

Directions:

1. Form students into 6 groups of equal size and ability and randomly assign each group a topic. Distribute several copies of the assigned reading passages to each group.
2. In Round 1, each group will become expert on their assigned reading and take notes using the graphic organizer. They will prepare to present to other groups using the graphic organizer provided in this activity. When all groups are done reading and discussing their assigned reading, move on to Round 2.
3. In Round 2, students from Group 1 will pair with students from Group 4; students from Group 2 will pair with students from Group 5; students from Group 3 will pair with students from Group 6. In their pairs, students will take turns teaching their partner about their reading passage, and filling out notes in their graphic organizer. When each student has had a turn, they will begin brainstorming similarities and differences between the events or documents described using the POINTS comparison graphic organizer.
4. In Round 3, form students into new groups so that each group has at least 1 student from the 6 previous groups. In their small groups, students should work together to answer the questions in the graphic organizer. Remind students that they may be the only expert on their documents and their participation is essential. All students should write a complete answer to each question in the graphic organizer in their own words.

Graphic Organizer for Constitutional Convention Jigsaw Activity

R O U N D 1 N O T E S O N Y O U R R E A D I N G	Name:	Group #:	Group Member(s):
	Reading Title & Source of Reading:		
	Topic:		People Involved (summarize, don't list):
	Location:	Time Period:	
	Main ideas of reading:		
	What conflicts are described?		How are these conflicts resolved?
	What does this reading tell you about the US / Guamanian system of government?		
R O U N D 2 N O T E S O N P A R T N E R S R E A D I N G	Partner's Name		Partner's Group #:
	Reading Title & Source of Reading:		
	Topic:		People Involved (summarize, don't list):
	Location:	Time Period:	
	Main ideas of reading:		
	What conflicts are described?		How are these conflicts resolved?
	What does this reading tell you about the US / Guamanian system of government?		

<p>Directions: With your partner, compare your reading passages using POINTS of comparison. Then work together to answer the Thinking Question.</p>		
Event from Early American History		Event from 20th Century Guam History
	P (Purpose of the event)	
	O (Organization described)	
	I (Impact of the event)	
	N (important Numbers mentioned)	
	T (Type of government)	
	S (Structure of government)	
<p>Thinking Question: How do events on Guam draw from or mirror events from the formation of the American system of government?</p>		

Round 3 Questions:

- 1. Why did Daniel Shays lead a rebellion? How did this lead to the writing of a Constitution?

- 2. Why was the Constitutional Convention convened? What were its goals?

- 3. What are the main differences between the Virginia and New Jersey Plans? What were the main features that were kept in the Great Compromise?

- 4. Why did the members of the Guam Congress walkout? What did they hope to accomplish?

- 5. What were the goals of the Guam Constitutional Conventions? Were they achieved- why or why not?

- 6. How do the details of the Guam Constitutional Conventions compare to the details of the Constitutional Convention begun in 1787?
