Lesson Title | Debating the Effectiveness of the Articles of Confederation
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Teacher | Raymond A. Knauer, II
Grade Level | 11th
Duration of Lesson | 1 90-minute block/2 traditional days

Lesson Topic | The Articles of Confederation

SC Standards and Indicators | Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.
- USHC-1.4. Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.

Academic Vocabulary | Articles of Confederation, unicameral legislature, Confederation Congress, Northwest Ordinance of 1787

Lesson Materials | SMARTboard, handouts, scissors

Lesson Set

Content Objective(s) | TSWBAT analyze the effectiveness of the Articles of Confederation

Literacy Objective(s) | TSWBAT analyze “case studies” for strengths and weaknesses
TSWBAT create a written and oral argument based on information learned in the “case studies”

Lesson Importance | Students must understand that the Articles of Confederation were a direct result of previous experiences with Britain. In addition, in understanding the failures of the Articles, students will have a greater understanding for the desire for a stronger central government under the U.S. Constitution.

Connections to prior | Students should see that the Confederation Congress was barred from taxing
and future learning | the people or controlling trade because of prior negative experiences with Britain as a colonial possession (previous). Students should also see that the overall failures of the Articles of Confederation resulted in a call for greater federal power.

| Anticipatory Set/ Hook (Engage) | Lead a class discussion with the students: Does our government have too much power over us today? Do you think the government should have more or less power over us? What are some pros and cons of the government gaining more power over us? Less power? |

**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>Begin PowerPoint presentation by defining the Articles of Confederation and explaining that the purpose of today’s activity is to analyze whether this system of government was effective enough to lead the new nation.</th>
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| “I do” Skill from literacy objective introduce/explain/model | Give students handouts. Show “case study 1” on the SMARTboard. Ask students to read the passage aloud. Discuss how you would find items that fit the chart.  
**Note:** anything being placed in the T-chart by students should be able to explain powers that the Confederation Congress did/did not have |

**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

| “We do” Activity Description | Students complete the remaining case studies and writing prompt with a partner or alone |

| Checking for Understanding-“Informal” Assessment | Hold a class discussion focusing on student opinions of the effectiveness of the Articles of Confederation  
Discussion questions and cartoon analysis in PowerPoint (to be finished after discussion) |
Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

| Content Solidified | Finish PowerPoint notes, including discussion questions and cartoon analysis |

Independent Practice

| “You Do”          | Students complete the following writing prompt: Now that you have read the evidence, how do you think the U.S. should proceed? (That is, what is your plan to fix these weaknesses?) |

Summative/ “Formal” Assessment

| Assessment        | T-chart  
|                  | Writing sample  
|                  | Test questions  |

Differentiation

| During Lesson | Guided notes  
|              | Simplified case studies  |
| Assessment   | Outline or verbal explanation of ideas instead of written composition  
|              | Modified test questions  |