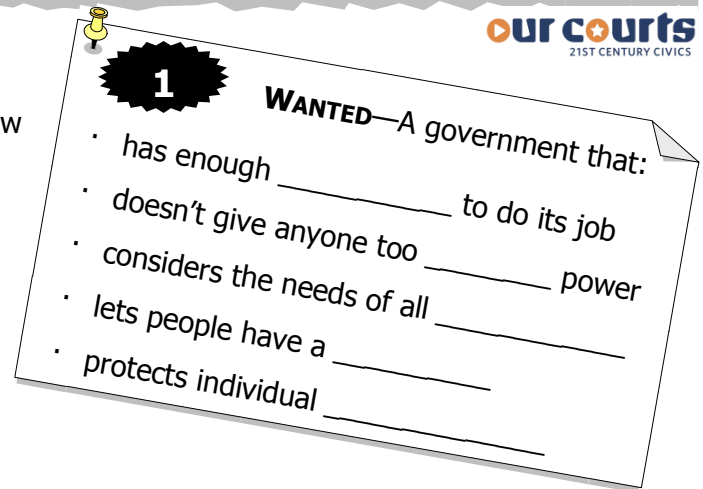


WANTED—A “JUST RIGHT” GOVERNMENT

Name: _____

When the colonists declared independence from Britain, they had a pretty good idea of what they wanted in a new government. In fact, they said it loud and clear right in their Declaration of Independence:

2 *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 _____.*



Sounds great!
Where do I sign up?



The Declaration goes on to say that:

3

- The purpose of government is to “_____ secure _____ these _____ rights _____”
- Government gets its _____ power _____ from the “_____ consent _____ of the _____ governed _____”
- People have a right to create a _____ new _____ government if the old one isn't meeting these goals.

All right, then! We're ready to create a new government! But wait—maybe it's not so easy.

4

The First Attempt: These Articles Ain't Workin'!

A **confederation** is a _____ group _____ of individuals _____ united _____ together for a _____ purpose _____.

The Americans wrote their first plan for government in a document called the Articles of Confederation. The year was 1777.
⇒ Each state was independent and had its own government
⇒ Each state sent representatives to the “Congress of the Confederation”
⇒ The Congress was the only central government. There was no President.
⇒ In Congress, each state got one vote



Hey, This is Great!

- States get to keep their _____ power _____ and _____ independence _____
- No _____ government _____ telling the states what to _____ do _____
- Congress had the power to create a _____ military _____ to protect all the _____ states _____

5

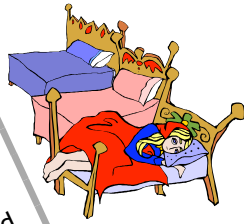
But Wait...



- Congress has no way to _____ enforce _____ its _____ laws _____
- That meant states could _____ ignore _____ laws
- Congress did not have the power to collect _____ taxes _____ to pay for the military
- The Articles could only be _____ changed _____ if _____ all _____ states agreed

Goldilocks and the...

The new Americans and their constitutions were a little like Goldilocks in the three bears' house: They had to try out governments until they found one that was "just right!"



7

- **States had different** needs. For example, some states depended on fishing, while others mostly grew crops.
- **States had different** sizes. Some states had many people and some states had few.
- **People had different** opinions. Some people feared a central government while others thought a central government was necessary.

6 Trouble in Paradise

Without a strong central government, there were conflicts between the states that the powerless Congress could not control. For example, states made their citizens pay taxes on goods that came from other states.

It was hard for new Americans to agree on what kind of government they needed. Here's why:

Something needed to change! Even so, people were afraid of a central government that might have too much power over the states.

Good luck with that...

Despite these differences, leaders from the different states got together to fix the problems with the Articles of Confederation.

8

Instead, they came out with a whole new idea. Here's how it compares:

Articles of Confederation

Government has one branch:

- legislative—makes laws

New Idea

Government has three branches:

- legislative—makes laws
- executive—carries out laws
- judicial—interprets laws



But how many votes should each state get in the legislature?

The Virginia Plan

- Legislative branch has 2 "chambers"
- Number of votes a state gets depends on the size of the state's population
- Larger states would have more power

9

The New Jersey Plan

- Legislative branch has 2 "chambers"
- Each state gets one vote
- Smaller states would have more power

People were afraid some states would have more than their fair share of power!



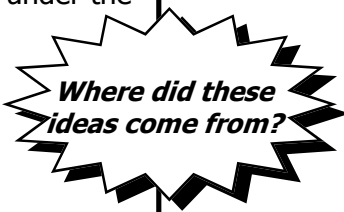
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Ta-Da! Presenting . . . The Constitution!

Preamble

Explains the reasons why the Constitution is being written:

- Create a better union of states than what they had under the Articles of Confederation
- Protect the country
- Make sure the states have a peaceful relationship
- Secure freedom for future generations



Where did these ideas come from?



Remember Virginia and New Jersey?

Article I

11


- Creates a legislative branch that makes laws.
- Gives law-making power to a Congress that has 2 chambers: House of Representatives—the more people a state has, the more representatives it gets
Senate—each state gets 2 representatives (that means two votes.)
- Gives Congress a list of specific powers. Any powers not listed, states get to keep.

Article II

- Creates an executive branch to carry out the laws.
- A President will be the head of the executive branch.

Article III

- Creates a judicial branch to interpret the laws.
- A Supreme Court will be the highest court in the country.



Two more branches to balance government!


12

Article IV

Requires each state to treat citizens of other states the same as it treats its own citizens.

Article V

Lets the Constitution be changed if two-thirds of the members of Congress and three-fourths of states agree.



What problems get solved here?

Article VI

Says that the Constitution and the laws passed by Congress are superior to laws passed by states.



All right!

Article VII

Allows the Constitution to take effect after 9 out of 13 states vote to accept it.

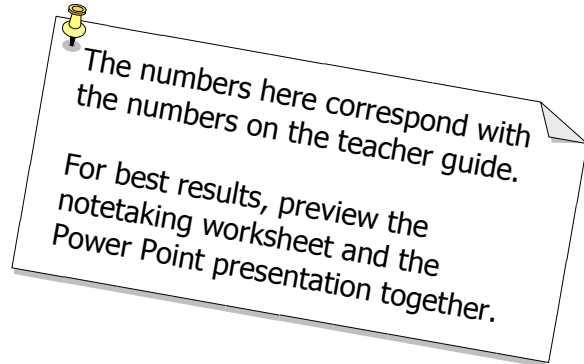
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Amendments

The Constitution did not say anything about peoples' individual rights, so they added the Bill of Rights and other changes later.

Wanted—A “Just Right” Government: Presentation Guide

Power Point



1 **Power Point Slide 2**
Give students 2 minutes to determine where the words should go.
Use choral response to ask for correct answers.

2 **Power Point Slide 3**
Read the quote together off the slide as a chorus.
Have students fill in the missing words on their guided notetakers.

3 **Power Point Slides 4—7**
Read the quote together off the slide as a chorus.
Use the quote to help students figure out the missing words on the notetaker.
Answers appear as you advance the slides.

4 **Power Point Slides 8—9**
Slide 8: Give students 2 minutes to figure out where the words should go. Use choral response to elicit correct answers.
Slide 9: Show this slide after you have read students the definition of “confederation” out loud.

5 **Power Point Slides 10—28**
Slides 10-18: Read students each bulleted list as they fill in the blanks, starting with “Hey, This Is Great!” After each bullet, advance the slide to show the answers.
Slides 19-28: Quiz the class using choral response. Advance the slides to reveal new questions/answers.

6 **Power Point Slides 29—35**
Slide 29: Show slide and read the Goldilocks box with students.
Slides 30–35: Read/discuss paragraph with students while they fill in blanks. Advance slides to reveal answers.

7 **Power Point Slides 36—47**
Slides 36-41: Read the bullets to students while they fill in blanks.
Slides 42-47: Quiz class using choral response. Advance slides to reveal answers.

8 **Power Point Slides 48—49**
Discuss comparison charts on notetaker worksheet out loud with students while they fill in blanks. Use slides as visual representation of ideas discussed.

9 **Power Point Slides 50—51**
Slide 50: Show as visual aid while you go through Virginia and New Jersey comparison with students out loud and students fill in blanks.
Slide 51: Poll the class. Call on random students to explain their choices.

10 **Power Point Slides 52—53**
Read quote with students. Use quote to discuss Preamble while students fill in blanks.

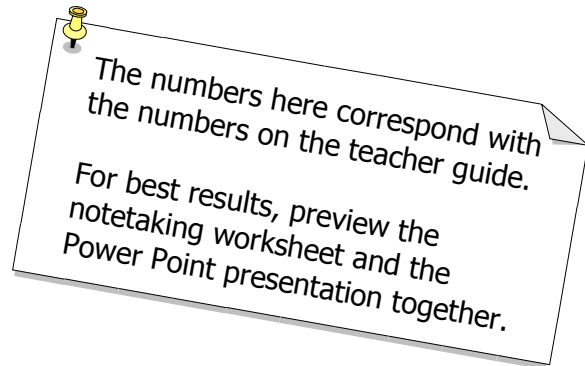
11 **Power Point Slides 54—66**
Slides 54-62: Use slides as visual aid while discussing the first three articles as students fill in blanks.
Slides 63-66: Quiz class using choral response. Students choose between the two possible italicized words. Advance slides to reveal answers.

12 **Power Point Slides 67—78**
Discuss Articles IV-VII with students as they fill in blanks. After each article, advance slide to reveal a comparison question about the Articles of Confederation. Advance again for the answer.

13 **Power Point Slides 79—104**
Slides 79-84: Use teacher guide to read the sentence about the amendments out loud to students while they fill in the blanks, and click through the slides for examples.
Slides 85-104: Quiz class using choral response.

Wanted—A “Just Right” Government: Presentation Guide

Overhead Transparencies



1 **Word list #1**
Show the word list and give students 2 minutes to determine where the words should go.
Use choral response to ask for correct answers.

2 **Declaration quote #1**
Read the quote together off the transparency as a chorus.
Have students fill in the missing words on their guided notetakers.

3 **Declaration quote #2**
Read the quote together as a chorus looking at the transparency.
Use the quote to help students figure out the missing words on the notetaker.

4 **Word list #2**
Give students 2 minutes to figure out where the words should go. Use choral response to elicit correct answers.

Read the definition of “confederation” out loud while students fill in blanks.

5 Read students each bulleted list as they fill in the blanks, starting with “Hey, This Is Great!”

Mini Quiz #1: Quiz the class using choral response.

6 Read the Goldilocks box with students.
Read/discuss paragraph with students while they fill in blanks.

7 Read the bullets to students while they fill in blanks. Read/discuss paragraph with students while they fill in blanks.

Mini Quiz #2: Quiz class using choral response.

8 Discuss comparison charts on notetaker worksheet out loud with students while they fill in blanks.

9 Discuss Virginia and New Jersey plans out loud while students fill in blanks.

10 **Preamble quote**
Read quote with students. Use quote to discuss Preamble while students fill in blanks.

11 **Three Branches diagram**
Use diagram as visual aid while discussing the first three articles as students fill in blanks.

Mini Quiz #3: Quiz class using choral response. Students choose between the two possible italicized words.

12 Discuss Articles IV-VII with students as they fill in blanks.

13 Read the sentence about the amendments out loud to students while they fill in the blanks

Mini Quiz #4: Quiz class using choral response.

Wanted—A “Just Right” Government: Mini Quiz Key

For Use With Overhead Transparencies

Mini Quiz #1 Articles of Confederation

1. F
2. T
3. F
4. F
5. T
6. F
7. T

Mini Quiz #1 Problems Among States

1. F
2. T
3. T
4. F
5. F

Mini Quiz #3 The Three Branches

1. 1. Congress can ***make*** laws but cannot ***carry out*** laws.
2. The President can ***carry out*** laws but cannot ***make*** laws.
3. The courts cannot ***make/carry out*** or ***make/carry out*** laws, but they can interpret what laws mean. (either order is OK)

Mini Quiz #4 The Constitution

1. B
2. A
3. B
4. B
5. A
6. B
7. B
8. B
9. B
10. A