

Teacher's Guide



Lesson Title

Time Needed: One Class Period

Materials Needed:

Student worksheets
Power Point and projector *-or-*
overhead transparencies

Copy Instructions:

Guided notes worksheet (*2 pages double-sided; class set*)

Crossword worksheet (class set)

Learning Objectives. Students will be able to:

- Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution
- Compare different states' needs and interests
- Compare the Virginia plan with the New Jersey plan.
- Compare the Articles of Confederation with the Constitution

STEP BY STEP

- 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" guided notes worksheet to each student
- READ** the introduction paragraph on the guided notes worksheet.
- WORK THROUGH** the guided notes worksheet using either the Power Point presentation or the overhead transparencies. If you are using overhead transparencies, keep them covered with a sheet of paper and uncover the parts you need as you go.
- DISTRIBUTE** one crossword worksheet to each student.
- ALLOW** time for students to complete the crossword.
- REVIEW** the answers with the class if you wish.
- CLOSE** by asking students to silently recall one problem with the Articles of Confederation that the Constitution solved. Conduct a check for understanding by having students write down or share their answers.