

TEACHING AMERICAN HISTORY PROJECT – 2009-2012

***Lesson Title - Connecticut and “The Looking Glass for 1787
From Lorna Gallagher***

Grade - 8

Length of class period– 1 (45 minutes)

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- Students will identify the view of Connecticut in this drawing regarding the ratification of the Constitution

Objectives (What content and skills do you expect students to learn from this lesson?)

- The students will know the views of the Federalists and the Antifederalists
- The students will understand the views portrayed in the cartoon regarding CT and the ratification of the Constitution

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- Copy of [The Looking Glass for 1787](http://www.harpweek.com) (www.harpweek.com) Library of Congress Political Prints and Cartoons 1766-1876) – copy included in lesson materials
- Hand magnifiers for each student (or whiteboard picture)
- Whiteboard to put up larger image of “The Looking Glass for 1787”

Activities (What will you and your students do during the lesson to promote learning?)

- The students will review the views of the Federalists and Antifederalists
- Discussion of the title- What is a looking glass?
- The students will work in small groups and use the worksheet to understand the cartoon (one worksheet per group)
- Discussion of the worksheet with whiteboard and cartoon
- Interpretation of the drawing by the website given to the stude

How will you assess what student learned during this lesson?

- The worksheet with the student name from their small groups as well as class discussion on the drawing will be evidence to assess the student learning

Connecticut Grade Level Expectations-

Standard 2 – History/Social Studies Literacy-

#3 Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.

#8 Organize and cite evidence from primary and secondary sources to support conclusions in an essay.

Standard 3 – Applications

#4 Justify why people might have different points of view on a historical or contemporary issue.