

Time Needed: 1-2 class periods

Materials:

- Computers or tablets with internet access (*external keyboard best with tablets*)
- iCivics Teacher account
- iCivics student usernames & passwords

Student Handouts:

- Starter Activity (*1 page; class set*)
- Glossary (*1 page; class set*)
- Document Guide (*1 pages; class set*)
- Reflection Activity (*1 page; class set*)

Objectives: Students will be able to...

- Use evidence from informational texts to support analysis and answer questions.
- Identify an author's point of view or purpose.
- Draw on several sources to generate questions that allow for multiple avenues of exploration.
- Identify the persuasive elements used in the introduction to the Constitution.
- Describe the problems and solutions described in the George Washington's letter to Congress.
- Describe the compromises highlighted in the process of creating the Constitution.

- WORK THROUGH** the DBQuest module yourself first so you'll be able to answer students' questions and to determine which mode is appropriate for your students.
- PREVIEW** the teacher guide to get tips for teaching DBQuest, and look at the student handouts to decide which ones you want to use with your class.
- CONFIRM** that your students have iCivics.org usernames and passwords and that they know their usernames and passwords.
- ASSIGN** the DBQuest module from your My iCivics dashboard. This lets students access the module and lets you track their progress and get their completed work.
- EXPLAIN** to the class that they will get to see how George Washington introduced the new Constitution to Congress, in the hopes of gaining support in advance of the ratification effort. Who knew the Constitution had a cover letter?
- REVIEW** the basic timeline from the Declaration of Independence to the Articles of Confederation to the call for a Constitutional Convention in 1787. Tell the students that the outcome of that convention, the Constitution, had a long road to travel before it actually became the law of the land. Ratification wasn't guaranteed.
- DISTRIBUTE** the Starter Activity to the class and follow the directions as you preview the documents on the Library of Congress website. (Project the documents for a whole-class discussion.)
- DISTRIBUTE** the Glossary and Document Guide if you plan to use them.
- TELL** students whether to choose Guided or Freeform mode. Tell the entire class or quietly let students know as everyone is logging in.
- DIRECT** students to log into the iCivics website and launch the DBQuest assignment from their My iCivics page.
- CIRCULATE** to assist students, using the Guiding Prompts in the teacher guide to support struggling students. Remind students to include the three concepts (popular sovereignty, consent of the governed, and individual rights) in their responses.
- CHECK** students' progress each day and intervene as needed.
- CLOSE** by assigning the Reflection Activity after the class has completed DBQuest and discussing students' answers together.
- PRINT** or download students' completed work. (More about this in the teacher guide.)

DBQUEST TEACHING BASICS & FAQs

Q: How can I make the most out of the DBQuest experience with my class?

A: Remember: DBQuest is not a game—it's a tool. Make use of the supplemental printed materials and circulate the room while students are working. This way, you can be available to prompt students who have questions and make sure students are doing their best work in the free-response parts of the tool. Reinforce the DBQuest experience by using the support materials to facilitate discussions about the documents to help students further engage with the sources.

Q: What's the difference between Guided and Freeform Mode?

A: DBQuest offers two different modes to encourage personalized learning:

- **Guided Mode** supports students with additional scaffolding through pre-selected evidence options and just-in-time feedback. This helps students new to primary source analysis and to using DBQuest.
- **Freeform Mode** allows students to select any piece of evidence from a source, and does not give feedback on their selections. This allows for more creative engagement with the primary sources for students who have greater experience with this kind of analysis.

Q: How long will it take my students to complete DBQuest?

A: There are three documents in the tool, and each document within DBQuest should take between 7 and 10 minutes. However, students may progress at a faster or slower pace.

- **For students who finish early:** Challenge them to think of three more questions they would like to ask each of the sources. Ask students to investigate and create a list of 3-5 additional documents that could help address the Big Question by providing additional evidence.
- **For students who need more time:** Students with internet access outside school can log in and resume work remotely from home or from a library. Otherwise, you may need to help students find another place where they can access the internet and finish DBQuest.

Q: How can I monitor my students' progress?

A: On the DBQuest landing page, click "View Report" to see the class progress while they are working on DBQuest. Once they are finished, you can print or download their work.

Q: How can I print or download my students' completed work?

A. Reports are available through your My iCivics account or the DBQuest landing page. DBQuest allows you to print individual student work or the work of the entire class. If you view/print the whole class, the completed work for all your students will appear in a single .txt file. This file will be large, so we suggest you copy and paste the contents of the .txt file into a text editing program like Word where you can add page breaks and other formatting. Also, we highly recommend that you wait until all students have finished before you print.

Q. Can a student re-do part or all of DBQuest? How do I receive their revised work?

A. When students open DBQuest, they can choose to start a new session or continue an incomplete session. Inside DBQuest, students can choose to re-do the work on an individual document only after they have completed that document. You will have access to the students' updated version through the My iCivics assignment, but to avoid generating another whole-class text file, have the student save their work and share it with you in a digital format.

Starter Activity Support Guide

You'll find a student version of the Starter Activity with the student handouts at the end of this teacher guide. The Starter Activity lets students preview the three DBQuest documents before they begin DBQuest. Students will follow links to each primary source online and complete the Starter Activity table based on their own observations and thoughts.

The guide below includes **prompts** you can use to help students observe the documents thoughtfully and figure out what to write in the table:

<u>WASHINGTON'S LETTER TO CONGRESS, SEPTEMBER 17, 1787</u>	
URL	http://bit.ly/2k73npq
OBSERVE IDENTIFY & NOTE DETAILS	<i>Suggested Prompts:</i> <ul style="list-style-type: none"> • Describe what you see. What do you notice first? • Is there any text you can read? What does it say? • How is the text or other information arranged on the page? • Describe anything about this document that looks strange or unfamiliar.
REFLECT GENERATE & TEST HYPOTHESES	<i>Suggested Prompts:</i> <ul style="list-style-type: none"> • What is the purpose of this text? • Who created it? Who do you think was the audience? • What can you learn from examining this document? • If someone were to create this today, what would be different?
QUESTION ASK QUESTIONS OF THE SOURCE	<i>Suggested Prompts:</i> <ul style="list-style-type: none"> • What do you wonder about this document? • What kinds of who/what/when/where/why/how questions can you think of? (Suggest that they use the information provided with the image—citations, collection information, etc.—to try to answer these questions.) • What would you like to ask those who created this document?
THE BIG QUESTION →	HOW DOES GEORGE WASHINGTON SELL THE IDEA OF THE NEW CONSTITUTION?
PREDICT HOW DO YOU THINK EACH DOCUMENT WILL HELP YOU ANSWER THE BIG QUESTION?	

Guided Mode = Extra Support

If you know particular students will need extra support, consider having them choose Guided Mode. Just be aware that even in Guided Mode, students need to think critically and make decisions about text and evidence:

- The evidence is **not** designed to directly answer the questions. Students should use the “notes” they collect from the sources to help them use supporting evidence to answer the questions in their own words.
- There may be more pieces of acceptable evidence in the text than there are boxes available to put evidence, so students to think critically and choose which excerpts work best for them.
- If students have trouble choosing among acceptable pieces of evidence, remind them they can always look at the source again when it's time to answer the question in their own words.

Let Our Guiding Prompts Help You Help Them

The tables below include **guiding prompts** to help you direct students to the best evidence. Use them to prompt students who are stuck on a particular question within a source.

WASHINGTON'S LETTER TO CONGRESS, PART I	
<p>Please note: The language may be challenging for some readers. The glossary and video format is designed to assist students as they explore this document. It may help to review the format of a letter and discuss how someone might want to introduce a new idea in order to get people on board.</p> <p>Tutor Text: Often, important documents come with some kind of introduction that helps the audience understand what they are reading and why it's meaningful. Sometimes these introductions come in the form of a cover letter, and that's exactly what accompanied our Constitution when it was delivered from the Constitutional Convention to Congress for review.</p>	
SUPPORT QUESTIONS	USE THESE GUIDING PROMPTS
Who or what is the intended audience for Washington's letter?	<ul style="list-style-type: none"> ▶ Where does the letter discuss submitting the Constitution? ▶ Who called for the convention in the first place? <p>Suggested excerpts:</p> <ul style="list-style-type: none"> • <i>the United States in Congress assembled</i>
What was a major problem with the current government that this Constitution aims to fix?	<ul style="list-style-type: none"> ▶ Washington says a lot of things about the way the current government is organized is ok, but what stands out as no-good? <p>Suggested excerpts:</p> <ul style="list-style-type: none"> • <i>But the impropriety of delegating such extensive trust to one body of men is evident</i>
Where/how does Washington imply that the Constitution is delivering on what many people want?	<ul style="list-style-type: none"> ▶ Who else is mentioned in this section (other than Congress)? ▶ If people want something different, what has to happen? <p>Suggested excerpt:</p> <ul style="list-style-type: none"> • <i>The friends of our country have long seen and desired</i> • <i>Hence results the necessity of a different organization.</i>
<p>What problem is the new Constitution solving, according to Washington?</p>	
<p><i>Who is the Constitution for? How is it going to be different than the existing government structure? How might the people feel about this new plan?</i></p>	

WASHINGTON'S LETTER TO CONGRESS, PART II

Tutor Text: Now that he's introduced the motivation behind the new Constitution, Washington gives Congress some insight into some of the challenges the convention faced. In this section of the letter, he talks about the compromises that went into the plan and goals behind the new Constitution.

SUPPORT QUESTIONS	USE THESE GUIDING PROMPTS
<p>What goal did the convention keep in mind during their discussions?</p>	<ul style="list-style-type: none"> ▶ What was the convention working towards? What was the hope? ▶ Where does Washington mention what the convention kept in their view? <p>Suggested evidence:</p> <ul style="list-style-type: none"> • <i>the consolidation of our Union, in which is involved our prosperity, felicity, safety, perhaps our national existence.</i>
<p>What two things are in competition when creating a federal government out of a number of states? What is it about the states that make any kind of compromise difficult? (Two excerpts are needed.)</p>	<ul style="list-style-type: none"> ▶ Where does Washington introduce a challenge in writing the Constitution? ▶ How does Washington address the differences in the states? <p>Suggested evidence:</p> <ul style="list-style-type: none"> • <i>*to secure all rights of independent sovereignty to each, and yet provide for the interest and safety of all</i> • <i>*difference among the several states as to their situation, extent, habits, and particular interests</i> • <i>Individuals entering into society, must give up a share of liberty to preserve the rest. (also accepted)</i>
<p>The states did eventually come to enough compromises to create this Constitution. How did Washington explain this?</p>	<ul style="list-style-type: none"> ▶ Would most people expect all of the states to agree on things? What would have to happen for them to agree on a single plan? <p>Suggested evidence:</p> <ul style="list-style-type: none"> • <i>This important consideration, seriously and deeply impressed on our minds, led each state in the Convention to be less rigid on points of inferior magnitude, than might have been otherwise expected</i>
<p>How does Washington frame the efforts of the convention? Does he share the highlights or the struggles?</p>	
<p><i>Who is the Constitution for? How is it going to be different than the existing government structure? How might the people feel about this new plan?</i></p>	

WASHINGTON'S LETTER TO CONGRESS, PART III

Tutor Text: After Washington has explained a how the Convention arrived at the Constitution, he closes by expressing the general spirit in which it is delivered to Congress. He also predicts how it will be received by the states.

SUPPORT QUESTIONS	USE THESE GUIDING PROMPTS
Does Washington expect all of the states to approve of the new plan for government?	<ul style="list-style-type: none"> ▶ What makes you think that he has his doubts about a unanimous approval of the states? ▶ Where does he mention expectations in this letter? <p>Suggested excerpts:</p> <ul style="list-style-type: none"> • <i>That it will meet the full and entire approbation of every state is not perhaps to be expected;</i>
Why must the states allow for the interests of all the states to be considered when creating a national government?	<ul style="list-style-type: none"> ▶ What would happen if only one state wrote a constitution for the other states? <p>Suggested excerpts:</p> <ul style="list-style-type: none"> • <i>had her interest been alone consulted, the consequences might have been particularly disagreeable or injurious to others;</i>
How does Washington describe the intent and goals of the effort behind the new Constitution?	<ul style="list-style-type: none"> ▶ Where does Washington restate the wishes and hopes of the convention? <p>Suggested excerpts:</p> <ul style="list-style-type: none"> • <i>that it may promote the lasting welfare of that country so dear to us all, and secure her freedom and happiness, is our most ardent wish</i> • <i>the result of a spirit of amity, and of that mutual deference and concession</i>

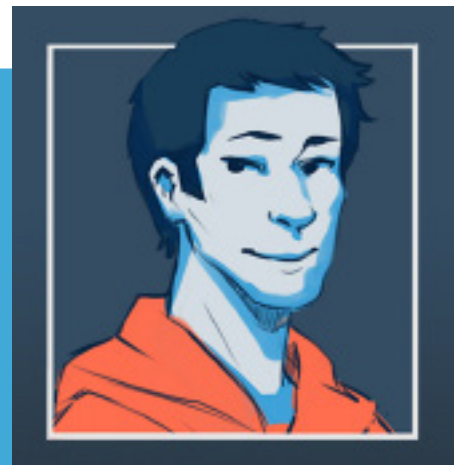
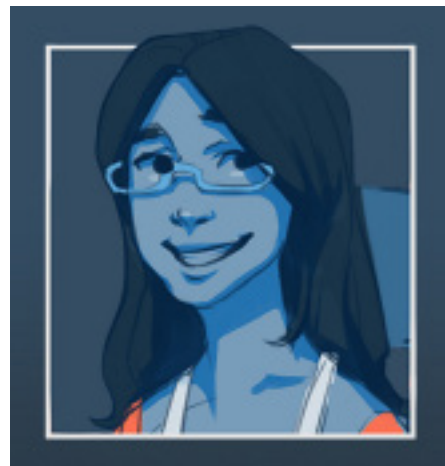
How does Washington try to convince the states that this new Constitution is in their best interest?

What does the term "give and take" mean? Do you think the states would agree on the larger goals?

Rhetorically Speaking... George Washington's letter was much more than a simple introduction. Persuasive elements can be found all over the source—from the language he used to the structure of the document itself. Using rhetoric, the art of persuasive speaking or writing, Washington does his best to put the readers (members of the Congress) at ease and gain their initial support for the new Constitution. Rhetoric can be broken down into three basic tactics: using authority, logic, and emotion. They are often called ethos, logos, and pathos because Latin always sounds more impressive! Let's see how Washington put all three to work in the Constitution's Cover Letter.

Teachers- the suggested evidence and explanations below are just samples of what you and your students may choose to use from the letter. Any number of additional selections may be acceptable.

	EVIDENCE OF THIS TACTIC	EXPLAIN YOUR CHOICE
<p>Ethos</p> <p>WHAT: Offers a sense of authority and credibility based on the respect for the writer.</p> <p>How: Establish yourself as a knowledgeable and reliable person.</p>	<p><i>"By unanimous Order of the Convention."</i></p> <p>_____</p> <p><i>"His Excellency the President of Congress"</i></p> <p><i>"George Washington, President"</i></p>	<p><i>The unanimous vote of the members of the convention shows a united approval, which could persuade people of the value of the Constitution.</i></p> <p>_____</p> <p><i>Washington's reputation also was well known and highly respected based on his leadership as a Revolutionary War general and as the head of the convention.</i></p>
<p>Logos</p> <p>WHAT: Appeals to reason, logic, and critical thinking.</p> <p>How: Explain things so that they "make sense" to the reader.</p>	<p><i>" but each will doubtless consider that had her interest been alone consulted, the consequences might have been particularly disagreeable or injurious to others"</i></p> <p><i>"individuals entering into society, must give up a share of liberty to preserve the rest."</i></p>	<p><i>Washington makes logical and well reasoned arguments for some of the decisions and compromises made in the creation of the Constitution.</i></p>
<p>Pathos</p> <p>WHAT: Appeal to the emotions, needs, and values of the reader.</p> <p>How: Use stories to paint a picture, and create a connection to the feelings (good or bad) of the reader.</p>	<p><i>"The friends of our country have long seen and desired "</i></p> <p><i>"that it may promote the lasting welfare of that country so dear to us all"</i></p> <p>_____</p> <p><i>"It is obviously impractical in the federal government of these states, to secure all rights of independent sovereignty ..."</i></p> <p><i>"that which appears to us the greatest interest of every true American, the consolidation of our Union"</i></p>	<p><i>Washington uses love of country, the readers' hopes and dreams for the future, and the idea of "truth" to appeal to the worries and desires of his audience.</i></p> <p>_____</p> <p><i>He uses terms like "obviously" and "true American" and "reasonably" to set supporters of the Constitution as honorable and knowledgeable against those who opposed it.</i></p>
<p>Which approach appeals most to you as a reader? Are you swayed by emotion, logic, or authority? Explain your answer below.</p> <p style="text-align: center;"><i>Accept any reasonable answer.</i></p>		



STARTER ACTIVITY

In this DBQuest, you will engage with a single source- the letter that George Washington used to introduce the new Constitution to Congress at the close of the Constitutional Convention. This letter can be seen as it was printed in the Annals of Congress, also known as *The Debates and Proceedings in the Congress of the United States*. This collection covers Congress from 1789 to 1824 and is a great source for reading about the earliest days of our government. Washington's letter was included in this collection as part of a brief history of the Constitution.

Follow the links to each document and complete the table as you explore the sources and start to think how they can help you on your DBQuest.

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GLOSSARY

advisable - (adj.) proper or wise
amity - (n.) friendship; peaceful harmony
approbation - (n.) approval
ardent - (adj.) having intense feeling, enthusiastic
commerce - (n.) business; trade between places
concession - (n.) compromise
consolidation - (n.) unification; joining together
correspondent - (adj.) consistent or similar
deference - (n.) obedience; compliance
delegating - (v.) to assign or appoint
deliberations - (n.) careful consideration and discussion
effectually (adv.) effectively; completely
increased - (v.) to increase, make greater
evident - (adj.) clear or easy to understand
extensive - (adj.) broad, of great extent, wide
felicity - (n.) happiness
hence - (adv.) for this reason; therefore
impractical - (adj.) not practical, useful, or realistic
impropriety - (n.) improper, unsuitable, flaw
indispensable - (adj.) absolutely necessary; essential
inferior - (adj.) less
injurious - (adj.) harmful; hurtful
levying - (v.) to impose a tax
liable - (adj.) accountable
liberty - (n.) freedom
magnitude - (n.) size; extent; degree; importance
mutual - (adj.) shared; common
obtained - (v.) to get; acquire

one body - (n.) the unicameral Congress created by the Articles of Confederation
peculiarity - (n.) uniqueness; being different from the norm
precision - (n.) accuracy; exactness
prosperity - (n.) good fortune; wealth
rendered - (v.) to cause to be
rigid - (adj.) strict; severe; inflexible
sacrifice - (n.) loss; offering
society - (n.) community; group of people
sovereignty - (n.) status of having complete authority and power
surrendered - (v.) to give up or abandon
thus - (adv.) so
treaties - (n.) formal agreements between two or more states
unanimous - (adj.) in agreement; uncontested; unified
vested - (adj.) held completely, permanently
welfare - (n.) good fortune; well-being



THE CONSTITUTION'S COVER LETTER

IN CONVENTION, September 17, 1787.

SIR:

We have now the honor to submit to the consideration of the United States in Congress assembled, that Constitution which has appeared to us the most advisable.

The friends of our country have long seen and desired that the power of making war, peace, and treaties, that of levying money, and regulating commerce, and the correspondent executive and judicial authorities, should be fully and effectually vested in the General Government of the Union; but the impropriety of delegating such extensive trust to one body of men is evident: hence results the necessity of a different organization.

It is obviously impracticable in the Federal Government of these States to secure all rights of independent sovereignty to each, and yet provide for the interest and safety of all. Individuals entering into society must give up a share of liberty to preserve the rest. The magnitude of the sacrifice must depend as well on situation and circumstance, as on the object to be obtained. It is at all times difficult to draw with precision the line between those rights which must be surrendered, and those which may be preserved; and, on the present occasion, this difficulty was increased by a difference among the several States as to their situation, extent, habits, and particular interests.

In all our deliberations on this subject, we kept steadily in our view that which appears to us the greatest interest of every true American, the consolidation of our Union, in which is involved our prosperity, felicity, safety--perhaps our national existence. This important consideration, seriously and deeply impressed on our minds, led each State in the Convention to be less rigid on points of inferior magnitude than might have been otherwise expected; and thus, the Constitution which we now present is the result of a spirit of amity, and of that mutual deference and concession, which the peculiarity of our political situation rendered indispensable.

That it will meet the full and entire approbation of every State is not, perhaps, to be expected; but each will, doubtless, consider, that had her interest alone been consulted, the consequences might have been particularly disagreeable or injurious to others; that it is liable to as few exceptions as could reasonably have been expected, we hope and believe; that it may promote the lasting welfare of that Country so dear to us all, and secure her freedom and happiness, is our most ardent wish.

With great respect, we have the honor to be, sir, your excellency's most obedient and humble servants. By the unanimous order of the convention.

GEO. WASHINGTON, President,

His Excellency the President of Congress.

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