

1754-1776

FROM COLONIES TO INDEPENDENCE



Virginians,
Pennsylvanians,
New Yorkers,
and New Englanders
are no more.
I am not a Virginian
but an American.

Patrick Henry, 1774



BACKGROUND

THE STRUGGLE TO UNITE

Such is the difference of character, of manners, of religion, of interest, of the different colonies, that I think . . . were they left to themselves, there would soon be a civil war, from one end of the continent to the other.

So wrote Andrew Burnaby, a young English minister traveling through the American colonies, in 1759. How is it that less than two decades later those same colonies—still with those differences—were able to unite enough to declare independence from Britain?

The journey from colonies to independence was not a smooth and unanimous one. Colonial rivalries and jealousy ran strong, and the colonist's strongest sense of loyalty—even after the War for Independence—was to his colony. When Benjamin Franklin proposed his Albany Plan of union in 1754, not a single colonial legislature approved it. "Everyone cries, a union is necessary," Franklin wrote, "but when they come to the manner and form of the union, their weak noodles are perfectly distracted."

Still, a transformation took place in the years following the French and Indian War that enabled the American colonists to do what no other colonial people had yet done—win the right to govern themselves. In this lesson students will be viewing images and reading letters and documents from the years 1754 to 1776. They will search for clues in the sources that shed light on the transformation from colonies to independence, and they will conduct research to ground their inquiry.

In letters penned by George Washington as a young officer in the French and Indian War, students will see his sentiments of colonial loyalty, as well as his evolving attitudes toward the British army and government. Students' additional research should shed light on how the war led to greater restrictions by the British government on its American colonists, and the tax burden that ultimately became the "last straw."

Washington's letters from 1775 and 1776, as well as documents from the Continental Congress, provide a rich complement to the study of the steps leading to the War for Independence. Students will see both grievances against the crown and the struggle to unite the colonies.




The lesson is organized to highlight colonists' views of themselves and of England, and how those views changed over time. Since students will be looking primarily at the Patriot viewpoint, you may wish to supplement this lesson with sources representing other points of view. One of the sources, the Tory Act of January 2, 1776, provides a good jumping off place for further research on the diversity of colonial opinion. (The Identity Library contains Web sites with Loyalist sources and information.)

The sources and the theme of identity provide a way for students to enter the study of the Revolutionary period and to organize what they find. Their additional research—driven by the questions they generate—gives them a solid grounding in the events, people, and ideas of this pivotal time in American history.



OVERVIEW

In what ways did the struggle for independence help shape American identity?

Phase	Preview	Process	Product
Inquiry 	What impressions of the American colonies do prints from the period give us?	The class looks at prints for clues about the events and the people of the period.	A list of questions about what students observed
Observation 	What do primary sources reveal about how colonists viewed themselves and England?	Groups of two or three students examine one or more George Washington letters for clues about colonial viewpoints. They use the tools on the CD-ROM to do further research. Groups record their findings on a large class chart.	Completed Primary Source Observation Worksheet Contributions to class chart
Analysis 	How and why did the colonists' view of themselves and England change in the years before independence?	After reading the class chart, students develop a hypothesis about how colonists' views changed. Then groups of four to five students analyze congressional documents, conduct research, and revise their hypotheses.	ASSESSMENT Individual hypothesis and research notes Group answers to questions based on analysis of source and research
Synthesis	In what ways did the struggle for independence help shape American identity?	Groups plan and give presentations to the class. Finally, they participate in a debriefing discussion that helps draw conclusions about the period in history and the theme.	ASSESSMENT Presentation

Preparation

INQUIRY



For this whole-class introduction, the class will be looking at the following sources from the CD-ROM: "Join or Die," "La Destruction de la Statue royale," "Voting the Declaration of Independence," "The Battle of Lexington," and "Declaring Independence." If you have an overhead projection device for the computer, use it to display the sources. Or, if you have several computers available, you can have students view the sources simultaneously. Otherwise, print out, enlarge, and photocopy each source for groups to view.

Giving students access to the CD-ROM study tools is optional.

OBSERVATION

Make one copy for each group of the Road Map for the lesson (pages 105–107). Make 13 copies of the Primary Source Observation Worksheet (pages 98–99). Since the Observation Worksheets will also be used with subsequent activities in this unit, you may want to place additional copies in a labeled folder for easy access. You may want to work with the class to develop questions for specific types of sources, based on information from the American Memory Learning Page lesson The Historian's Sources, Student Lesson Section 3: Types of Primary Sources found at <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/types.html>. Type up a page of the class's questions about specific types of sources and photocopy it onto the back of the Primary Source Observation Worksheet. As students have more exposure to different types of sources during the course of the unit, they may want to revise their questions.



Each of the eleven groups will need to take a turn at a computer to view its primary sources and use the reference tools. Students will need an Internet connection to view the Additional Links.

On a large sheet of paper, set up a chart with column and row headings as shown on page 34. You may want to provide students with sticky notes on which to record information to be attached to appropriate cells of the chart.

ANALYSIS



The seven student groups will need access to the Identity CD-ROM for viewing sources and using the study aids. They will also need an Internet connection to view the Additional Links and to access the Identity Library.

SYNTHESIS

You may want to have student volunteers assist you in transcribing information from the class chart to create a reduced version that can be photocopied for the seven student groups. Groups will be referring to information in the chart in planning their presentations.

Students may wish to do further online research while planning their presentations.





INQUIRY

What impressions of the American colonies do prints from the period give us?

Preview

As a class, students view and discuss a selection of prints from the French and Indian War and War for Independence eras. They make observations and generate questions about who the English colonists were and how they viewed themselves and England.

STUDENTS WILL

- interpret political cartoons and engravings.
- identify the intent and audience of a source.
- generate questions about sources.

Process

CONSIDERING THE RELATIONSHIPS AMONG THE COLONIES

Display on an overhead device or give small groups of students printouts of the source “Join or Die.” Before discussing the image, give students some time to examine it and write down two questions that come to mind. Then pose the following questions.

- What was your immediate response to this image?
- How would you describe what you see?
- What questions did you write down?

At this point, students may or may not have made the connection between the initials and the names of several of the colonies—South Carolina, North Carolina, Virginia, Maryland, Pennsylvania, New Jersey, New York, and New England (Massachusetts, Connecticut, Rhode Island, New Hampshire) as the head. Let students know that the source dates to the beginning of the French and Indian War. Based on a cartoon by Ben Franklin, this woodcut was rendered by an unknown artist and appeared in *The Pennsylvania Gazette* on May 9, 1754. Another version of the cartoon, which appeared in the 1760s on the masthead of the *Massachusetts Spy* newspaper, includes a “G” for Georgia at the end of the tail.

- What message do you think the creator of this cartoon was intending to convey? Who do you think was the intended audience?
- Explain what you think the caption “Join, or Die” meant.
- Why do you think the creator chose the image of a snake?
- What does the cartoon convey about the view some colonists held of the colonies?

If students are unsure of the meaning or seem to be misinterpreting it, return to the last question later, in Synthesis. At that point they will have a better understanding of the events of the time. Ask students to record any questions prompted by the cartoon.

VIEWING PRINTS DEPICTING KEY EVENTS

Again, using either an overhead display monitor or printouts, have students view the following sources in order: "The Battle of Lexington," "Voting the Declaration of Independence," "Declaring Independence," and "La Destruction de la Statue royale." Allow students time to examine each source and write down questions. Then discuss with them their observations and questions. You might choose to give some information on the images as you go along. If you are using an overhead display, you can display the Data Cards to give students additional background on the images.

- What is happening in these prints? Do you recognize any specific events from history? Do any of the images include a date?
- From which point of view (American, British, or other) are the events presented? Why do you think so?
- How might the colonists have reacted to the prints? The British?
- Do you think that it is likely that the artist was an observer of the event? How do you think the artist decided what to show?
- What can we, as "historians," learn from these prints today? What background or research would help you better understand the prints and the events they depict?

Hot Tip

If time allows, you may want to have students use the CD-ROM Time Line to read about events during the years 1754 to 1776.

INTRODUCING THE LESSON

Let students know that in the remaining phases of the lesson they will be examining other Library of Congress sources from the period 1754 to 1776. Ask students to keep the questions they wrote down for later reference. Tell them that in the final phase of the lesson they will be giving presentations from various perspectives, including the American patriots and the British. To get them thinking about some different roles in history, ask them to identify some of the different "characters" portrayed in the prints—members of the Continental Congress, colonial minute-men/militia, British officers and soldiers, women and men not engaged in military efforts, King George III.

Product

During this activity, each student will generate a list of questions prompted by examination of prints from the period 1754 to 1776.





OBSERVATION

What do primary sources reveal about how colonists viewed themselves and England?

Preview

Students work in small groups to examine sources from the CD-ROM. Each group fills out an Observation Worksheet for the source or sources assigned to the group. Students research the historical context of their sources using the Additional Links, Time Line, and Atlas on the CD-ROM.

STUDENTS WILL

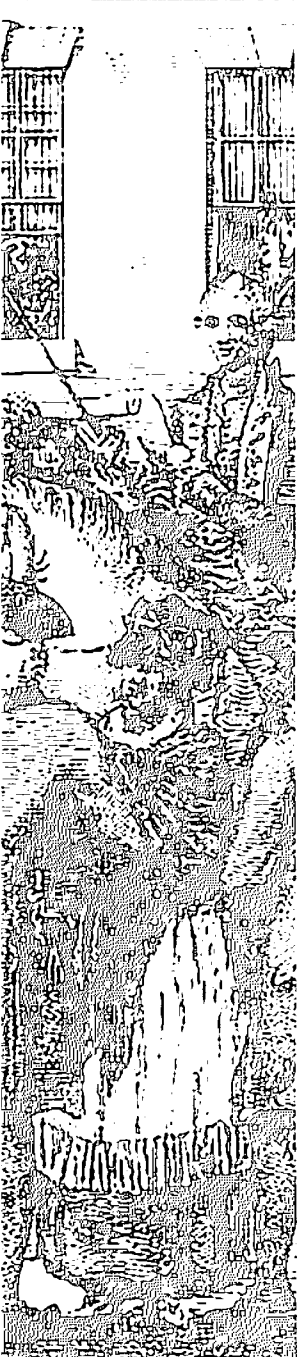
- work in groups to examine letters written by George Washington.
- record information and observations about each letter.
- organize in a class chart clues to views held by colonists and British.

Process

GETTING STARTED

Let students know that they will be examining primary sources from the Library of Congress American Memory collections. The sources have to do with the English colonies in America and the colonists' path to independence. By looking at documents from the years 1754 to 1776, students will see evidence of how colonists' views of themselves and of England, and England's view of the colonists, changed over time.

On a large sheet of paper, set up a chart with the following headings for rows and columns:



	1754–1763	1774	1775	1776
colonists view themselves				
colonists view England				
England views colonists				

Tell students that each group will examine different documents from the years listed, so that the class can consider evidence from many documents. First they will examine letters written by George Washington during the French and Indian War (1754–1763) and the period preceding the American War of Independence (1775–1776). The information each group finds will be recorded on the class chart.

LOOKING AT THE SOURCES

Organize students into eleven groups and assign each group a number from one to eleven. Give each group a copy of the Road Map and have students find which George Washington letter or letters their group will read. Distribute copies of the Primary Source Observation Worksheet (one per group, except for Group 2, which will need three copies). Students will now complete Step 1 ("Looking at the Sources") on the Road Map. Each group will need access to a computer to view sources on the CD-ROM. Explain to students that later they will discuss the completed worksheets with the class and contribute information about the sources to the class chart.

DOING FURTHER RESEARCH

Once students have completed Step 1 on the Road Map, they will move on to Step 2 ("Doing Further Research"). Each group will need time at a computer with an Internet connection. They will use the Additional Links, Time Line, and Atlas on the CD-ROM to research the historical context of their sources. You might also wish to have them use a textbook or other outside resources, depending on your curriculum focus. Students should become familiar with key events that occurred around the time that Washington wrote his letters. They might also be able to answer some of the questions they recorded in the previous step.

RECORDING ON THE CLASS CHART

Each group of students should add to the class chart information from their source or sources that relates to the three categories. A handy way to do this is to provide students with sticky notes on which they can write the title and date of the source and the relevant words, phrases, or other information drawn from that source.

DISCUSSING BIAS AND GENERALIZATIONS

This is a good time to have a class discussion about bias and making generalizations. (If you have not already done so, introduce and define those terms.) Remind students that so far their sources have been from one perspective—that of George Washington. Have students describe their perceptions of the man and his point of view.

- Who was Washington? Why do you think he held the views he did?
- Do you think all colonists shared his point of view? Where might we look to find information on other points of view?
- In the sources, does Washington express views of the British in general or just British troops? Of colonists in general or just the troops? etc.
- What generalizations have we made on our chart?

Explain to students that making generalizations can be a useful tool in helping to understand the past. Still, as we learn more details about our subject we should revise our generalizations to keep them accurate. You might wish to have students revise their entries on the chart to be more specific about what they are describing.

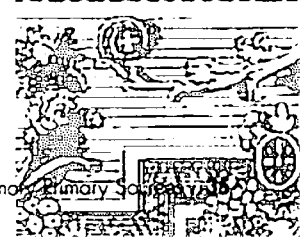
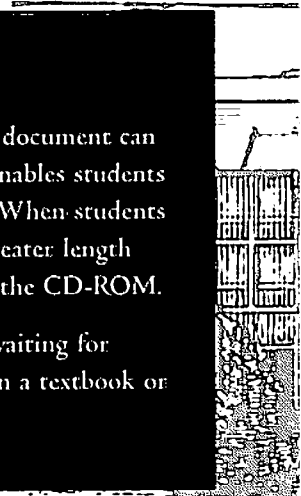
Product

You can include a photocopy of the group's Observation Worksheet in individual students' portfolios.

Hot Tip

Having students print a transcript of a document can ease traffic at the computers, and also enables students to highlight key words, main ideas, etc. When students have a chance to use the computer at greater length they can then use the research tools on the CD-ROM.

You might also have students who are waiting for computer time read relevant materials in a textbook or other outside resources.





ANALYSIS

How and why did the colonists' view of themselves and England change in the years before independence?

Preview

Discussion of contributions to the class chart reveals changes in views over time. In groups of four or five, students examine congressional documents and conduct additional research. Students write and revise a hypothesis about changes in colonists' view of themselves and reasons for the changes.

STUDENTS WILL

- review the body of information collected in the class chart.
- develop and revise a hypothesis related to changes in colonists' viewpoints.
- analyze congressional documents and conduct additional research.

Process

READING THE CLASS CHART

Each group from the Observation phase should choose a spokesperson to briefly share with the class the information they added to the class chart. Go through the entries for each of the three "viewpoint" categories one at a time, in chronological order, beginning with the French and Indian War period 1754–1763 and ending with the year 1776.

Help students see the significance of even simple references such as "our Country" (meaning Virginia) in Washington's letter of October 23, 1754 or "troops of different governments" (meaning colonial governments) in his letter of November 1, 1757. The first reference reflects Washington's perception of himself first and foremost as a Virginian. The second sheds light on colonial loyalties. After reviewing the information on the chart so far, students may have a better idea of what to look for in their sources. You may want to have them read through their sources one more time and add to the chart.

REVIEWING HISTORICAL CONTEXT

Ask students to name key events or other information on the years 1754 to 1763 that they learned from their research in the Observation phase. You may want to list the events on the class chart above the year in which they took place, to serve as a reminder of the historical context. Students will have further opportunities for research during their analysis of congressional documents in the steps that follow.

DEVELOPING A HYPOTHESIS

Organize students in seven groups of four to five students. Ask each group to draw on what they learned from the Washington letters and their research to write a hypothesis about reasons for

changes in colonists' views of themselves and England and in England's view of the colonists (Road Map Step 3).

EXAMINING CONTINENTAL CONGRESS DOCUMENTS

Keeping students in the same groups as the previous step, assign each group a number corresponding to the group numbers on the Road Map's Primary Source List of Continental Congress Documents. As directed in Road Map Step 4, each group should read its document, write a summary paragraph, and identify words, phrases, and other information to add to the class chart. (You might want to remind students of the questions asked on the Primary Source Observation Worksheet if they seem to have difficulty approaching the documents.) Each group should add its information to the chart before moving on to the next step.

CONDUCTING RESEARCH AND REVISING THE HYPOTHESIS

After students have added information from the Continental Congress documents to the class chart, have each group read the Additional Links and use the Identity Library to do further research. The focus of the research should be to gather and organize information that will help them better understand what views the colonists held of themselves and of England, how those views changed over time, and why those views changed.

As an optional extension, students can use the date of their group's document as a keyword to search the American Memory collection A Century of Lawmaking for a New Nation for that date's congressional record in the Journals of the Continental Congress. There they will gain insight into the day-to-day process by which the Congress drafted, debated, and reached agreement on documents.

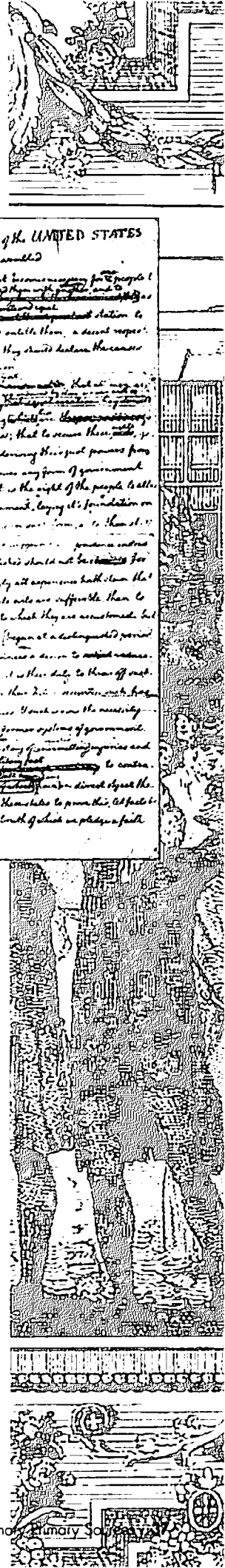
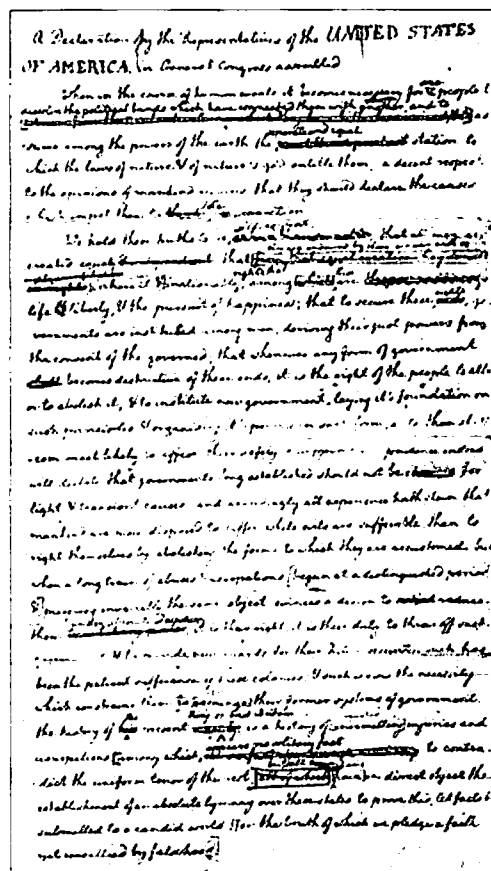
As directed in Road Map Step 5, each group should divide up the research among its members. Students should take notes on their research, being careful to record the name of the resource. After students share their research with their group, the group should write up its answers to the questions on the Road Map, noting the source of its information. After answering the questions, each member of the group should revise the group's original hypothesis about changes in colonial and British viewpoints. Each student should write a paragraph summarizing the revised hypothesis.

Product

Students' research notes and paragraph summarizing their revised hypothesis should be saved in their individual folders for assessment. The group's original hypothesis and answers to the questions should be saved in the group folder. For more on assessment, see page 40.

Hot Tip

Because the American Memory collections represent only the patriotic colonial viewpoint, you may wish to have students research other colonial points of view as well. The Identity Library includes Web sites with information on Loyalists, including some primary source documents. You might have students who finish their research ahead of other groups browse the Loyalist links and share their findings with the class.





SYNTHESIS

In what ways did the struggle for independence help shape American identity?

Preview

Groups of students plan presentations based on the sources they examined and the research they conducted. They use the roles of historical characters, genuine or fictitious, to articulate the perspectives of Americans during the period they studied.

STUDENTS WILL

- synthesize information from their sources and their research into a creative presentation.
- gain a broader understanding of the American colonists' shifting view of themselves and of England in the period before the War of Independence.

Process

PLANNING AND PREPARING PRESENTATIONS

Have the research groups into which students were organized in Analysis begin work on planning a class presentation (Road Map Step 6). Explain that each group is to use the sources it read, its research, and the completed class chart as resources from which to create historical characters. The characters can be fictitious or actual people, but should represent aspects of American identity at that time. Encourage students to do further research as needed. Groups will use the characters to role-play their presentations for the class.

Examples Brainstorm with the class to come up with examples of characters inspired by the sources they examined. Characters to role play from George Washington's French and Indian War letters might include Washington himself, British and American officers and soldiers, colonial governors, Indians, or mothers and wives of soldiers. For the congressional documents, students might look at the signatures of the delegates to get some ideas. The prints from Inquiry can provide images of people from the time period. To give some focus you might direct students to center their presentations on a historical event.

Format Students can use a variety of formats for their presentations. Members of the group might act out a skit or dramatize a source. Or they might choose to use an interview format or a panel discussion in character. A group might read letters that their character(s) wrote to someone far away. Words and phrases from the sources recorded in the chart can be used to create authentic period dialog.

Goals The goals of the presentations are to:

- pass on historical information of interest and significance.
- creatively convey their understanding of the theme of identity based on their analysis of the sources and additional research.

LISTENING TO PRESENTATIONS

Tell the class that the students in the audience will need to take notes as each group gives its presentation. Encourage students to write down questions to ask at the end of the presentation. When each presentation is complete, ask for questions and observations from the audience.


Hot Tip

You may wish to have students submit to you a written presentation plan before they give their presentations. You can then check the presentations and have students make changes based on your review. The plans and revisions can also become tools for your assessment.

Putting It All Together

As a final debriefing of the activity, conduct a class discussion of the presentations. The goal of the discussion is to help students see the “bigger picture” of the shifting loyalties and sense of identity of the English colonists in America.

- What do the sources reveal about how the English colonists viewed themselves? What evidence do you have to support your view?
- What evidence do you have of a shift in identity over time? How do you account for that shift?
- What events in history might have played a role in colonists' shifting perceptions of themselves and their relationship with England?
- Do you think that there are points of view not represented in the sources we looked at? Where might you look to find those?
- If you were to write a history of the colonies from 1750 to 1781, what information other than the sources you used would you want to have? Where might you go to find that information?



ASSESSMENT

Although several assessment opportunities are embedded in this lesson, the Overview chart on page 30 highlights two in particular: the individual hypothesis and research notes; and the group presentation to the class. You can use the guidelines (what students should be able to do) and strategies suggested below to generate individual and/or group grades for each activity.

HYPOTHESIS AND RESEARCH NOTES

In the Analysis phase of the lesson (pages 36–37), each student develops a hypothesis related to changes in colonists' viewpoints, conducts research, and then revises the hypothesis based on information gained through the research. This activity can be used to assess students' understanding of what a hypothesis is and how to conduct research and use evidence to support or revise a hypothesis.

Students should be able to

- draw on what they learn to write a hypothesis about reasons for changes in colonists' view of themselves and England, and in England's view of the colonists.
- gather and organize information that will help them better understand what views the colonists held of themselves and of England
- reflect on how and why views changed over time
- revise the original hypothesis based on evidence gained through research

Each student's revised hypothesis should be the focus of evaluation. Does the student's revised hypothesis give adequate explanation for the changes in colonists' view of themselves and England, and in England's view of the colonists? Did the student support the revised hypothesis with evidence gained through research?

GROUP PRESENTATION TO THE CLASS

In Synthesis (pages 38–39), groups synthesize information from their sources and their research into a creative presentation.

Students should be able to

- pass on historical information of interest and significance.
- creatively convey their understanding of the theme of identity based on their analysis of the sources and additional research.

Group grades are appropriate for the presentation. Before the presentations, discuss guidelines with the class, such as how well and creatively a group presents and how effectively historical information is conveyed. You might take the class's evaluation into consideration in grading the presentations. If so, have students individually award points to the presentations based on the guidelines the class has discussed.

Observation

What do primary sources reveal about how colonists viewed themselves and England?

1. Looking at the Sources

- ☐ Find the primary source or sources assigned to your group on the following list of Letters from George Washington. (To view the sources, look for the source title on the Identity CD-ROM under the category From Colonies to Independence.) Print out a copy of the source on which to highlight words or make notes.
- ☐ Work as a group to fill out a Primary Source Observation Worksheet for each source. Your goal as a group is to become the “experts” on your source(s).
- ☐ Underline or highlight words or phrases on the printout that are evidence of the colonists’ view of themselves, the colonists’ view of England, and England’s view of the colonists.
- ☐ Record any questions you have about your source(s).

2. Doing Further Research

- ☐ Once your group has looked at its source or sources, use the Additional Links, Time Line, Glossary, and Atlas on the CD-ROM (or outside materials) to do further research. You may also want to use the CD-ROM to view the Revolutionary War Maps included on the primary source lists that follow. What events happened around the time of your group’s source(s)? Try to answer any questions you had in Step 1 above.

Analysis

How and why did the colonists’ view of themselves and England change in the years before independence?

3. Developing a Hypothesis

- ☐ Based on evidence recorded in the class chart and information from your research in the previous step, work with your group to write a hypothesis about changes in colonists’ views of themselves and England, and England’s view of the colonists. In your group hypothesis, suggest reasons for those changes.

4. Examining Continental Congress Documents

- ☐ Find the primary source or sources assigned to your group on the list of Continental Congress documents that follows. Read the document, write a paragraph summarizing it, and identify words, phrases, and other information in the document related to the three categories on the class chart. Record this evidence on the class chart.

5. Conducting Research and Revising the Hypothesis

- ☐ Use the Additional Links for the Continental Congress documents on the CD-ROM and the links in the Identity Library on the Primary Sources Web site to conduct further research. As a group, identify research tasks for each member. You may also want to use the CD-ROM to view the list of Revolutionary War Maps. Use the results of your research to write answers to the questions:
 - How did the colonists view themselves at the time your document was written?
 - How did the colonists view England at the time your document was written?
 - How did England view the colonists at the time your document was written?
- ☐ As a group, reread and discuss the hypothesis your group made in Step 3. Discuss how you think the hypothesis should be revised based on new evidence. Each member of the group should write a paragraph summarizing a revised hypothesis and giving supporting evidence.

Synthesis**In what ways did the struggle for independence help shape American identity?****6. Planning a Presentation**

- ☐ Plan a group presentation using what you learned from the sources you examined, evidence listed in the class chart, and research you have conducted on historical events. The goals of your presentation are to
 - pass on historical information of interest and significance.
 - creatively convey your understanding of how the struggle for independence helped shape American identity.

Primary Source Lists

LETTERS FROM GEORGE WASHINGTON

GROUP 1

G. Washington Letter, August 11, 1754

GROUP 2

G. Washington Letter, Oct. 23, 1754

G. Washington Letter, Nov. 1, 1757

G. Washington Letter, July 27, 1775

GROUP 3

G. Washington Letter, July 18, 1755

GROUP 4

G. Washington Letter, Jan. 14, 1756

GROUP 5

G. Washington Letter, May 4, 1758

GROUP 6

G. Washington Letter, July 28, 1775

GROUP 7

G. Washington Letter, August 4, 1775

GROUP 8

G. Washington Letter, March 19, 1776

GROUP 9

G. Washington Letter, April 18, 1776

GROUP 10

G. Washington Letter, Sept. 11, 1776

GROUP 11

G. Washington Letter, July 9, 1776

CONTINENTAL CONGRESS DOCUMENTS

GROUP 1

In Congress, October 20, 1774

GROUP 2

Credit for the Defense of America

GROUP 3

In Congress, December 6, 1775

GROUP 4

The Tory Act, January 2, 1776

GROUP 5

Extracts of Letters

GROUP 6

Declaration of Independence

Draft of Declaration of Independence

Jefferson's "Original Rough Draught"

REVOLUTIONARY WAR MAPS

Boston, Its Environs and Harbour

Map of British Outposts, New Jersey

Plan of Princeton

Map of the Present Seat of War

Plan of the Operations, New Jersey

Entrance of Chesapeake Bay

Observation

How did the Articles of Confederation and the Constitution differ?

I. Examining the Articles of Confederation

- ☐ Find the source "Articles of Confederation" on the CD-ROM and locate the article or articles for which your group is responsible (See the Primary Source List that follows). You will notice that the first two pages of the source, containing the text of Articles I through VI, are missing. If your group is assigned to one of the "missing" articles, follow the Additional Link "Articles of Confederation" for a complete copy. Then complete the following steps.
 - Each group member should read the article(s) individually.
 - As a group, agree on a summary of the article(s), and write the summary down.
 - Refer to the chart below (or the one your teacher has displayed) and, on a separate piece of paper, fill in any information that you can on the Articles of Confederation. Note the article number with each of your entries on the chart.

	Articles of Confederation	Constitution
Number of houses in the legislature?		
National executive (President)?		
Judicial system?		
Who can tax?		
Who can coin money?		
Who regulates trade?		
Process of amendment?		
Where most power is held?		

2. Reading and Paraphrasing the Constitution

- ☐ Locate the Data Card "Text of the Constitution as Ratified." Every member of your group should take time to read the Additional Link "Creating a Constitution."
- ☐ Now read the Constitution ("Text of the Constitution as Ratified"). Decide among yourselves how to divide up the document to read it. Group members should paraphrase the part of the Constitution for which they are responsible, and share their paraphrases with the group. Then the group should list differences between the Articles and the Constitution, and note information to add to the class chart.