

What were different ideas for determining representation in Congress in the early nation?		
	Day 3	45 minutes
<b>Learning Objective</b>	Students will analyze how three different plans for representation affected the various states.	
<b>Introduction</b>	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
<b>Evaluation of Sources</b>	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.	
<b>Closing</b>	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