

Day 3: March 8th

Standard and Indicator

Foundations of Government: 5.2.4 - Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Materials

1. Teacher
 - a. SMART board
 - b. Activity Builder
 - c. T-Chart on the Strengths and Weaknesses of the Articles of Confederation (x24)
2. Student
 - a. Vocabulary Sheet
3. Resources

Articles of Confederation: Strengths & Weaknesses - Video & Lesson Transcript. (n.d.). Retrieved February 27, 2017, from <http://study.com/academy/lesson/articles-of-confederation-strengths-weaknesses-quiz.html>

CCRP. (n.d.). Retrieved March 05, 2017, from <http://www.campcountygop.com/Pages/ArticlesofConfederation.aspx>

Consensus & The Articles of Confederation. (n.d.). Retrieved February 27, 2017, from <https://www.teachervision.com/us-constitutional-history/consensus-articles-confederation>

2017, G. T. (2012). Articles of Confederation Strengths and Weaknesses | Publish with Glogster! Retrieved February 27, 2017, from <http://www.glogster.com/madisonmarieclark/articles-of-confederation-strengths-and-weaknesses/g-6lpn5rsr5kgif28r0k48tjr>

Objective

1. The students will role-play a simulation that identifies with how the Continental Congress felt while making the Articles of Confederation.
2. The students will identify if the statements in the Articles of Confederation are strengths or weaknesses through a T-Chart and the Activity Builder on the SMART board.

Motivation

1. I will ask the students to think of a time when they could not agree with someone.
2. I will ask students to share their experience.
3. I will ask students why do they think they could not agree with the person.

Goal for Learner

1. "Today, we are going to learn about the Articles of Confederation and its strengths and weaknesses."

Content and Procedures

1. Teacher Content

- a. The Articles of Confederation were the US first constitution.
 - b. The Continental Convention set up the Articles of Confederation.
 - c. The Articles of Confederation's strengths are as follows:
 - i. Ability to declare war and make peace
 - ii. To coin and borrow money
 - iii. Can deal with foreign countries and sign treaties
 - iv. Operate post offices
 - d. The Articles of Confederation's weaknesses are as follows:
 - i. Could not tax states to raise money
 - ii. Did not have the power to control trade.
 - iii. Could not force anyone to obey laws
 - iv. No national military
 - v. Lacked strong leadership
 - vi. States could make their own paper money
 - vii. States could create their own taxes on trade
 - viii. Approval of 9/13 states was needed to pass laws.
 - e. The major downfall of the Articles of Confederation was the government was too weak to enforce their laws and therefore had no power.
2. Procedures
- a. I will explain the ground rules of the next activity.
 - i. No shouting
 - ii. No screaming
 - iii. No name calling
 - b. I will put the students into group of four.
 - c. I will ask the students the following question:
 - i. If I gave you ten extra minutes of recess today, what one activity would your group decide to do as a group?
 - d. After five minutes, I will ask the students the following question and tell them that as a class they have ten minutes to discuss it and come to a conclusion.
 - i. If I gave you ten extra minutes of recess today, what one activity will the whole class participate in during those ten minutes?
 - e. I will sit down and observe as the students decide.
 - f. After ten minutes, I will quiet the class down and ask for their answer.
 - g. I will ask the class the following questions:
 - i. What were you feeling during this discussion?
 - ii. What problems did you face?
 - iii. Why do you think as a small group you could come to a discussion more quickly, but once you came as a class, it was more difficult?
 - h. After the discussion, I will tell the students that their thoughts and feelings were exactly how the Continental Convention felt when creating the Articles of Confederation.
 - i. I will tell the students to get out their Vocabulary Sheet
 - j. I will write the following on the SMART board:
 - i. Articles of Confederation - the original constitution
 - k. I will explain to the students that each small group represented one of the thirteen states. Each state had their own ideas and thoughts about the thirteen colonies new

government. However, once they came together, they had a hard time coming to a conclusion. After a lot of arguing and compromising, they finally came to a conclusion. The conclusion was the Articles of Confederation.

- l. The paper passers will pass out the T-Chart on the Strengths and Weaknesses of the Articles of Confederation.
 - m. I will tell the students that the Articles of Confederation could do something's, but could not do others.
 - n. I will call on students to take turns reading the different strengths and weaknesses.
 - o. I will tell the students that they have five minutes to put the statements in either the strength or the weakness column.
 - p. After about five minutes, I will open the SMART board to the Activity Builder.
 - q. I will explain to the students that I will randomly select students to come up to the SMART board, tell whether or not they think the statement is a strength or a weakness, and drag the statement into the Articles of Confederation picture. If the statement goes into the picture, then it was a strength, but if it did not go into the picture, then it was a weakness.
 - r. I will ask a student to explain why it was a strength or weakness.
 - s. I will tell the students that if they placed the statement into the wrong category to please fix it on their T-Chart.
 - t. After we go over the strengths and weakness of the Articles of Confederation, I will tell the students that tomorrow they will find out what happened to the Articles of Confederation.
3. Checking for Understanding
 - a. I will ask the students how they felt during the discussion.
 - b. I will ask the students what problems they faced.
 - c. I will ask the students why the smaller groups worked better together than the whole class.
 - d. I will ask the students why the statements were a strength or weakness.
 4. Lesson Summary
 - a. The students will role-play a simulation similar to how the Continental Convention felt while creating the Articles of Confederation. After the simulation, the students will understand and explain the strengths and weaknesses of the Articles of Confederation through the Activity Builder on the SMART board.

Practice/Application

1. The students will role-play a simulation similar to how the Continental Convention felt while creating the Articles of Confederation.
2. The students will identify whether statements are strengths or weaknesses through a T-Chart and the Activity Builder on the SMART board.

Evaluation of Student Learning

1. I will be observing the students as they work through the simulation.
2. I will walk around the room to observe as the students place the statements into strengths or weaknesses.
3. I will be listening to the students' responses as they explain why the statements are strengths or weaknesses.

Closure

1. “Great job today everyone! Today, we role-played a simulation similar to how the Continental Convention felt while creating the Articles of Confederation and explained the strengths and weaknesses of the Articles of Confederation. Can someone take a guess as to what they think will happen to the Articles of Confederation and explain why? Great job!”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will also explain the direction a second time once they are in their groups.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, I will ask the students more challenging questions as to why certain statements are strengths or weaknesses.

