compromise: Apportionment of representation

These extremely able men proposed the Three Fifths Compromise. The Three

Fifths Compromise was:

Every five slaves would be counted as three individuals in terms of apportionment of representation and taxes

The delegates to the Constitutional Convention finally agreed the Three Fifths Compromise, that slaves should be counted at three fifths of their real number. The Three Fifths Compromise resolved the issue of counting slaves towards population in regards to representation in the House of Representatives.

The Three Fifths Compromise: Tax Burden

The Three Fifths Compromise was also used to determine what percentage of the nation's direct tax burden the state would have to bear. The Three Fifths Compromise is also referred to as the "federal ratio" - one slave will count for 3/5 of a free man when counting population for seats by state in the house.

The Three Fifths Compromise: Other Major Compromises

The Three Fifths Compromise had skirted around the dangerous issue of slavery and the importation of slaves. This was tackled in the [Commerce and Slave Trade Compromise](#). The [Great Compromise](#) related to the idea of proportional representation in the lower house (House of Representatives) and equal representation of the states in the upper house (Senate).

The Three Fifths Compromise: The Constitution

The references to Three Fifths Compromise in the Constitution are as follows:

- The Three Fifths Compromise is included in [Article 1, Section 2, Clause 3](#) of the United States Constitution
- The slave trade compromise is detailed in [Article 5](#) which allowed the slave trade to continue until 1808
- The Three Fifths Compromise was made obsolete by the [13th Amendment](#) which abolished slavery

- Article 1, Section 9, Clause 4 that relates to taxes in proportion to numbers of people in a state was eventually changed by the [16th Amendment](#)

The Three Fifths Compromise: The Fugitive Slave Law

The Northwest Ordinance of 1787 was an act of the Congress of the Confederation forbade slavery in the territories and new states. As a concession to the South, the Northwest ordinance included a Fugitive Slave Law to ensure runaway slaves would be returned to their owners if caught in the northwest.

Significance and Importance of the Three Fifths Compromise

The importance of the Three Fifths Compromise cannot be underestimated. The issues of apportionment, representation and slavery threatened to destroy the convention. The Significance of the Three Fifths Compromise was that:

- The Three Fifths Compromise ensured the continuance of the Constitutional Convention
- The Three Fifths Compromise determined what percentage of the nation's direct tax burden on each state
- It was included in the United States Constitution
- The Three Fifths Compromise was one of the reasons for the American Civil war (1861-1865) between the North and the South

How do you represent people in government?		
Day 5		
Introduction	Tell students that they will be using all the evidence they've analyzed over the previous lessons to construct an argument in a format of their choice, such as a poster, voter guide on the proposals, short speech, commercial, pamphlet, or argumentative paragraph.	5 minutes
Summative Performance Task	Students will construct an evidence based argument responding to the question, "Which proposal for congressional representation was the best and why?"	25 minutes