

*Arizona Constitutional Convention  
Delegate Business Cards  
Lesson Plan  
Grades 7 & 8*

<b>Essential Question</b>
Who were some of the important delegates to the Arizona Constitutional Convention and how did their views shape our state?
<b>Overview</b>
This lesson will take a close look at seven of Arizona's Founding Fathers and their contributions to the Arizona Constitution and the future of the state of Arizona.
<b>Objectives</b>
At the conclusion of this lesson: <ul style="list-style-type: none"><li>• Students will be able to identify seven important delegates to the Arizona Constitutional Convention.</li><li>• Students will be able to explain how these individuals' contributions shaped the Arizona Constitution and the future of the state.</li></ul>
<b>Arizona Social Studies Standard Alignment (Grades 7 &amp; 8)</b>
SS07-S3C1-PO2
<b>Lesson Timeframe</b>
<ul style="list-style-type: none"><li>• 40 minutes: 10 minutes to discuss George W.P. Hunt and his business card, with 20 minutes to create the business card, and 10 minutes for groups to present to the entire class.</li><li>• 10 minutes: General Q &amp; A</li></ul>
<b>Materials Needed (Teacher Responsibility)</b>
<ul style="list-style-type: none"><li>• Chart paper</li><li>• Markers</li><li>• Tape</li><li>• Print copies of Delegate Biographies (available online as a separate file named "Delegate Biographies" – see below under the Handouts section) *Optional: laminate on cardstock for reuse</li><li>• George W.P. Hunt business card example using document camera/overhead or draw a sample on a White Board or Chart Paper (available online as a separate file named "George W.P. Hunt Business Card" – see below under the Handouts section)</li></ul>
<b>Classroom Set-Up (Teacher Responsibility)</b>
<ul style="list-style-type: none"><li>• Students will be divided into small groups of 4-5 (no more than 5 students in a group)</li></ul>

<ul style="list-style-type: none"> <li>Organize classroom in pods or rounds providing students the opportunity to interact using a cooperative learning style</li> </ul>
<b>Prior to the Attorney/Judge Arrival (Teacher Responsibility)</b>
<ul style="list-style-type: none"> <li>Communicate with the attorney/judge regarding visit logistics (date, time, location, materials needed, lesson plan, etc.)</li> <li>Determine with teacher what type of materials are needed (decide whether to utilize a projector or drawing for George W. P. Hunt business card)</li> <li>Review activity, delegate biographies and sample business card</li> <li>Ensure materials are prepared</li> <li>Have students think of and/or write down any questions they may have for the attorney/judge (i.e. questions about the law, court system, their jobs, etc.). Time will be provided at the end of the lesson for general Q &amp; A.</li> </ul>
<b>Prior to the Attorney/Judge Arrival (Attorney/Judge Responsibility)</b>
<ul style="list-style-type: none"> <li>Communicate with the teacher regarding visit logistics (i.e. date, time, location, materials needed, lesson plan, etc.)</li> <li>Determine with teacher what type of materials are needed (decide whether to utilize a projector or drawing for sample business card.)</li> <li>Review activity, delegate biographies and sample business card</li> </ul>
<b>On the Day of the Attorney/Judge Arrival (Teacher Responsibility)</b>
<ul style="list-style-type: none"> <li>The teacher should divide students into small groups of 4-5 (no more than 5 students in a group) before the attorney/judge arrives</li> <li>Distribute chart paper, markers and tape to each group.</li> </ul>
<b>Attorney/Judge &amp; Teacher Roles during the Activity</b>
<ul style="list-style-type: none"> <li>The attorney/judge will serve as the facilitator for the activity.</li> <li>The teacher will assist the attorney/judge when needed ensuring students are following classroom rules and respectfully listening.</li> </ul>
<b>Activity</b>
<p>Attorney/Judge</p> <ol style="list-style-type: none"> <li>Provide a brief overview of George W.P. Hunt, discussing his background in both personal and political careers.</li> <li>Model creating a business card with the students. Using George W.P. Hunt information as an example, start by asking the students to brainstorm what information needs to go on a business card and what important facts they learned about Hunt. Record responses on the board. Then show the example provided to the students, pointing out specific details required.</li> <li>Distribute one Delegate Biography to each group.</li> <li>Have students review the information in their group and create a business card for their delegate on the chart paper.</li> <li>Have students post their chart paper on the wall and select a group representative</li> </ol>

<p>to share their business card and information about their delegate with the entire class.</p> <ol style="list-style-type: none"> <li>6. Ask students “what do you think was the most lasting contribution to Arizona from each of the Arizona Founding Fathers?” Write down their responses on the white board or chart paper.</li> <li>7. Ask the students “If the Arizona Constitution was written today, what would the delegation look like in terms of members?”</li> <li>8. Provide students an opportunity to ask general questions about the law, the court system or your occupation.</li> </ol>
<p><b>Extended Activities (Teacher Optional)</b></p> <ul style="list-style-type: none"> <li>• Students create a poem about a delegate based on information discussed.</li> <li>• Students can research additional delegates to the Arizona Convention.</li> <li>• <i>In relation to students and career planning.</i> Students can do a business card for themselves 15 years from now. Attached to the business card they create for themselves, they will also include a one page autobiography that starts with, “In the year 2027, I....”</li> </ul>

**Handouts available online at \_\_\_\_\_:**

Delegate Biographies

George W.P. Hunt Business Card Sample

***Background information for delegates:***

Jacob Wienberger: <http://www.1888pressrelease.com/arizona-constitutional-convention-seen-through-the-eyes-of-o-pr-262301.html>

[http://en.wikipedia.org/wiki/Jacob\\_Weinberger](http://en.wikipedia.org/wiki/Jacob_Weinberger)

Power Point presentation by, Michael Daly Hawkins, Senior U.S. Circuit Judge

<http://www.azcourts.gov/Portals/9/Press%20Releases/Hawkins%20PPT.pdf>

Morris Goldwater:

<http://azmemory.lib.az.us/cdm4/browse.php?CISOROOT=/ahfgold>

[http://www.ahfweb.org/download/MGoldwater\\_MSS\\_8.pdf](http://www.ahfweb.org/download/MGoldwater_MSS_8.pdf)

Everett Elwood Ellinwood

<http://knet.asu.edu/archives/?getObject=uilib:117356#id2362628>

Michael Glen Cunniff

<http://query.nytimes.com/mem/archive-free/pdf?res=F20F16F63F5C13738DDDAC0A94DA415B848DF1D3>

George W.P. Hunt

[http://en.wikipedia.org/wiki/George\\_W.\\_P.\\_Hunt](http://en.wikipedia.org/wiki/George_W._P._Hunt)

***Delegate information adapted from presentation by Michael Daly Hawkins.***