

### WANTED—A “JUST RIGHT” GOVERNMENT

<b>GOAL</b>	Students will learn how the U.S. Constitution came to exist. Students discover what tensions and differences of opinion existed among early American states and citizens. Students find out about the Articles of Confederation and why that first “constitution” didn’t work, and how compromise led to the Constitution.
<b>TIME</b>	One class period
<b>NUTSHELL</b>	Use either our ready-to-go Power Point presentation or overhead transparency masters to teach how the Constitution came to exist. You’ll guide students through a notetaking worksheet that includes cloze activities and active participation Mini Quizzes that let you check for understanding throughout the lesson. When you’re done, students can work on a crossword puzzle that reinforces ideas from the lesson.
<b>CONCEPTS</b>	Purpose and powers of government; Declaration of Independence; Articles of Confederation; New Jersey and Virginia Plans; purposes, structure and content of the Constitution; branches of government
<b>OBJECTIVES</b>	The student will use a guided notetaking worksheet to... <ul style="list-style-type: none"><li>• Understand the purposes of government.</li><li>• Evaluate the benefits and drawbacks of the Articles of Confederation</li><li>• Identify differences among early American states</li><li>• Compare the Articles of Confederation with the Constitution</li><li>• Compare the Virginia Plan with the New Jersey plan</li><li>• Outline the structure of the Constitution</li></ul>

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(Separate documents contain the Teacher Guide and the Notetaking Worksheet with Crossword Puzzle. Teacher Guide includes guides for both the Power Point and overhead options.)

- ANTICIPATE** with a quick poll of the class. Ask students, “Imagine we were going to have a class ice cream party and we could only have one kind of ice cream. How many people would want chocolate? Strawberry? Rocky Road?” After the poll, ask students whether they think it would be possible to get everyone to agree. What about if the class could have two flavors? Three? Would it be possible to at least satisfy everyone, even if they don’t get their very favorite flavor? Tell students they are going to learn how the U.S. government was created, and that a lot of the process had to do with getting people to agree on things.

- DISTRIBUTE** one “Wanted—A ‘Just Right’ Government” notetaking packet to each student.

### **OPTION A: INTERACTIVE POWER POINT PRESENTATION**

- WORK THROUGH** Power Point presentation while following the Presentation Guide. Students will get the information for the notetaking worksheet in different ways throughout the presentation:
- A few parts use the cloze method
  - In some sections, you will read/explain while students fill in blanks
  - Sometimes a quote will appear and students will fill in blanks from the quote
- Mini Quizzes throughout the presentation let you check for understanding and get the whole class participating.

- CLOSE** by having students complete the crossword puzzle on page 4 of the packet.

### **OPTION B: INTERACTIVE LESSON WITH OVERHEAD TRANSPARENCIES**

- WORK THROUGH** the notetaking worksheet using the information and activities on the overhead transparencies where appropriate. Keep the transparency covered with a sheet of paper and uncover the parts you need as you go along. Students will get the information for the notetaking worksheet in different ways throughout the presentation:
- A few parts use the cloze method
  - In some sections, you will read/explain while students fill in blanks
  - Sometimes students will fill in blanks by looking at a quote on the transparency
- Mini Quizzes throughout the transparencies let you check for understanding and get the whole class participating.

- CLOSE** by having students complete the crossword puzzle on page 4 of the packet.

#### **Easy Prep**

##### Copy:

- “Wanted—A ‘Just Right’ Government packet. (class set) (2-sided is OK) Packet includes:
- Guided notetaking worksheet (3 pages)
- Crossword Puzzle (1 page) (optional)

##### Preview:

- Power Point presentation OR
- Overhead transparencies
- Look at notetaking worksheet and Presentation Guide while you preview

##### Print:

- 1 set of transparencies (only if using overhead instead of Power Point)
- PagePlan and Teacher Guide for yourself, including Presentation Guide for Power Point or Overhead

# WANTED—A “JUST RIGHT” GOVERNMENT

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Overhead Transparencies

WANTED—A government that:

**much say states power rights**

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***“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”***

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***“That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed, that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government...”***

**central  
President**

**1777  
one**

**representatives  
Articles**

**independent**

**government (x 2)**

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**Mini-Quiz #1: Articles of Confederation  
True or False?**

- 1. There would be a President to lead the country.**
- 2. States would still be independent.**
- 3. The Articles were easy to change.**
- 4. The more people a state had, the more votes it got in Congress.**
- 5. Congress did not have the power to collect taxes.**
- 6. Congress could pass laws that the states had to obey.**
- 7. The Articles of Confederation created the first American government.**

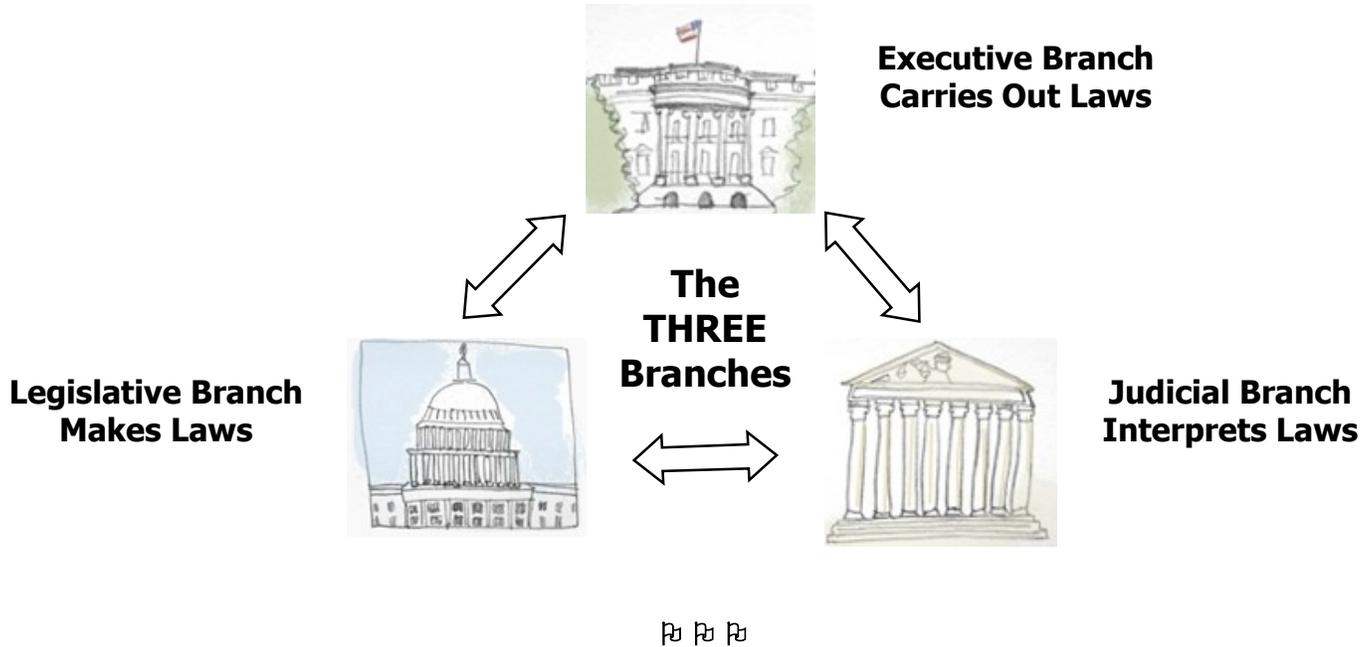
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**Mini-Quiz #2: Problems Among States  
True or False?**

- 1. Everybody thought the central government should have more power.**
- 2. Some people were afraid states might lose their independence.**
- 3. Different states had different needs for government to meet.**
- 4. The states all got along with each other.**
- 5. The government created by the Articles of Confederation had everything under control between the states.**

***"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the***

***common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."***



**Mini-Quiz #3: The Three Branches**  
**Choose the correct words:**

1. Congress can ***make/carry out*** laws but cannot ***make/carry out*** laws.
2. The President can ***make/carry out*** laws but cannot ***make/carry out*** laws.
3. The courts cannot ***make/carry out*** or ***make/carry out*** laws, but they can interpret what laws mean.

<b>Under the Constitution...</b>	<b>A</b>	<b>B</b>
1. Laws are made by the _____ branch.	executive	legislative

2. States must treat people from other states _____.	the same	differently
3. Laws passed by Congress are _____ to state laws.	inferior	superior
4. Congress has _____.	one chamber	two chambers
5. Each state gets two votes/ representatives in the _____.	Senate	House
6. Each state gets a number of reps based on population in the _____.	Senate	House
7. The President is the head of the _____ branch.	legislative	executive
8. The executive branch _____.	makes laws	carries out laws
9. One goal of the Constitution is to establish _____.	anarchy	justice
10. The articles of the Constitution don't say anything about _____.	rights	laws