

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