Great Compromise of 1787

During the summer of 1787, delegates to the Constitutional Convention in Philadelphia debated on what type of legislative body the new national government of the United States should have. Edmund Randolph of Virginia proposed what would be called the Virginia Plan. This plan called for a bicameral (two house) legislature. Membership in both houses would be in proportion to a state's population. Small states (in terms of population) opposed this idea fearing they would be powerless against the large states. Large states favored this plan since they felt states with a larger population would contribute more financially through taxes to the new national government. Therefore, large states should have a greater say in government. Southern states wanted assurance that slaves would be counted for representation, but Northern states opposed this fearing it would give Southern states too much power. Therefore, William Patterson of New Jersey proposed the New Jersey Plan. Under this plan, there would be a unicameral (one house) legislature where each state would have equal representation regardless of its population size. Large states opposed this plan because it was a repeat of the weak Congress that existed under the Articles of Confederation. Small states favored the plan because it treated all states equally. The debate went on for weeks and the Convention became deadlocked over the issue. Some states even threatened to withdraw from the Convention. Finally, a committee consisting of one delegate from each state was formed to create a compromise. This became known as the Great Compromise. It created a bicameral legislature. In the upper house, each state would have equal representation, meaning two senators per state. The lower house would have representation based on population, meaning one representative for every 30,000 people. The population count to be used to determine this would be all free inhabitants plus 3/5 of the slave population. The Great Compromise blended the Virginia and New Jersey Plans, easing the fears of the small states and appearing Southern states that wanted slaves counted for representation purposes.





Student Note Sheet for the Great Compromise Name					
	tions: As you read and discuss the Great Compromise, record your answers to uestions below on this sheet.				
1.	What was the Virginia Plan? (2 pts)				
2.	Who opposed it and why? (2 pts)				
3.	Who favored it and why? (2 pts)				
4.	What was the New Jersey Plan? (2 pts)				
5.	Who opposed it and why? (2 pts)				
6.	Who favored it and why? (2 pts)				
7.	What was the Great Compromise? How did it resolve the conflict over representation? (6 pts)				





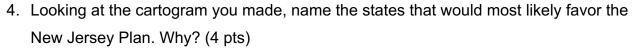
Answer Key Student Note Sheet for the Great Compromise

- 1. 2 pts Bicameral legislature Representation in both houses would be based on population.
- 2. 2 pts Small states They feared they would be powerless.
- 3. 2 pts Large states They paid more in taxes so they should have greater say in government.
- 4. 2 pts Unicameral legislature There would be equal representation for all states
- 5. 2 pts Large states It was just a repeat of weak Congress under the Articles of Confederation
- 6. 2 pts Small states All states would be treated equally.
- 7. 6 pts Two house legislature. The upper house has equal representation. The lower house has representation based on population. Representation would be based on total free inhabitants and 3/5 of slave population. Small states felt they had power and the Southern states got some of their slave population counted.





Name
Great Compromise and your Population
s in 1787, name the states that would most likely
s in 1787, name the states that would most likely
me the states that would most likely favor the



5. Which better represents the plan a state would support for representation? The map or the cartogram? Why? (2 pts)





Answer Key Great Compromise Worksheet

- 7 pts Massachusetts and Maine, New York, Pennsylvania, Virginia, North Carolina,
 Georgia. They are the biggest in size.
- 2. 8 pts New Hampshire, Connecticut, Rhode Island, Maryland, Delaware, South Carolina, New Jersey. They are smaller in size.
- 3. 11 pts New Hampshire, Massachusetts and Maine, Connecticut, New York, New Jersey, Pennsylvania, Maryland, Virginia and Kentucky, North Carolina, South Carolina. They have populations over 100,000 or they have big populations.
- 4. 4 pts Rhode Island, Delaware, Georgia. They have populations under 100,000 or they have small populations.
- 5. 2 pts Cartogram. It gives a better idea of a state's size based on population.





Rubric for Population Cartogram						
Directions: Use the rubric below to guide you as you construct your Population Cartogram. It is the same rubric that will be used to evaluate your final product.						
My cartogram has a title. (5 pts)						
My cartogram has a scale. (5 pts)						
The states are in the correct location. (2 pts per state)						
The states are labeled. (5 pts)						
The states reflect the population data for 1790. (3 pts per state)						
My cartogram is neatly done. (15 pts)						



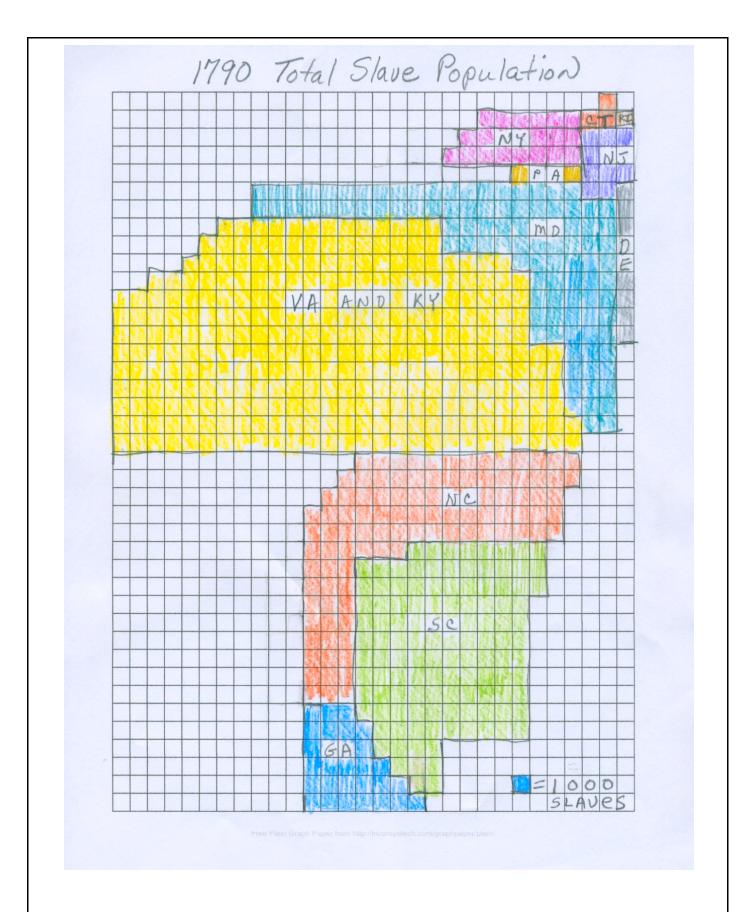


1790 Census Data

State	Free Persons	Total Slave	Three-Fifths of	Total Population
		Population	the Slave	for
			Population	Representation
New Hampshire	141,727	158	95	141,822
Massachusetts and	475,327	0	0	475,327
Maine				
Rhode Island	67,877	948	569	68,446
Connecticut	235,182	2,764	1,658	236,840
New York	318,796	21,324	12,794	331,590
New Jersey	172,716	11,423	6,584	179,570
Pennsylvania	430,636	3,737	2,242	432,878
Delaware	50,207	8,887	5,332	55,539
Maryland	216,692	103,036	61,822	278,514
Virginia and	516,230	305,057	183,034	699,264
Kentucky				
North Carolina	293,179	100,572	60,343	353,522
South Carolina	141,979	107,094	64,256	206,235
Georgia	53,284	29,264	17,558	70,842











1790 Total Slave Population

