Constitutional Convention Harkness **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
Applied Government
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Many students wrongly believe that the US Constitution was a foregone conclusion by the time we declared our independence on July 4, 1776. Not only was this not the case, barely passing in most states, but it was not even our first governing document (Articles of Confederation). The debate regarding the Constitution was robust both during the Philadelphia Convention in which it was created in 1787, and afterwards when it was ratified. In fact, the ratification debate was in such doubt that, that Alexander Hamilton, James Madison, and John Jay penned a series of essay called the *Federalist Papers* to allay the fears of the opponents of the Constitution (The end of chapter 2 even goes so far as to imply that many of those fears were eventually realized).

Students, similarly, believe that the Constitution is an infallible document that should be viewed with reverence and perfection incarnate. The Constitution, however, has been modified 27 times (the first ten as the Bill of rights). Thomas Jefferson went so far as to say a constitution was good for only a generation or two (about 40 years) and should be completely scrapped and a new convention convened to create a whole new document. Although few, if any would go that far, many argue that a convention should be held to make necessary changes to the document to bring the Constitution into the 21st Century.

Much like we began the school year by making arguments and articulating our positions on contemporary issues, this Harkness will be a modern-day convention, similar to what is discussed on page 46 of your textbook) to which you are all delegates. Your job, as a delegate to this convention, will be to address changes that you believe are necessary to accommodate the great changes that have occurred in society both through beliefs and innovation. Make sure to address the specific part of the constitution that will be affected and how. Consider the fears of the Anti-federalists, the desire to bring to fruition the ideas within the Declaration, and/or the needs of the nation today. To help you begin to contemplate ideas for change read former Supreme Court Justice John Paul Stevens’ ideas for Constitutional reform at the back of your notes packet and the following examples:

* **Ex. Eliminate the Electoral College and replace it with a nation-wide popular vote to elect the president**
* **Ex. Include a Equal Rights Amendment (ERA)**
* **Ex. FDR’s 2nd Bill of Rights**
* **Ex. Congressional Term Limits**
* **Ex. popular election of Supreme Court Justices**
* **Ex. English as our National Language**
* **Ex. Eliminate Citizenship by Soil**

James Madison is known as the “Father of the U.S. Constitution” mostly because he arrived to Philadelphia early and with specific proposals that ultimately became the framework for the final document. Like James Madison, come prepared and ready to build coalitions; have much of the groundwork laid before our convention begins.

**DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*

In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-20):**

\_\_\_\_\_ \_\_\_\_\_**Read, Highlighted or Underlined**, and took notes on the information from the packet

\_\_\_\_\_ \_\_\_\_\_Completed Chapter Notes (and utilized that information to understand the focus question) pg. 42-45 & What would you do, Learning Objectives
\_\_\_\_\_ \_\_\_\_\_Came up with an original and innovative idea for the Harkness
\_\_\_\_\_ \_\_\_\_\_Conducted research on your own based upon your chosen “28th Amendment”
\_\_\_\_\_ \_\_\_\_\_Attached and turned in Research Notes with rubric and other documents

\_\_\_\_\_ **\_\_\_\_\_Discussed with one or both** Parents**, grandparent, and/or adult in one’s life about your innovative idea**
\_\_\_\_\_ \_\_\_\_\_Asked peers/ co-workers/ others and put a good faith effort into contacting governmental officials directly related to this issue

\_\_\_\_\_ \_\_\_\_\_Spent necessary time outside of class researching

\_\_\_\_\_ \_\_\_\_\_Gathered information to be effective in deliberation **Your Average** \_\_\_\_\_\_/20

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-20):**

\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed Arguments generated employed insight of the issue

\_\_\_\_\_ \_\_\_\_\_Used Logos: **Cited verifiable facts and** used data/evidence to prove one’s case

\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood

\_\_\_\_\_ \_\_\_\_\_Demonstrated Ethos: ability to establish credibility through a strong grasp of principles involved

\_\_\_\_\_ \_\_\_\_\_Use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Pathos: or emotion was used appropriately and not primary focus
\_\_\_\_\_ \_\_\_\_\_Did not propagate lies or false truths and your peers are generally smarter for your participation
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information

\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments to original posit

\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant but did not hog the conversation
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation
\_\_\_\_\_ \_\_\_\_\_Felt good about my performance afterward and my role in the Harkness **Your Average** \_\_\_\_\_\_/20

* **RESPECTFUL/RESPONSIBLE BEHAVIOR/REFLECTION AND SELF-EVALUATION (1-10):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”

\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude during Harkness and Played Well with Others
\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question

 **Your Average** \_\_\_\_\_\_/10
**TOTAL\_\_\_\_\_\_\_\_\_\_\_/50**

**REFLECTION QUESTIONS: Answer each question on a separated paper and attach to this page.**
QUESTION #1. How would you rate your preparation (1-10), knowledge and understanding of the issue and performance in regards to your prior performances and your peers**? Was the rubric grade accurate? If not, what grade would you suggest?** Explain your reasoning

QUESTION #2. **How did your proposal fare?** What were the best proposals presented and what were the best arguments made regarding the various proposals? **Who made the arguments and what did they say?** Discuss one time your opinion changed during the Harkness. Who convinced you and how?

QUESTION #3. How would you rate the simulation (1-10)? What can be done to improve the process to make it more meaningful? **What were the three most important ideas/concepts learned?**