

MAHALO!

Aloha

I am thrilled to offer you these worksheets. My email address is educationwithaloha@gmail.com.

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Instructions

Review the Lesson Plan: Familiarize yourself with the lesson plan, its objectives, and the aligned standards so you understand the flow of the lesson and the learning targets.

Assign the Digital Lesson: This lesson is a self-grading Google Form. Share the link below or assign it in Google Classroom. Each student clicks “Make a copy” and works in their own copy at their own pace.

Self-Paced Learning: Students move through the pages in order — a real-world phenomenon, a short reading, the “Learn it” instruction, a data graph or simulation where included, and guided practice. The form teaches the concept step by step.

Automatic Grading: The multiple-choice questions are graded automatically with instant feedback on every answer. In the form, turn on Settings → Quizzes → ‘Release grade immediately’ so students see their score at the end.

Discussion and Review: After students finish, hold a short class discussion to revisit the phenomenon and the key ideas, clear up misunderstandings, and extend the learning.

Extended Thinking — CER: The lesson ends with a claim–evidence–reasoning prompt that asks students to apply to the concept. These short written responses are teacher-scored.

Re-Teaching: Students who score below 80% are guided to revisit the Learn and Review pages, then retake the lesson for mastery.

Flexibility: Use this resource the way that best fits your class — a full lesson, a station, early-finisher work, a sub-day activity, homework, or distance learning. It works on any device with internet access.

Link to the digital lesson — [open it here.](#)

I hope you and your students find this resource valuable and engaging. Mahalo, and best wishes for the rest of your school year!

The Case of the Vote That Counts Sixty-Seven Times

Senate Representation: The Great Compromise, the Three-Fifths Compromise, and Ratification

Objectives:

Explain the Great Compromise and why every state has two senators regardless of population.

Analyze a real data graph of the population gap between California and Wyoming and explain why it grew.

Apply the concept by evaluating a claim about the Senate with evidence and reasoning.

Warm Up:

Phenomenon Hook: Project the opening scenario, “The Deal That Had to Be Made.” California has about 39.4 million people and two senators; Wyoming has about 589,000 people and two senators. Give students a minute with it. Ask: What do you notice about how much one person's share of a Senate seat differs between the two states, and what do you wonder about why the rule has never changed? Let a few students share before any vocabulary is introduced.

Real-World Relevance: Connect the ratio to something students have seen: a close Senate vote, a presidential election map, or a news story about which states matter most. Frame the lesson as an investigation into a bargain made in 1787 that still shapes every election.

Direct Instruction:

Assign the Google Form link. Each student clicks “Make a copy” (or opens it in Google Classroom) and works at their own pace.

Students read the background passage, then the “Learn it” sections on the Virginia and New Jersey Plans, the Great Compromise, the Three-Fifths Compromise, ratification, and the clause that cannot be amended.

On the data page, students read a graph of the California-to-Wyoming population ratio since 1900 and explain why it rose from about 16 to 1 to about 67 to 1.

The webquest sends students to the National Archives transcript of the Constitution to find the compromises in the text itself.

Students watch the short clip on the Great Compromise and report back what they noticed.

In the “Try it” section the form auto-grades every multiple-choice question and gives instant feedback.

Circulate and support as needed. The form does the grading for you.



Closure:

Students finish with a claim–evidence–reasoning (CER) response evaluating the claim that the Senate is “obviously undemocratic.”

Bring the class back together to revisit the 67-to-1 ratio and discuss a few CER responses that reach different conclusions from the same evidence.

In the form: Settings → Quizzes → “Release grade immediately” so students see their score and feedback.

Re-teach: students who score below 80% revisit the Learn and Review pages, then retake.

Tips for Flexibility:

For advanced students, have them calculate the same ratio for their own state against the largest and smallest states, using current Census estimates.

For students who need support, allow partner work or oral responses to the written prompts.

Use it as a full lesson, a station, early-finisher work, a sub-day activity, or homework.

Because it is self-grading and self-paced, it works equally well in class or at a distance.

Standards:

C3 Framework for Social Studies:

1. D2.Civ.4.9-12 — Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
2. D2.Civ.8.9-12 — Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Common Core Literacy in History/Social Studies:

3. RH.9-10.1 / RH.11-12.1 — Cite specific textual evidence to support analysis of primary and secondary sources.
4. RH.9-10.7 — Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
5. WHST.9-10.1 / WHST.11-12.1 — Write arguments focused on discipline-specific content.

Additional Resources:

[The Constitution of the United States: A Transcription \(National Archives\)](#)

[Resident Population in California \(FRED, CAPOP\)](#)

[Resident Population in Wyoming \(FRED, WYPOP\)](#)



Answer Key

The Case of the Vote That Counts Sixty-Seven Times

The form grades questions 1–10 and 12 automatically. Questions 11 and 13 are written responses; the model answers below show what a strong response includes. Accept reasonable wording and figures read from the graph within the ranges given.

1. How many senators does each state have, regardless of population?

ANSWER A. Two

Every state, from Wyoming's roughly 589,000 people to California's 39.4 million. That fixed rule applied to very differently sized states is what produces the roughly 67-to-1 ratio on this case file's graph.

2. The Great Compromise resolved a dispute between which two plans?

ANSWER A. The Virginia Plan (representation by population) and the New Jersey Plan (equal representation per state)

Large states backed the Virginia Plan, small states the New Jersey Plan, and neither could win outright or afford to walk away. Splitting the legislature gave each side one chamber.

3. What did the Three-Fifths Compromise actually determine?

ANSWER A. How enslaved people would be counted when apportioning House seats and direct taxes

The detail matters: slaveholding states wanted a FULL count to maximize their own seats and electoral votes, while northern delegates wanted NO count to limit that power. Arguing for the lower number was arguing against slavery's political weight — the moral positions do not line up with the numbers intuitively.

4. How is each state's number of presidential electors determined?

ANSWER A. Its number of House seats plus its two senators

Which is why the Senate's equal-state rule carries into presidential elections and gives every state a minimum of three electors. In practice, though, most states' winner-take-all allocation usually affects outcomes more than the small-state bonus does.

5. How many states must ratify a constitutional amendment today?

ANSWER A. 38 — three-fourths of the 50 states

Which means just 13 states can block any amendment. Combined with the two-thirds needed to propose one, this is why only 27 amendments have been adopted — and ten of those were the Bill of Rights, ratified together in 1791.

6. Why is equal Senate representation effectively unamendable?

ANSWER A. Article V forbids depriving any state of equal suffrage in the Senate without that state's consent. A state would have to vote to reduce its own power. The small states demanded this entrenchment precisely because they had just won equal representation and would not leave it exposed to a later amendment.

7. The House of Representatives is capped at 435 seats. Where does that cap come from?

ANSWER A. A federal statute passed in 1929, which Congress could change

The Constitution sets no maximum. Because the House is capped while population grows and every state is guaranteed at least one seat, House districts now vary noticeably in size, so even the 'proportional' chamber is not perfectly proportional.

8. What did the Anti-Federalists secure in exchange for ratification?

ANSWER A. A promise to add a Bill of Rights, adopted in 1791

They objected that the document contained no explicit protection of individual liberties. They lost the ratification argument and won the concession that most Americans now consider the heart of the Constitution.

9. Which of these is NOT mentioned anywhere in the Constitution?

ANSWER A. Political parties, the cabinet, and the filibuster

Several of the most consequential features of American government appear nowhere in the text. The document is about 4,500 words, and much of how government actually works developed afterward through statute, court decisions and simple practice.



10. Why does the California-to-Wyoming ratio on the graph change over time?

ANSWER A. Because the states' populations grew at very different rates while the Senate rule stayed fixed. This is the case file's central idea. Nobody voted to increase the disparity; it grew through migration and differential growth. A fixed rule applied to a changing country produces a changing result.

11. Explain what the Virginia Plan and the New Jersey Plan each wanted, and how the Great Compromise resolved the disagreement. Then use the graph to describe how the California-to-Wyoming ratio changed between 1900 and today, and explain why it changed when the Senate rule did not.

ANSWER Virginia Plan: representation in both houses by population, favoring large states. New Jersey Plan: one vote per state, favoring small states. Great Compromise (Connecticut Compromise): a House apportioned by population and a Senate with two seats per state regardless of size. Graph: the California-to-Wyoming ratio rises from about 16 in 1900 to roughly 25-30 by 1950 and about 67 today (accept 60-70), with a flattening or dip through the 1970s during Wyoming's energy boom. It changed because the two states grew at very different rates while the rule, two senators each, has stayed fixed since 1789: a constant rule applied to a changing country gives a changing result.

12. The ratio rose from about 16 to about 67 between 1900 and today. Why?

ANSWER A. California's population grew far faster than Wyoming's while the two-senators-per-state rule stayed fixed

Wyoming actually grew too — from about 93,000 to roughly 589,000. California simply grew far more. A fixed rule applied to a changing country produces a changing result, with no vote required to change it.

13. A student says: 'The Senate is obviously undemocratic — Wyoming gets the same power as California with 67 times fewer people. The framers clearly made a mistake, and we should just amend the Constitution to fix it.' Write a CLAIM evaluating this statement. Provide EVIDENCE about why equal Senate representation exists and what Article V says about changing it. Give your REASONING about which part of the student's statement is a factual claim and which part is a value judgment, and explain what would actually be required to make the change they want (4-6 sentences).

ANSWER Model claim: the student mixes a correct fact with a value judgment and an impractical remedy. Evidence: the ratio really is about 67 to 1 (graph); equal Senate representation was the price of the Great Compromise, without which the small states would not have joined; and Article V's final clause says no state may be deprived of its equal suffrage in the Senate without its consent, the one provision placed beyond the ordinary amendment process. Reasoning: '67 times fewer people' is a measurable fact; 'undemocratic' and 'a mistake' are judgments about what fairness requires (equal people versus equal states), which the data cannot settle. To change it, Wyoming and every other small state would have to consent, in addition to the normal two-thirds of Congress and three-quarters of the states, which makes the change effectively impossible rather than merely hard. Accept answers that take either side on the value question if the fact/judgment split is drawn correctly.



Mahalo!

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