

## Teacher Guide for the Lesson on **Great Compromise**

**Standard:**

8.4(D)

**Content Objective:**

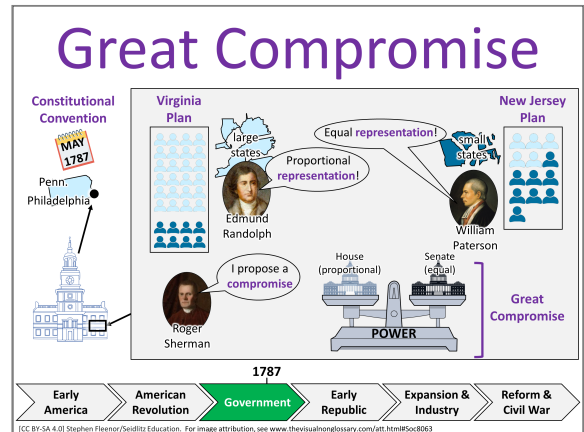
We can analyze the issues of the **Constitutional Convention of 1787**, including the **Great Compromise**.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

What do you predict would have happened if the **Great Compromise** was never proposed? Why?

*If the **Great Compromise** was never proposed, I predict... because...*

**Other key vocabulary:** [bicameral](#)



**By studying this visual, students might:**

Notice	Wonder
<ul style="list-style-type: none"> <li>The Great Compromise is connected to both the Virginia Plan and the New Jersey Plan</li> </ul>	<ul style="list-style-type: none"> <li>Why did the states disagree about representation?</li> </ul>
<ul style="list-style-type: none"> <li>The Virginia Plan favored large states and representation by population</li> </ul>	<ul style="list-style-type: none"> <li>What would have happened if no compromise was reached?</li> </ul>
<ul style="list-style-type: none"> <li>The New Jersey Plan favored small states and equal representation</li> </ul>	<ul style="list-style-type: none"> <li>Why is it called a “compromise”?</li> </ul>
<ul style="list-style-type: none"> <li>The Great Compromise created a bicameral legislature</li> </ul>	<ul style="list-style-type: none"> <li>What powers does each house of Congress have now?</li> </ul>

<ul style="list-style-type: none"> <li>• The House of Representatives and Senate were formed as a result</li> </ul>	<ul style="list-style-type: none"> <li>• How did this decision impact smaller and larger states differently?</li> </ul>
---	---

### EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

### Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>What was the <b>Great Compromise</b>?</p> <p>The <b>Great Compromise</b> ...</p>	<p>How is the <b>Great Compromise</b> related to a <b>bicameral</b> legislature?</p> <p>The <b>Great Compromise</b> is related to a <b>bicameral</b> legislature because...</p>	<p>What do you predict would have happened if the <b>Great Compromise</b> was never proposed? Why?</p> <p>If the <b>Great Compromise</b> was never proposed, I predict... because...</p>

### Example Student Responses to the Observational Question

Low-Level	High-Level
<p>The <b>Great Compromise</b> made two houses. One is based on population and one is equal.</p>	<p>The <b>Great Compromise</b> is an agreement made during the <b>Constitutional Convention</b> that created a two-house legislature. It solved the issue of <b>representation</b> by giving population-based representation in the House and equal representation in the Senate.</p>

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*



## Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p>Purpose for Reading: The purpose for reading is to learn how the <b>Great Compromise</b> created a fair solution to the debate over <b>representation</b> and helped shape the <b>Constitution</b>.</p>	<ul style="list-style-type: none"> <li>• What the Articles of Confederation did and why they failed</li> <li>• What each plan (Virginia Plan and New Jersey Plan) wanted</li> <li>• Why the debate about representation was such a big problem</li> <li>• How the Great Compromise solved the problem</li> <li>• What each state gained from the Great Compromise</li> </ul>	<p>Why was the <b>Great Compromise</b> important for both large and small states?</p> <p><i>The <b>Great Compromise</b> was important for both large and small states because...</i></p>

### STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

### DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p data-bbox="212 302 513 331"><i>Triangle is bottom-left</i></p>	 <p data-bbox="667 302 951 331"><i>Square is bottom-left</i></p>	 <p data-bbox="1127 302 1395 331"><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.