

# Student Learning Plan

## Unit 6: Citizenship in American History and Government

### Articles of Confederation 1781 [U6C3L1]



#### **Why this is important:**

[Take from the Purpose of Lesson] The first government created by the Founders did not work well. Knowing the shortcomings of that government is important in understanding that unless a government is organized properly, it may not work very well. It also helps in understanding why our government is organized the way it is. In this learning plan you will find out why the Founders created the Articles of Confederation the way they did and the problems that resulted from a weak national government.



#### **What you will learn to do:**

*(Competency)*

Determine why the Founders created a weak national government under the Articles of Confederation and the problems that resulted

#### **Linked Core Abilities**

Communicate using verbal, non-verbal, visual, and written techniques

Apply critical thinking techniques



#### **How you will know when you are succeeding:**

You will show that you have learned the target knowledge and skills:

- by creating a Multi-Flow Map illustrating the causes and effects of the Articles of Confederation and writing a summary of why the Founders decided to change the Articles of Confederation

Your performance will be successful when:

- you create a Multi-Flow Map with the term “Articles of Confederation” in the center
- you specify the reasons that the Founders limited the power of the national government in the Articles of Confederation in the “causes” side of your Multi-Flow Map
- you specify the effects that the Articles of Confederation had on the national government’s ability to govern in the “effects” side of the Multi-Flow Map
- you summarize why the Founders decided to change the Articles of Confederation to create a stronger national government
- you identify one or more specific historical events that led the Founders to change the Articles of Confederation



#### **Knowledge and skills you will learn along the way:**

*(Lesson Objectives)*

- a. Explain why Americans needed a national government after the colonies declared independence from Great Britain
- b. Explain why the Founders created their first constitution, the Articles of Confederation, as they did and identify the basic ideas of government involved

## 2 *Articles of Confederation 1781 [U6C3L1]*

- c. Describe the problems of the United States under the Articles of confederation and how the Founders' concerns led to a proposal to revise the Articles
- d. Defend positions on advantages and disadvantages of the Articles of Confederation
- e. Define Terms to Know: factions, loyalists, majority rule, national government



### **Learning Activities:**

*These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.*

- \_\_\_\_ 1. PREVIEW the information in the Student Learning Plan including the competency, learning objectives, performance standards, core abilities, learning activities and assessment activities. [Work independently] READ the Purpose of Lesson in your student text. JIGSAW one of the sections: How were the Articles of Confederation created? or What problems were addressed in the Articles of Confederation? SUMMARIZE the key points of your reading and share them with the class. [Work in teams] RECORD responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 2. [SELF-PACED OPTION] COMPLETE Learning Activity 1 independently. RECORD responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 3. COMPLETE the Critical Thinking Exercise: Examining the Advantages and Disadvantages of the Articles of Confederation. You will be assigned one of the six articles to examine. [Work in a team] REVIEW the completed Advantages/Disadvantages chart and BRAINSTORM a list of the apparent weaknesses in the Articles of Confederation. COMPARE your list to the list described in your student text. [Work as a class] RECORD responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 4. [SELF-PACED OPTION] COMPLETE Learning Activity 3 independently. CREATE an Advantages/Disadvantages chart for all of the articles. RECORD responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 5. JIGSAW one of the following readings: How did Shays' Rebellion sow the seeds of change? or What were the achievements of the first national government? SUMMARIZE how your reading illustrates either a need for change or an accomplishment of the first national government in a Tree Map. [Work as a team] RECORD responses to reflection questions into your Cadet Notebook.
- \_\_\_\_ 6. [SELF-PACED OPTION] COMPLETE Learning Activity 5 independently. RECORD responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 7. OBTAIN AND REVIEW the Articles of Confederation Assessment Task and scoring guide and begin working on your Multi-Flow Map. RECORD your responses to reflection questions in your Cadet Notebook.
- \_\_\_\_ 8. [SELF-PACED OPTION] COMPLETE Learning Activity 7 independently. RECORD your responses to reflection questions in your Cadet Notebook.



### **Assessment Activities:**

*These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.*

- \_\_\_\_ 1. COMPLETE the Articles of Confederation Assessment Task. SELF-ASSESS your work using the scoring guide. SUBMIT your work to your instructor for feedback and a grade.
- \_\_\_\_ 2. SELF-PACED OPTION: Same as above.