



Mini-Thinking Pages Lesson Strategies

Learning Objectives: The student will understand the principles of the Constitution. Students will analyze primary sources documents, while using thinking strategies.

TEKS: 8.15D

Materials Needed: Copies of Mini-Thinking Pages for each student and access to the LRE website <https://texasire.org/liam-learns/> to show the videos.

Teacher Background: The following lesson plan is designed to accompany the Liam Learns: *7 Principles of the Constitution* video series.

Teaching Strategy: For each video in this series, we have provided a resource called a Mini-Thinking Page. Each page has some suggested processing strategies to enhance the learning of each of the 7 Principles of the Constitution. The page is also divided into two parts. The first part is guided learning, such as teacher directed or partner work with teacher guidance. The second part is for individual student practice or partner work practice. Teachers should give feedback when appropriate.

Federalism

Part 1 - Teacher Guided: Ask students to complete a thinking process called Keyword Summary (*Adopted by Gilder Lehrman Teaching History Through Literature*). Students will individually read and select 4-5 keywords by underlining them in the excerpt and adding them to the box that says *Keywords*. These words should be words that help with summarizing the text. Allow students to share words with a partner to compare and come to a consensus. Teacher leads class discussion and provides feedback and vocabulary definitions if needed. With the same partner, pairs should write a summary together using the 4-5 keywords agreed upon, in the box labeled *Keyword Summary*. Individually, students will use the partner summary to write a separate summary in their own words, in the *In Your Own Words* box.

Part 2 - Student Practice: Students will work individually or with a partner to complete the Hot Text question by highlighting the sentences in the text that helps to answer the question. Teacher leads class discussion and gives feedback to students.

Suggested Answers:

- “if the States should make regulations for the navigation of these waters, and such regulations should be repugnant and hostile, embarrassment would necessarily happen to the general intercourse of the community”
- “If there were no power in the general government, to control this extreme belligerent legislation of the States, the powers of the government were essentially deficient. . . .”
- “regulate commerce; to rescue it from the embarrassing and destructive consequences, resulting from the legislation of so many different States, and to place it under the protection of a uniform law.”



Federalism Thinking Page

Directions: As you read the excerpt below,

1. Select 4-5 keywords to create a summary sentence. Keywords are words that are familiar (use context clues) and help to understand the text.
2. Share your keywords with a partner and come to a consensus. With your partner, write a summary using the 4-5 keywords.
3. Finally, write a separate summary in your own words.

Excerpts from Chief Justice John Marshall's Opinion in *Gibbons v. Ogden*

. . . Rivers and bays, in many cases, form the divisions between States; and thence it was obvious, that if the States should make regulations for the navigation of these waters, and such regulations should be repugnant and hostile, embarrassment would necessarily happen to the general intercourse of the community. Such events had actually occurred, and had created the existing state of things.

By the law of New-York, no one can navigate the bay of New-York, the North River, the Sound, the lakes, or any of the waters of that State, by steam vessels, *without a license from the grantees of New-York*, under penalty of forfeiture of the vessel.

By the law of the neighbouring State of Connecticut, no one can enter her waters with a steam vessel *having such license*.

By the law of New-Jersey, if any citizen of that State shall be *restrained*, under the New-York law, from using steam boats between the ancient shores of New-Jersey and New-York, he shall be entitled to an action for damages, *in New-Jersey*, with treble costs against the party who thus restrains or impedes him *under the law of New-York!*

It would hardly be contended, that all these acts were consistent with the laws and constitution of the United States. If there were no power in the general government, to control this extreme belligerent legislation of the States, the powers of the government were essentially deficient. . . .

Few things were better known, than the immediate causes which led to the adoption of the present constitution . . . that the prevailing motive was *to regulate commerce*; to rescue it from the embarrassing and destructive consequences, resulting from the legislation of so many different States, and to place it under the protection of a uniform law.

Keywords:

Keyword Summary:

In Your Own Words:



Gibbons v Ogden

Student Practice:

The excerpt describes the written opinion of Chief Justice John Marshall in *Gibbons v. Ogden 1824*.

Which parts of the excerpt explain how the constitutional principle of Federalism is embodied in this opinion?

Highlight **THREE** of the underlined sentences as the correct answers.

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By the law of New-York, no one can navigate the bay of New-York, the North River, the Sound, the lakes, or any of the waters of that State, by steam vessels, *without a license from the grantees of New-York*, under penalty of forfeiture of the vessel.

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