



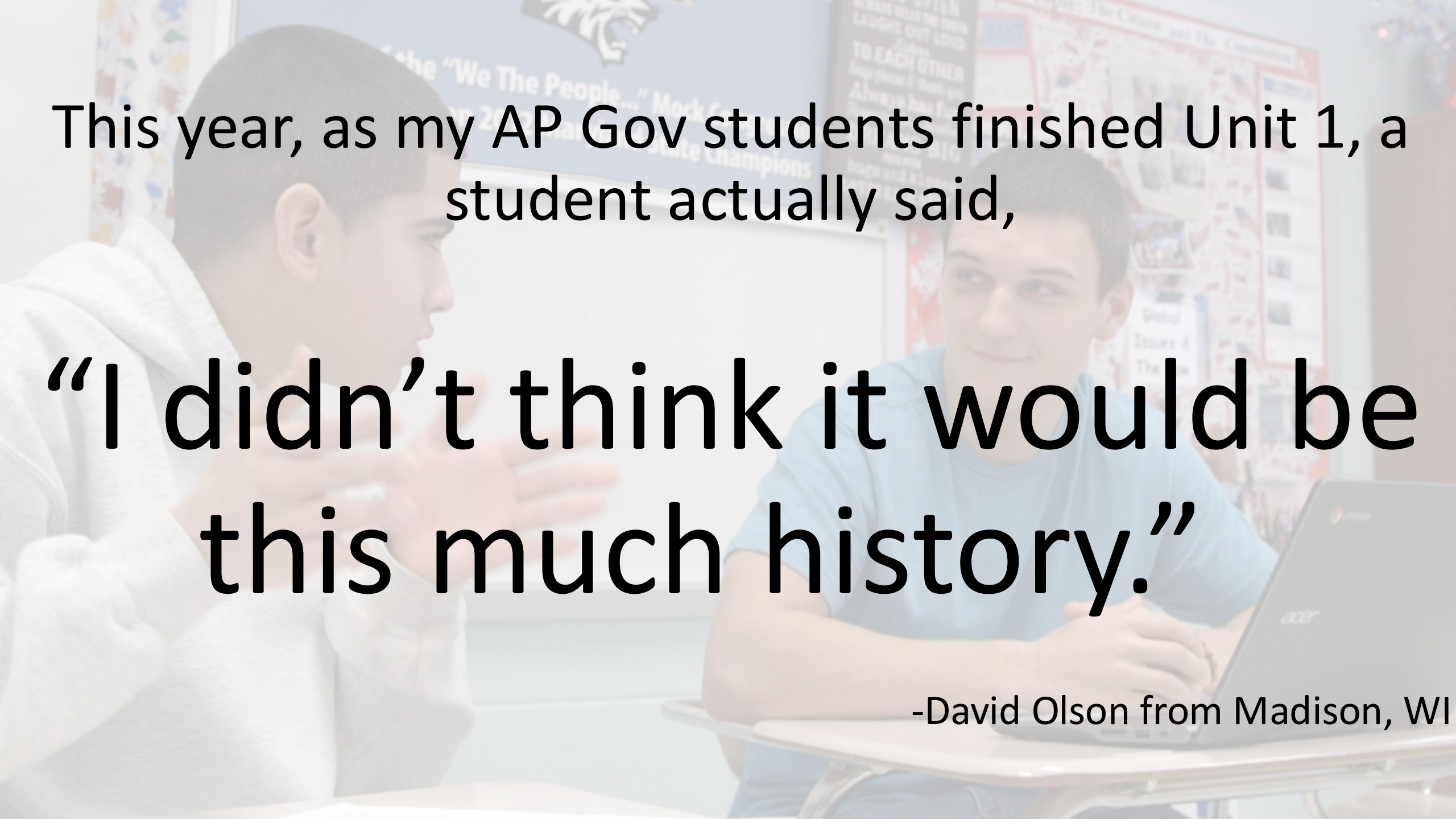
Wielding Digital Tools at the Intersection of Civics and American History

Carrie Ray-Hill

Taylor Davis

Amber Coleman-Mortley

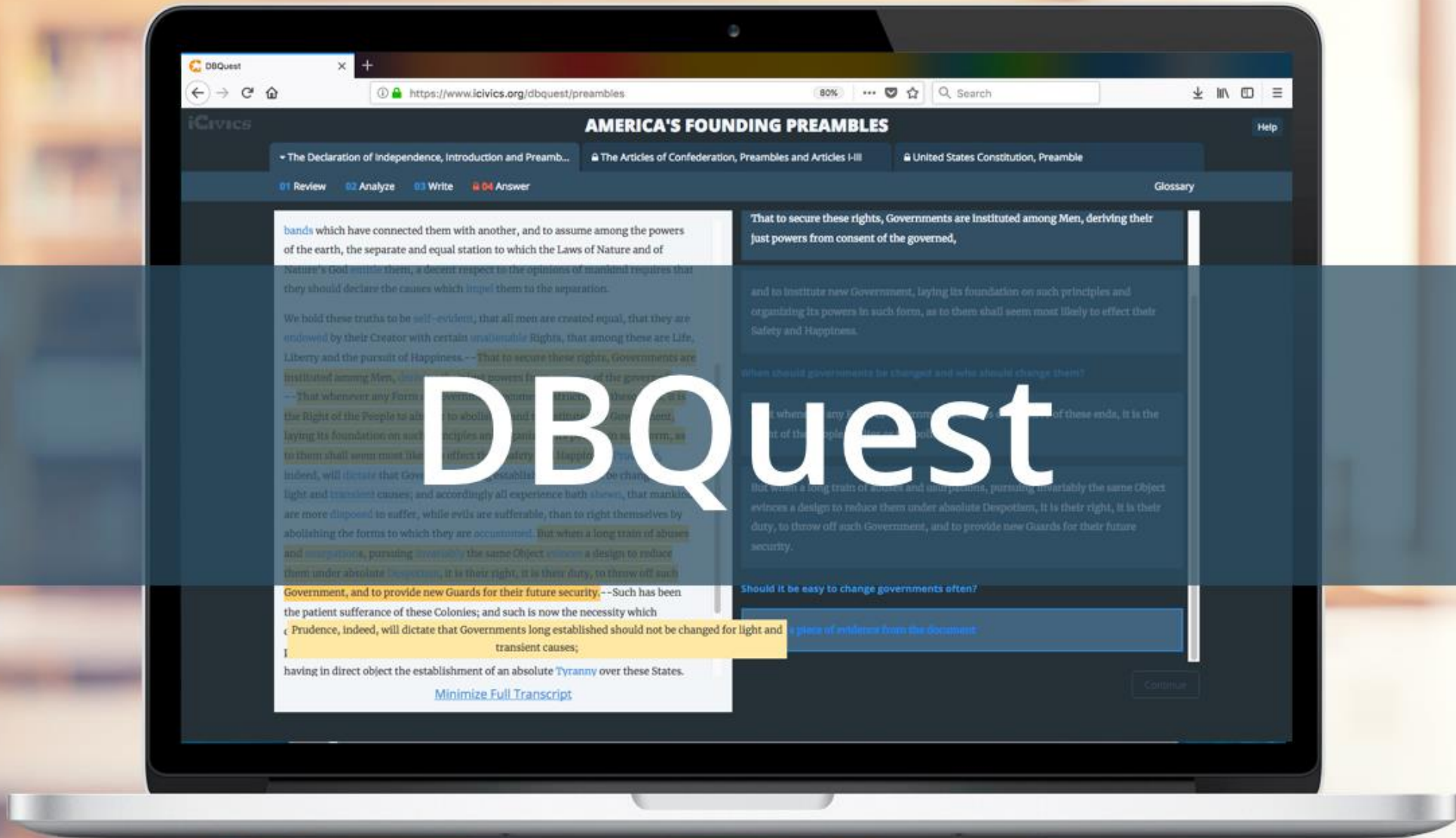


A photograph of two male students in a classroom. The student on the left is wearing a white hoodie and is speaking, gesturing with his hands. The student on the right is wearing a blue t-shirt and is listening, looking towards the first student. In the background, there are educational posters on the wall, including one that says "We The People" and another that says "LAUGHING OUT LOUD".

This year, as my AP Gov students finished Unit 1, a student actually said,

“I didn’t think it would be this much history.”

-David Olson from Madison, WI



DBQuest

bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.-- That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; having in direct object the establishment of an absolute Tyranny over these States.

[Minimize Full Transcript](#)

That to secure these rights, Governments are instituted among Men, deriving their just powers from consent of the governed,

and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

When should governments be changed and who should change them?

...when any Form of Government becomes destructive of these ends, it is the right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

Should it be easy to change governments often?

[Continue](#)

DBQuest

What is it?

A digital tool for analyzing primary source documents toward the goal of answering a big question.

Why use it?

- Carefully curated document sets
- Models historical thinking
- Allows for student agency within a guided experience
- Easily fits into various curricula
- Supported with additional classroom resources
- It's FREE!

DBQuest

- The Nashville Sit-In Movement
 - Why did the Nashville Sit-in Movement succeed?
- America's Founding Preambles
 - Did the goals of American government change from the Declaration of Independence to the Constitution?
- The Constitution's Cover Letter
 - How does George Washington sell the idea of the new Constitution?
- The Louisiana Purchase: Branching Out
 - What role did Congress play in the Louisiana Purchase?

DBQuest

	Document 1	Document 2	Document 3
The Nashville Sit-in Movement	Local businessman interview transcript	Newspaper photograph	Video interview of student activist Diane Nash
America's Founding Preambles	Declaration of Independence	Articles of Confederation	Constitution
The Constitution's Cover Letter	Washington's Letter to Congress: Part 1	Washington's Letter to Congress: Part 2	Washington's Letter to Congress: Part 3
The Louisiana Purchase: Branching Out	To Appoint and Approve: Our Men in France	Get out the Pocketbook: Funding Lewis & Clark	Establishing a Territorial Government

1. Identify documents that can assist with answering a big question
2. Review the documents with the eye of a historian, highlighting relevant pieces of evidence that could be used to reach a thoughtful and thorough response to the big question.
3. Develop supporting questions associated with the highlighted elements, making sure they are clear enough for students to tie them together
4. Ensure each set of support questions builds to assist the student in addressing the big question.
5. Create a paper version and ask folks to highlight evidence.
6. Place document text in a spreadsheet and tag for highlighting capacity and correctness.
7. As the tech work happens, create a set of paper-based support materials teachers should use with their students.
8. Playtest. Fix any substantive or technical issues. Go live!

CONSTITUTION'S COVER LETTER

A portrait of George Washington, the first President of the United States, shown from the waist up. He is wearing a dark, high-collared coat over a white cravat. His right arm is extended to the left, with his hand open. A white speech bubble is overlaid on his chest, containing the text "Pass it." The background features a draped red curtain and a portion of a red upholstered chair with a gold-colored frame and an American flag emblem on the backrest.

Pass it.

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.

1 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.

2 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.

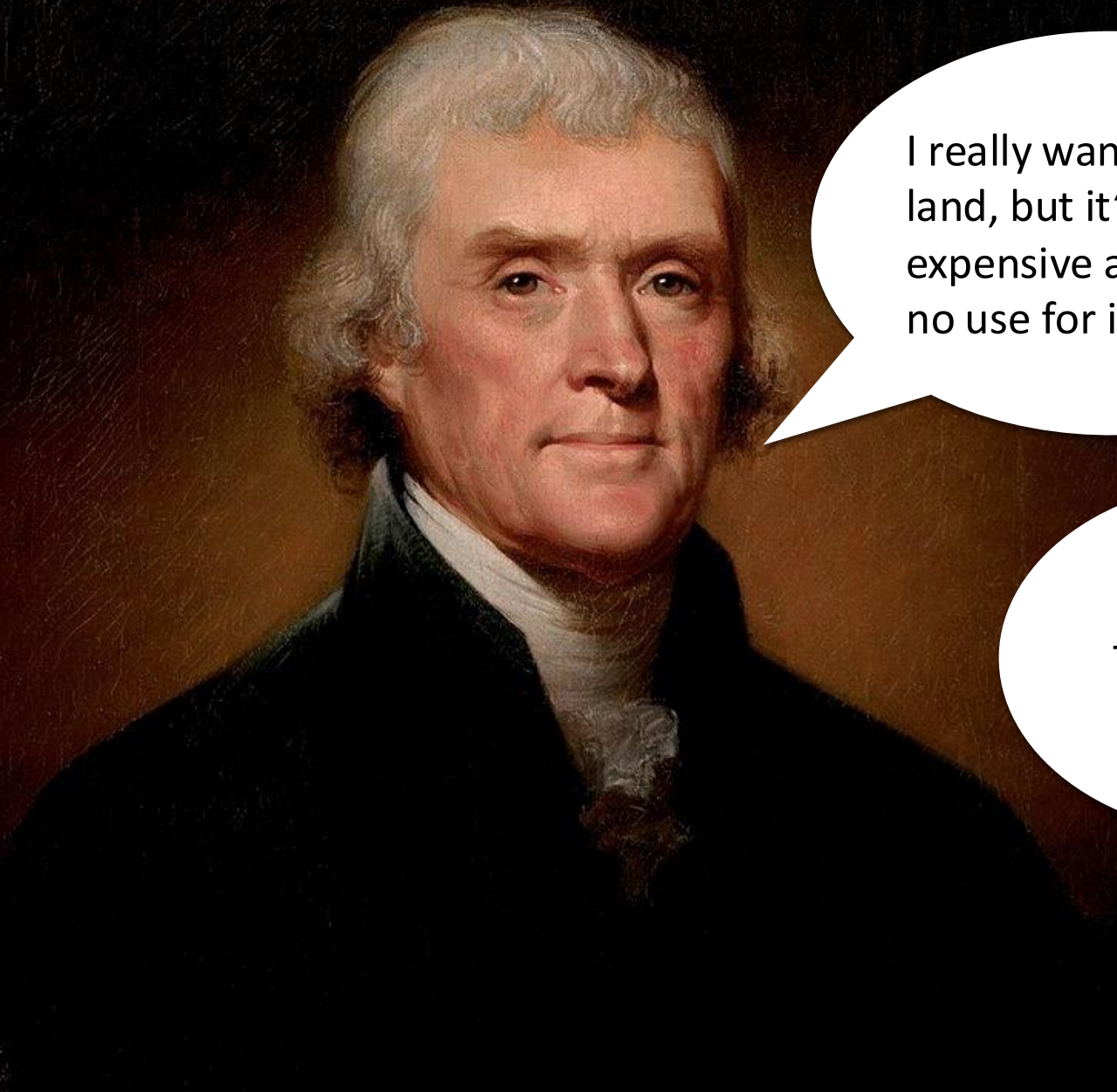
3 That it will meet the full and entire approbation of every State is not, perhaps, to be expected; but each will, doubtless, consider, that had her interest alone been consulted, the consequences might have been particularly disagreeable or injurious to others; that it is liable to as few exceptions 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.

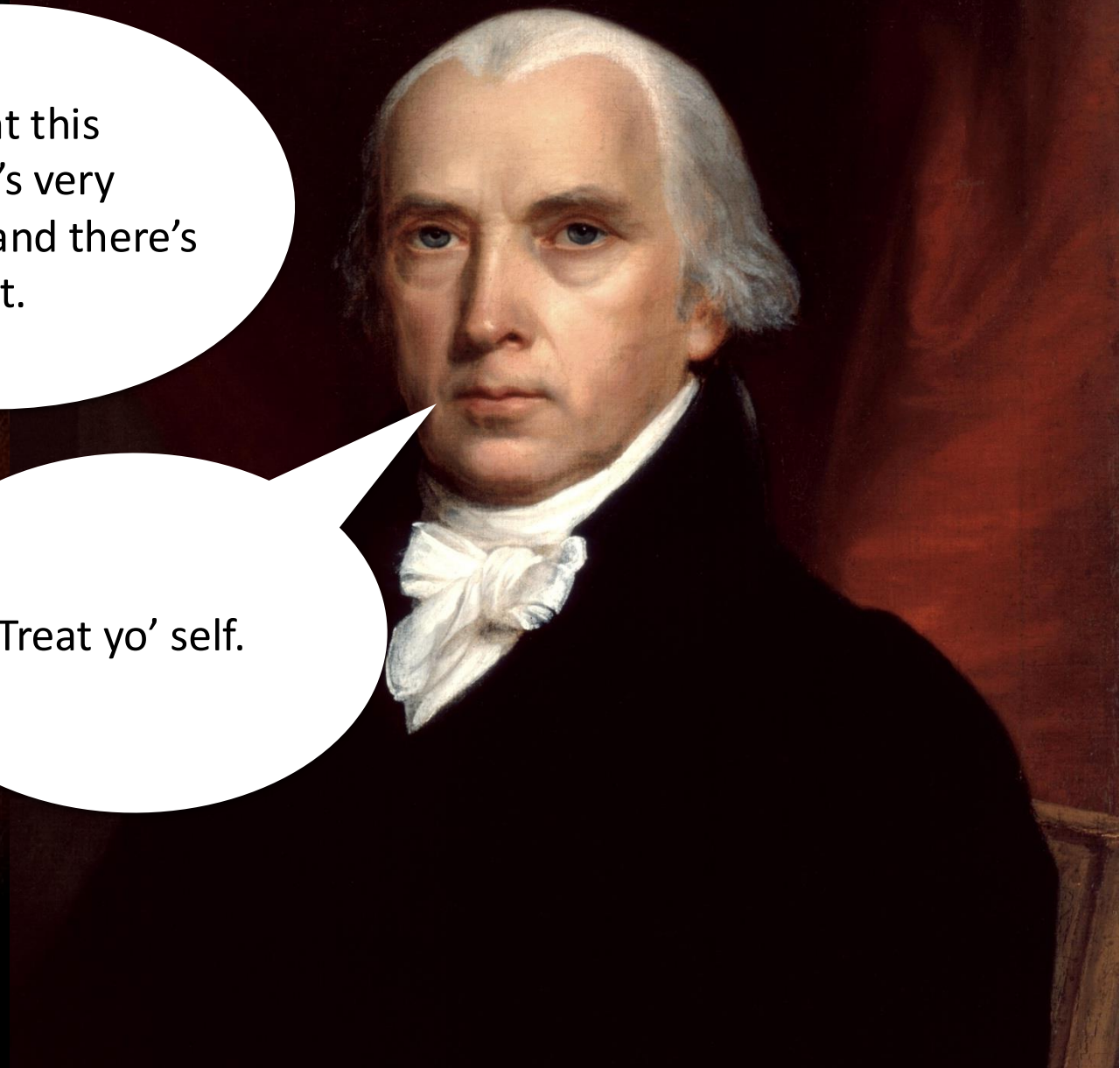
GEO. WASHINGTON, President,

His Excellency the President of Congress.

THE LOUISIANA PURCHASE



I really want this land, but it's very expensive and there's no use for it.

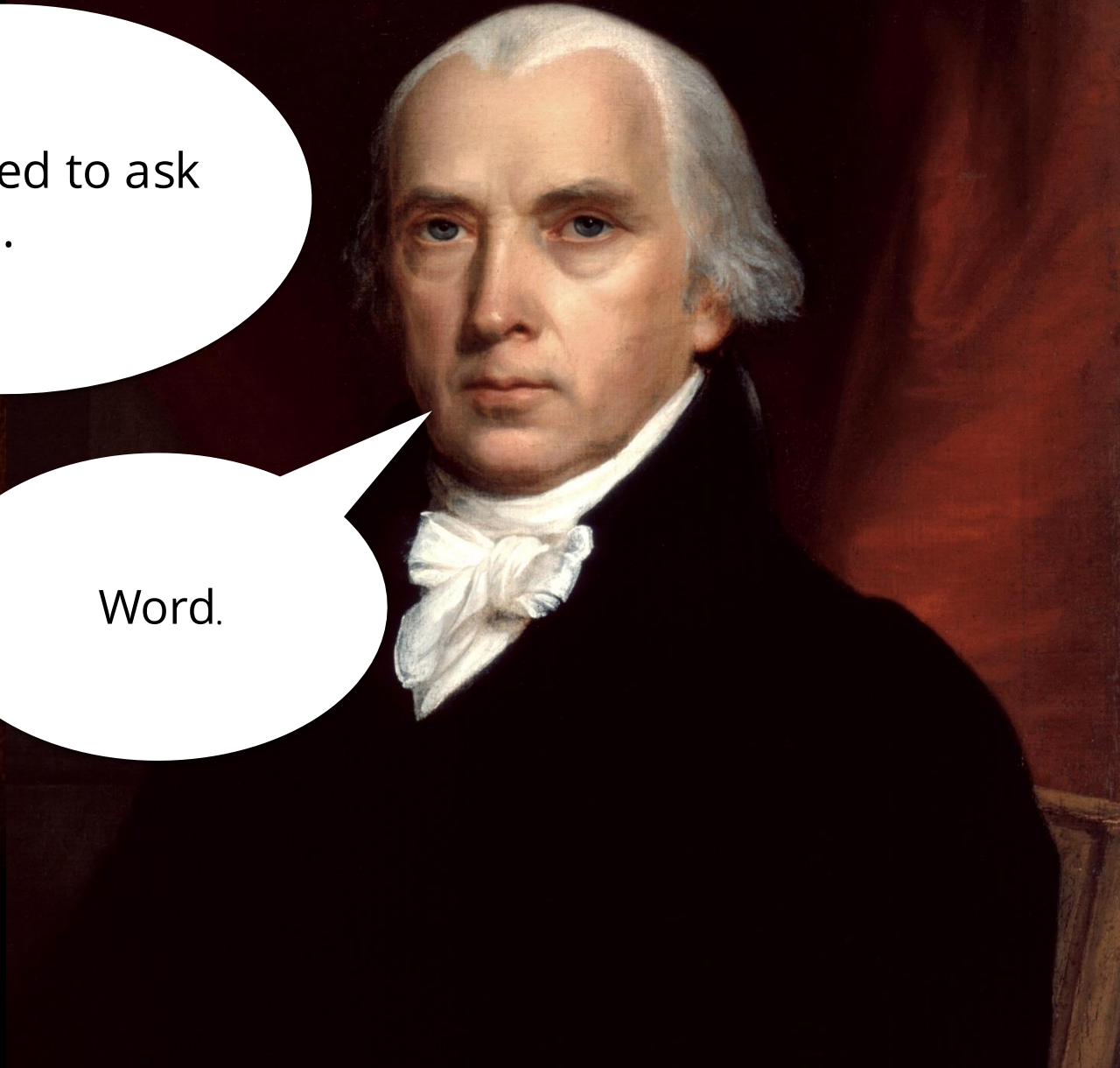


Treat yo' self.

THE LOUISIANA PURCHASE



Imma need to ask Congress.



Word.

Enjoy these free, bite-sized, and on-demand professional learning videos exploring the teaching of primary sources and DBQuest.



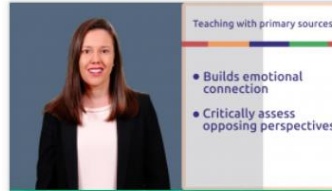
About this video series (1:04)

Welcome to our online and on-demand professional learning videos!



What are primary sources (3:01)

What differentiates primary sources from secondary ones?

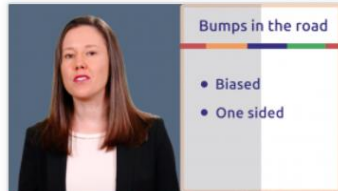


Why teach with primary sources (2:51)

Learn why we should include primary sources in our instruction.



Teaching with primary sources across the curriculum (2:56)



Challenges to teaching with primary sources (3:59)



Selecting sources (3:20)

Learn strategies for smartly selecting primary

ASUS



RACE
TO
RATIFY





Choose Your Path



Own Your Mission

SELECT YOUR PERSPECTIVE


FEDERALIST
The new Constitution is the government we've been looking for.


ANTI-FEDERALIST
This Constitution does not address what our country needs.

Earn (Tokens) As You Learn

The image shows a screenshot of an educational game interface. On the left, a woman with dark curly hair, wearing a blue dress and a brown shawl, stands with her arms crossed. In the center, a large, ornate, cream-colored frame contains a dark blue notification box. The notification box has a gold border and a central gold circular icon of a bird with wings spread. The text inside the notification box reads: "ARGUMENT TOKEN ACQUIRED" at the top, "DRAG THIS TOKEN TO YOUR TRAY" at the bottom, and "House of Representatives" and "Society Not Represented" in the middle. Below the title, there is a decorative horizontal line with a diamond in the center, followed by the text: "The proposed size of the House is too small to adequately represent all segments of society." The word "adequately" is highlighted in red. At the bottom of the notification box, there is a row of eight circular icons: a gold star, a blue crown, a blue shield with a cross, a blue bird, a white fleur-de-lis, a gold shield with a cross, a gold crown, and a gold fist. Below the notification box, there is a red tray containing the same row of icons. At the bottom of the screen, there are three yellow labels: "FEDERALIST" on the left, "ANTI-FEDERALIST" on the right, and a blank space in the center. In the top left corner, there are two small blue icons: a speaker and a question mark. In the top right corner, there is a small red icon of a speech bubble. In the background, there is a dark blue building with a white archway and a green landscape with trees and a path.

ARGUMENT TOKEN ACQUIRED

DRAG THIS TOKEN TO YOUR TRAY

House of Representatives

Society Not Represented

The proposed size of the House is too small to **adequately represent** all segments of society.

FEDERALIST

ANTI-FEDERALIST

Curate & Persuade...

PAMPHLET COMPOSITION

Spread the word about why the **Anti-Federalists** are right!

Compose your pamphlet by dragging argument tokens onto the page.

Be sure to choose arguments that support your side of the debate. Gold tokens are stronger than silver ones, which are stronger than bronze.

PUBLISH

Speaking for the Anti-Federalist perspective

FOR CONFEDERATION

PUBLISHED BY SISTER OF THE STATES IN NEW HAVEN, CT

Vol. III MONDAY, JANUARY 7, 1788 Price Six Cents

MORE TAXES, LESS REPRESENTATION

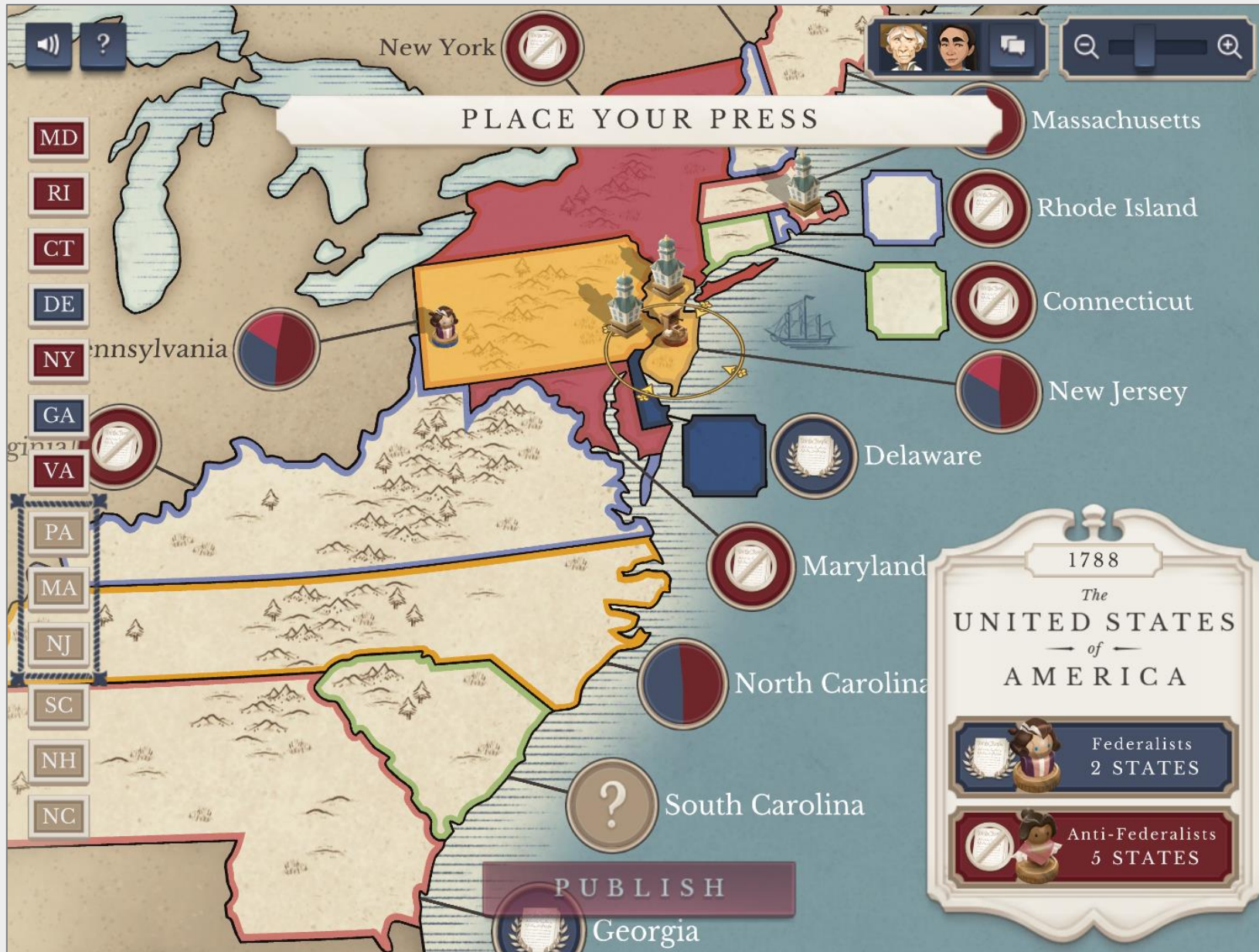
The cry of "Taxation without Representation" will be heard again. We are threatened with more **taxes**, but not promised more **representation**. This is not acceptable now, as it was unacceptable before our **Revolution**.

PUT A STOP TO ARISTOCRACY RULE

Senators shall be sent to Congress by state legislators rather than the people. Once there, they cannot be recalled during their six-year term, and are even paid by the **federal** government—rather than by the states they pretend to **represent**. The new Constitution is creating a ruling **class** of **elites** distant from their home states. It

FEDERALIST ANTI-FEDERALIST

...and Publish Strategically



Get Feedback



Keep Track of Your Progress

Spring 1788 Convention Results

“Ratify!”
FEDERALISTS

“Reject!”
ANTI-FEDERALISTS

DE PA NJ GA MD

TOKENS ACQUIRED: 1

PAMPHLET PERSUASION: 150

SCORE: 50

LET POINTS

CONTINUE

Engage With a Diverse Cast of Characters



Access Help When You Need It

REFERENCE

Federalists

Anti-Federalists

Extended Republic

House of Representatives

The Senate

Extended Republic

Foundational Issue

If the success of a **republic** depends on its size, how big is too big? The Constitution proposed a stronger central government that concentrated power into a national system. Opponents of this plan believed that the states were better suited to this kind of republic and worried they would lose power to the new central government. Should the states lead the way, or should a single unified government act as the bond?

INTERVIEW TRANSCRIPT

Constance Hillary
Daughter of Wealthy Politician
Philadelphia, Pennsylvania

Molly Johnson
Clan Mother, Mohawk Tribe
Newark, New Jersey

Jonathan Downer
Wealthy Farmer & Statesman
Rural Virginia

Nathaniel Cask
Merchant & Farmer
Rural Connecticut

Katherine Wade
Pioneer, Wife of Politician
Western Pennsylvania

Constance Hillary

Daughter of Wealthy Politician
Philadelphia, Pennsylvania

Hello, Miss. Is your mother or father nearby? I'd love to chat with them about the debate over the new Constitution.

People think I am too young to understand what's going on around here, but I pay attention. My father is a **staunch Anti-Federalist**, and a powerful one at that. But I have my own mind too. What do you want to know? I have *plenty* of opinions.

What do you think about the role of the states in the new Constitution? Supporters argue that the state governments are still important and powerful.

Well, they don't have a father in charge of a state, do they? That is just a bunch of **Federalists** trying to make us feel better. As a governor, my father worries that he'll be tossed out into the street and lose all the power he's earned over the years. It's not fair!

The Game Is Just The Beginning

**Our Game Sandwich
Approach to Meaningful
Historical & Civic Learning**



Starter Activity

Mini Lesson

GAME  PLAY!

Post-Game Activity

Assessment

Race to Ratify Extension Pack

Teacher's Guide

RACE TO RATIFY EXTENSION PACK

Time Needed: Approx. 3 class periods

Materials/Equipment:

- Microsoft PowerPoint
- Access to iCivics.org for game play
- Interactive whiteboard (optional but ideal)
- Teaching bundle PowerPoint presentation
- Student worksheets

Copy Instructions:

Student Activities (2 pages; class set)
Assessment (1 page; class set)

Learning Objectives. Students will be able to:

- Identify the main stances of the Federalists and Anti-Federalists between 1787 and 1789
- understand the key debates surrounding the ratification of the Constitution, including an extended republic, the House of Representatives, the Senate, executive power, the Judiciary, and a bill of rights
- interact with the ideas, perspectives, and arguments that defined the ratification debate
- explore different viewpoints spanning geographic regions, populations, and socio-economic class
- identify the building blocks of the proposed Constitution

STEP BY STEP INSTRUCTIONS

Preparation

Download the PowerPoint presentation. It contains all the activities for the teaching bundle.

Photocopy and distribute the paper version of the student activities if you want students to have them. (You can teach the bundle without paper if you wish.)

1. Starter Activity

Display the first slide for *Activity A: Ye Olde Social Media*

Ask students to brainstorm their ideas on the paper handout, then **call on** students to write their ideas on the board as you progress through the remaining slides for *Activity A*.

2. Mini-Lesson

Display the first slide for *Activity B: Before the Constitution*.

Remind students that America actually experienced a handful of government structures before it settled on our current plan under the U.S. Constitution.

Review the remaining slides for this activity.

Discuss each time period and ask students to note the most important elements (in italics) on the paper handout.

Note: The Native American societies slide does not have a set of dates, as these societies predate European settlement and remain today.

3. Game

Direct students to iCivics.org and have them **play the game** *Race to Ratify*. Alternatively, you can have the class play in pairs or as a group using your interactive whiteboard.

If time allows, ask students to play twice, once from each perspective.

You may also assign half of the class to play as Federalists and the other half as Anti-Federalists.

4. Follow-Up Activities

Display the slides for *Activity C: Whose Argument Is It?*

Work through each slide and have students identify the side and big idea behind each pamphlet article from the game. Discuss as needed. You may have them work on their paper handout as well.

Display the slides for *Activity D: Rebranding*

Ask students to think of new names for the Federalists and Anti-Federalists as well as a slogan for each.

Call on students to share their names and slogans and record them on the board. See if any stand out as a class favorite!

5. Assessment

Work through the *Mini Quiz* slides, pausing to discuss and review at each slide.

Distribute and assign the paper version of the assessment if you wish.

Race to Ratify Mini-Quiz

Name: _____

A. Multiple Choice. Select the best answer for each question.

1. Which reason was NOT one used to argue for the ratification of the new Constitution?
a. It solved existing problems under the Articles.
b. A president would become a king.
c. Congress addressed the needs of both large and small states.
d. Congress needed the power to tax.

2. How many states were needed to ratify the Constitution before it could become law?
a. 13
b. 50
c. 5
d. 9

B. True or False? Select the best answer for each question. Write *true* or *false* in the space provided.

3. America has always had a plan for a strong central government.
4. The states had the most power under the U.S. Constitution.
5. Many people disagreed on the ratification of the Constitution in 1787.
6. A stronger central government was good news for Native American tribes.
7. Women had opinions on the future of the Constitution even though they could not vote.

What's the Big Idea? Match each of the big ideas found in the game with an example from the one you may have interviewed in the game.

Didn't we fight a revolution to get rid of a strong leader with too much power?
here is no middle man, no appointments—just democracy in its finest form.
I'm more about who's taking the money, how it's being used, and how the people gain from it.
no guarantee of the right to trial by jury in civil trials, which is a piece of civil government, by the way.
as far from "representative" as you can get. They aren't. They serve long terms. They are not of the people.
liberties are protected all over the place.
used as a bargaining token. Nothing more. The promises are not for my people.
wonderful the federal government gets, the weaker the government is the better.

Big Ideas

A - Extended Republic
B - House of Representatives
C - The Senate
D - The Executive
E - The Judiciary
F - A Bill of Rights
G - Slavery
H - Taxation

Mini-Quiz

Print-and-Go Resources

Race to Ratify Slides - PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Acrobat Tell me what you want to do... Sign in

Clipboard Slides Font Paragraph Drawing

Activity A: Ye Olde Social Media

Pros	Cons

Activity B: Before the Constitution

Native American Societies: Before "Discovery" - Settlement

- Who's got the power?
- Who's the colonial government best?
- Who values of social and political systems from family-based bands and then to tribes and confederations?

Activity B: Before the Constitution

British Colonies: 1607-1776

- Who's got the power?
- Who's the colonial government best?
- How did their influence and actions with each colony selecting representatives and electing their own government?
- Government structure and connection to the King or Queen?
- Could no court and appeal?
- Assembly or legislature?

Activity B: Before the Constitution

Articles of Confederation: 1777-1789

- Who's got the power?
- Who's the confederated government best?
- Limited central government no executive, no judicial, no tax base, weak Congress?
- Strong independent state governments?

Slide 5 of 31

PowerPoint Slide Deck for Activities

Race to Ratify ...the History Files

Timeline, Glossary, and Activities

Detailed Bibliography

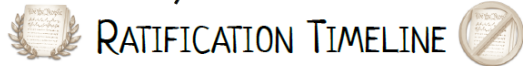
RACE TO RATIFY... the history files

Anti-Federalists - (n.) people who opposed ratification of the Constitution, feared a strong federal government
aristocrats - (n.) a group of people with wealth and power
Articles of Confederation - (n.) the original plan of

legislative - (n.) the branch of government that makes the laws
mob rule - (n.) control of things by a violent or illegal group
monarchy - (n.) form of government where the power is held

GLOSSARY

RACE TO RATIFY... the history files



RATIFICATION TIMELINE

The years between the drafting of the Constitution, the eventual ratification, and finally the addition of the Bill of Rights were very busy. As you review the timeline, ponder these questions:

How close was the vote to ratify in each state? What do you think state ratification conventions discussed? Would things proceed at a faster or slower pace today? How closely did your game follow the real story?

Sep. 17: The Constitutional Convention concludes. Every state but Rhode Island sent delegates to the meeting that wrote and approved the document. It then headed to the state ratification conventions for a vote.	Fall 1787	The debate begins. Supporters and opponents of the new Constitution fought fiercely in the press, through pamphlets and broadsides, and in conversations across the states. Their goal was simple, to influence the public and the convention delegates.
Dec. 7: Delaware ratifies with 30-0 vote.	Winter 1787 – 1788	Dec. 18: New Jersey ratifies with 38-0 vote. Dec. 31: Georgia ratifies with 26-0 vote.
Dec. 12: Pennsylvania ratifies with 46-23 vote.		Feb. 6: Massachusetts ratifies with 187-168 vote after securing a Bill of Rights for the Constitution.
Jan. 9: Connecticut ratifies with 128-40 vote.		
Apr. 26: Maryland ratifies with 63-11 vote.	Spring 1788	May 23: South Carolina ratifies with 149-73 vote.
Jun. 21: New Hampshire ratifies with 57-47		Jul. 2: Congress announces the Constitution

RACE TO RATIFY... the history files

The characters in Race to Ratify were based on real people and the evidence they left behind. Below is the collection of these characters, their true identities and the list of resources we used to research them. It's just scratching the surface!

Elizabeth Baron (aka Elizabeth "Betsy" King)

Dvor, Barbara. "The Early Doctors: Porter, Father and Son." VillageSoup, February 20, 2011. Accessed

CHARACTER RESEARCH

RACE TO RATIFY... the history files

GENERAL RESEARCH RESOURCES

Websites for Primary Sources

- [Center for the Study of the American Constitution](#) at the University of Wisconsin-Madison
- Congress.gov: [The Federalist Papers](#)
- National Archives: [Founders Online](#)
- The Library of Congress: [Digital Collections](#) related to the ratification debate



Books and Articles

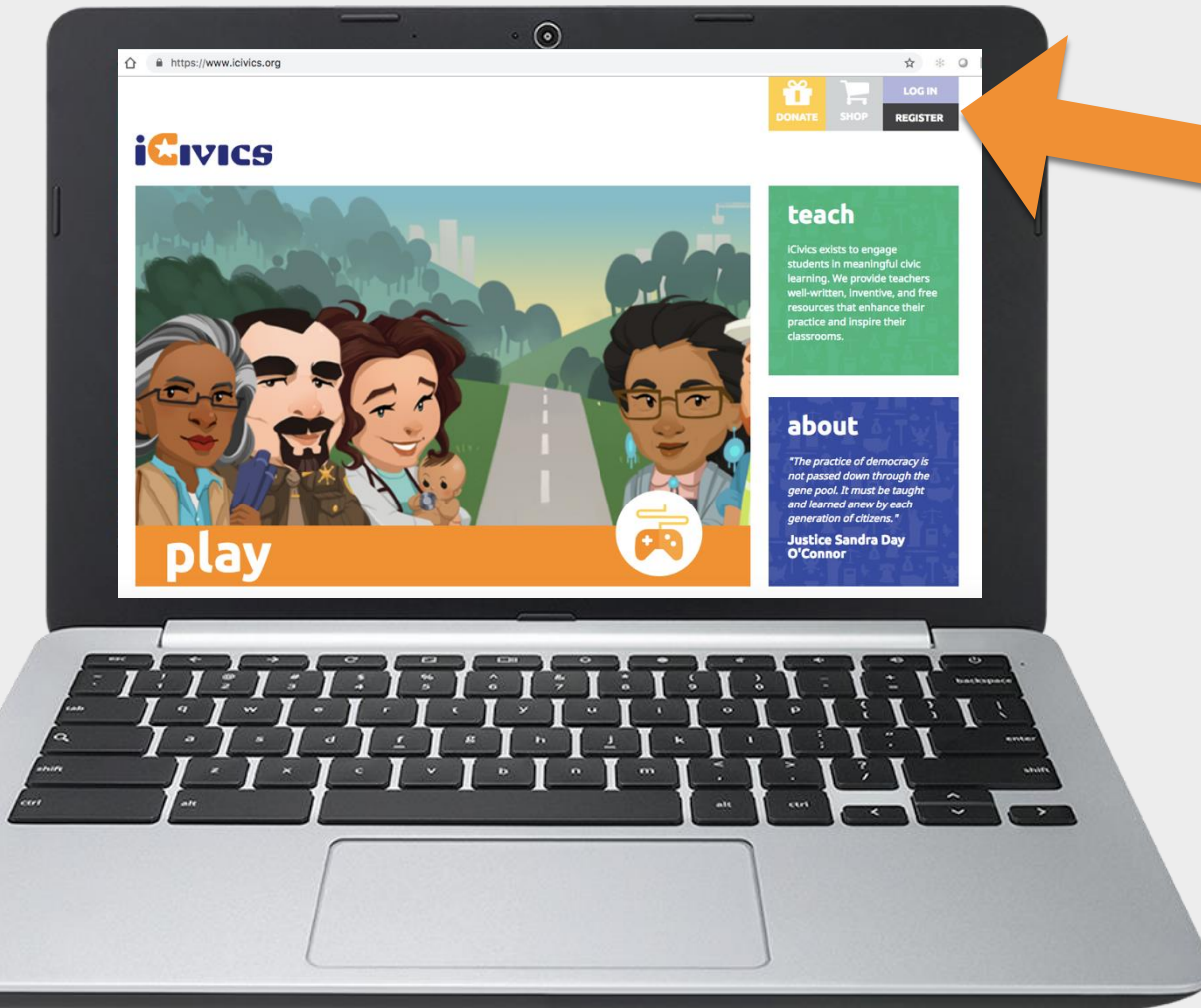
- Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Vintage Books, 2006.
- Cornell, Saul. *The Other Founders: Anti-Federalism and the Dissenting Tradition in America, 1788-1828*. Chapel Hill: University of North Carolina Press, 2012.
- Holton, Woody. *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*. Chapel Hill: Univ. of North Carolina Press, 2000.
- Holton, Woody. *Unruly Americans and the Origins of the Constitution*. New York: Hill and Wang, 2008.
- Holton, Woody. *Abigail Adams Last Act of Defiance*. Leesburg, VA: Weirder History Group, 2010.

Let's PLAY!

If you brought your own device, head on over to
www.icivics.org

If you have a teacher account, go ahead and log in.

Otherwise, please register for your free teacher account!



Questions?

Feel free to get ahold of us!



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