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| Class Notes / PowerPoint Presentation / Textbook Notes  Mr. Kay’s  8th Grade Social Studies Class  Name:  Class:  Period:  Date: 11/2  Chapter 5 Section 3: | |
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| *Questions/Main Ideas:* |  |
| *Objectives* | 1. Identify the Framers of the Constitution and discuss how they organized the Philadelphia Convention. 2. Compare and contrast the Virginia Plan and the New Jersey Plan. 3. Summarize the convention’s major compromises and the effects of those decisions. 4. Describe the delegates’ reactions to the Constitution. |
| Key Terms/People |  |
| **Framers:** | * the individuals who attended the Philadelphia Convention |
| **Virginia Plan:** | * a plan offered at the Convention that called for a central government with three branches, with each state’s representation in a bicameral legislature based mainly on population |
| **New Jersey Plan:** | * a plan calling for a central government with a unicameral legislature and equal representation of all the states. |
| **Connecticut Compromise:** | * an agreement to divide Congress into two houses, one with representation based on state population and one with equal representation for all states |
| **Three-Fifths Compromise:** | * an agreement to count each slave as three fifths of a person when determining state population |
| **Commerce and Slave Trade Compromise:** | * an agreement forbidding Congress from taxing state exports or interfering with the slave trade for at least 20 years |
| **Introduction** | * What compromises enabled the Framers to create the Constitution? |
| **The Framers** |  |
| Questions/Main Ideas: | Notes: Chapter 5 section 3 |
| A New Government |  |
| A New Government, cont. |  |
| The Virginia Plan |  |
| **The Virginia Plan** |  |
| The New Jersey Plan |  |
| **Compromises**  **Additional Compromises, cont.** |  |
| The Issue of Slavery |  |
| **A Bundle of Compromises** | * Checkpoint: Why was the Constitution called a “bundle of compromises”? |
| Review | * How does the Constitution reflect the times in which it was written? |

Summary/Reflection/Analysis