

Unit Name: 1b - Articles of Confederation/Foundations of the Constitution
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UNIT

Subject: **Social Studies**
Course/Grade: **US History I**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

This sub-unit will discuss the outcome of the war and the creation of the Articles of Confederation. Primary emphasis will be on the strengths and weaknesses of the Articles and how they created the need for a stronger central government. (3 days)

UNIT RESOURCES

Internet Resource Links:

<http://printfu.org/articles+of+confederation+summary>

<http://www.pinzler.com/ushistory/unittwo.html>

http://shs.westport.k12.ct.us/shepro/web%20page/US%20history/Ideals%20unit/article_of_confederation_summary%2007.htm

STAGE ONE

GOALS AND STANDARDS

Goal:

6.1.12 US History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ENDURING UNDERSTANDINGS

Without the authority to tax, the Articles of Confederation created a weak and ineffective central government.

The inherent shortcomings and weaknesses in the Articles of Confederation served as the cornerstones for the creation of the U.S. Constitution

ESSENTIAL QUESTIONS

What major characteristics of the Articles of Confederation resulted in its demise and inspired the framers to create the Constitution?

How would you rate the overall effectiveness of the Articles of Confederation?

What were the strengths and weaknesses of the Articles of Confederation?

KNOWLEDGE AND SKILLS

SWBAT:

- explain the historical significance of the Land Ordinance of 1785 and the Northwest Ordinance of 1787
- identify the main reasons the Articles of Confederation failed
- describe Shays' Rebellion and explain how the event contributed to the demise of the Articles of Confederation

STAGE TWO

PERFORMANCE TASKS

Title: Articles of Confederation graphic organizer

Students will use graphic organizer (chart) and summarize each section of the Articles of Confederation, and cite the strengths and weakness.

Title: Reflective Writing

Students will take on the identities of various people (farmer, slave, woman, merchant, etc.) during the pre-Constitution era and write about whether they would have wanted the Articles of Confederation to remain in

place, to be revised, or to be completely wiped out and rewritten, depending on it would impact them.

OTHER EVIDENCE

Quiz; Homework

STAGE THREE

LEARNING ACTIVITIES

Day 1

- Distribute copies of the Articles of Confederation - The Articles of Confederation document can be found at the following site. <http://ourdocuments.gov/index.php?flash=true&>
- After materials have been distributed give students around 20 minutes to examine the document and complete an analysis worksheet
- When students are done with the first activity reconvene as a class and go over the assignment together.

Day 2-3

- Break students into groups of four and distribute to each student the Articles of Confederation Graphic Organizer as well as copies of the Articles of Confederation
- On the Articles of Confederation Graphic Organizer student groups will be summarizing each section of the Articles of Confederation and thinking about possible conflicts that could and did arise out of each section.
- As student groups are working on the assignment you should be circulating around the room assisting and reminding students to read this document based on a historical perspective NOT based on the society they live in.
- At the end of class allow each group to share one possible problem that could have arisen out of the Articles of Confederation.
- Discuss all or some of the following issues regarding each group's response.
 - Why could this potentially be a problem?
 - Would this potential issue compound into other problems?
 - What groups of society would this issue potentially impact?
 - Does the problem identified have a simple solution or need a complete overhaul?
- After the class discussion have students pick an identity from the following list.
 - State's rights supporter
 - Big government supporter
 - Southern farmer
 - Northern upper class intellectual
 - Woman

- Minority
- After students have chosen an identity have them write a one page response to the following question for homework.