

Unit Title: Articles of Confederation: America's First Try at Government

Subject/Topic Area: Grade Level(s):

Civics

Grades: 9-12

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Time Frame: Three Days

Date: June 11, 2009

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

The goal of this unit will be to introduce students to the United States' first try at government after declaring our intentions to be a free and independent country from England. This unit focuses on the Articles of Confederation, how our government was organized and its impact on Americans during the time period from 1777-1787. This unit can be taught in a Civics course because of the focus on Civics Standard One (Structure of Government). This unit can also be taught in a US history course because of the focus on History Standard One (Chronology)

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard

History Standard One: (9-12) Students will employ chronological concepts in analyzing historical phenomena.

9-12: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of continuity or change.

(Note: This lesson also places an emphasis on Civics Standard One- grade 9-12- students will analyze the ways in which the structure and purposes of different governments

around the world reflect differing ideologies, cultures, values and histories.

Big Idea : Why choose a confederation?

The big idea of this unit is to allow students to uncover the reasons as to why America decided to go with a confederate government after declaring our independence from England in 1776. Revolutionary governments tend to continue in the trend of their parent country concerning government, but the United States went from being under “Unitary” control (unitary is in quotes because of the large degree of colonial independence prior to the 1760’s) to a government that is truly state-centered (confederate) almost to a fault. It is critically important for students to understand the reasons as to why the founders chose a confederate form of government in order to understand the process that will take place at the 1787 convention and also how the Articles of Confederation have haunted this country for over two hundred years (i.e. the battle over “states rights”).

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

Students will understand that...

A country’s structure of government reflects its history, values and culture.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

1. How does the United States government under the Articles of Confederation reflect historical continuity?
2. How does the United States government under the Articles of Confederation reflect historical change?
3. How has the Articles of Confederation affected American history, values and culture up to the present day?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document,)

Students will know....

1. The difference between a unitary and confederate government
2. The pros and cons of creating a unitary or confederate government
3. Different perspectives on creating a government in 1777 for the newly created United States of America.
4. Strengths and Weaknesses of national government during the Articles of Confederation

Students will be able to...

1. Explore a trend and identify if it's an example of historical continuity or change.
2. Analyze Primary Sources
3. Implement research strategies

Stage 2: Assessment Evidence

(Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Performance Task: You are a member of the Constitutional Convention meeting in Philadelphia in 1787. It is your task (along

with the other founders) to revise the Articles of Confederation. You must decide on how best to revise the Articles of Confederation, go back to a unitary form of government or create some mix of them both. You will submit your proposal to the Constitutional Convention.

1. Choose one of the following roles:

1. A southern planter from South Carolina
2. A merchant from Boston, Massachusetts
3. A farmer living on the frontier of Virginia

2. You must take on one of the following roles and create a proposal to submit to the Constitutional Convention. The proposal must include:

1. Strengths and Weaknesses of each form of government
 2. How the United States has fared under both a Unitary and Confederate government
 3. How to solve the problem of a strong central government that continues to allow states rights.
3. Your recommendation.

<http://www.ushistory.org/documents/confederation.htm>

**** Note to teacher- Federalism would not be taught at this juncture. It should be taught probably as a lesson following this one. Hopefully students will come to their own conclusion that combining both unitary and confederate aspects would work best in America**

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Scoring Rubric 2-1-0

2- Student chose a role, created a recommendation based on that perspective, analyzed the strengths, weaknesses and impact of both a unitary and confederate government and revised the Articles of Confederation in keeping with their recommendation

1- Student chose a role, created a recommendation based on that perspective, analyzed the strengths and weaknesses of both governments and revised the Articles of Confederation in keeping with their recommendation

0-Student did not create a recommendation based on the perspective of their role and did not analyze the strengths and weaknesses of both governments.

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Transfer Task: Ask students the following essay question: How has America's struggle with states rights versus a strong central government impacted our history? Give two specific examples.

Checks for understanding- formative assessments

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Students will be keeping a reflection journal during this course. The essential questions should be answered in this journal.

1. How does the United States government under the Articles of Confederation reflect historical continuity?
2. How does the United States government under the Articles of Confederation reflect historical change?
3. How has the Articles of Confederation affected American history, values and culture up to the present day?

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson One: Distinguishing between a Unitary and Confederate Government (time 90 minutes)

INTRODUCTORY LESSON

- A. Warm up- Who has the power in the United States today? Who has the power in Delaware today? Get responses from students which should lead into a discussion that many different groups of people have power. Power is located at the local, state and national level in the United States today.
- B. Interactive Notes: Unitary and Confederate Government (Document One).
- C. After completing the notes ask students to draw a picture or symbol to represent unitary and confederate.
- D. Ask students to decide what the United States was when we were a colony of the British. They should come up with Unitary. Place students into groups of three or four and give them a piece of chart paper. Ask them to list the characteristics of the American colonies that made them unitary. Then ask them to create a separate list and to write down any characteristics that the American colonies had that were not unitary (i.e. prior to 1760’s a lot of colonial independence, colonies founded by different people etc.) Students can use their textbook to help them out. Ask students if there are any continuities with America’s government today as compared to the American colonies.
- E. Come back together as a class and discuss the characteristics.
- F. Exit ticket out the door. Have students imagine that they are living in Virginia in 1774. Ask them if they would consider themselves a British citizen or a Virginian and why is this difference important?
- G. Homework: Choose unitary or confederate to write about. How could either of these structures of government be considered dangerous?

Document One: Notes

- Where is the power located?
- Unitary
- All powers concentrated at the central government
- Power is not shared between states, counties or provinces.

- Ex: France, Japan
- Create symbol or picture to represent a unitary government
- Brainstorm at least two possible strengths of this government and two possible weaknesses of this government
- Where is the power located?
- Confederate
- A loose organization of states. States can choose to follow or not follow the lead of the weak central government.
- Allied together, but each state is independent in nature. Each state has power over all matters concerning it.
- South during Civil War
- Create symbol or picture to represent a Confederate government
- Brainstorm at least two possible strengths of this government and two possible weaknesses of this government

Lesson Two: Why create a confederation?

1. Intro – Write the phrase on the board – “Give me Liberty or Give me Death?” Ask students with a partner, to explain what they think this means and have a class discussion about the meaning. Explain to students that this is a speech written by Patrick Henry in regards to the American Revolution.
2. Students will put the following terms in an outline with explanations of each term and visual representation. (Document One)
3. Lecture notes about events leading to the Revolutionary war and the declaration of Virginia to join the cause of the colonies to fight for independence. (Document Two)
4. Students will read Patrick Henry’s speech – Give me Liberty or give me death” Either have students in partners read to each other or read the speech to the class.
5. Fast forward to after the revolution. The colonies have won and decisions are being made about what type of government the colonies should have. Using his speech and information about events leading to the war, decide what type of government would be best for the colonist – Unitary or Confederate. Students will write a speech to be given to the delegates of the new states about what government they should have and why? (Document Four)

Document One

Proclamation of 1763, Sugar Act, The Currency Act, Stamp Act, Quartering Act, Virginia Resolutions,

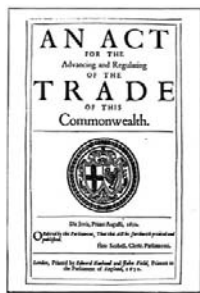
Sons of Liberty, Stamp Act Congress, Townshend Revenue Acts, Circular Letter, The Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, Boston Port Bill, Quartering Act, First Continental Congress

Directions: Put the following events in chronological order in a timeline format. Define each event including a visual representation of the event.

Example:

1765 - In March, the Stamp Act is passed by the English Parliament imposing the first direct tax on the American colonies, to offset the high costs of the British military organization in America. For the first time in the 150 year old history of the British colonies in America, the Americans will pay tax not to their own local legislatures in America, but directly to England.

Under the Stamp Act, all printed materials are taxed, including; newspapers, pamphlets, bills, legal documents, licenses, almanacs, dice and playing cards. The American colonists quickly unite in opposition, led by the most influential segments of colonial society - lawyers, publishers, land owners, ship builders and merchants - who are most affected by the Act, which is scheduled to go into effect on November 1.



Document Two

Following the Boston Tea Party, Dec. 16, 1773, in which American Colonists dumped 342 containers of tea into the Boston harbor, the British Parliament enacted a series of Acts in response to the rebellion in Massachusetts.

In May of 1774, General Thomas Gage, commander of all British military forces in the colonies, arrived in Boston, followed by the arrival of four regiments of British troops.

The First Continental Congress met in the fall of 1774 in Philadelphia with 56 American delegates, representing every colony, except Georgia. On September 17, the Congress declared its opposition to the repressive Acts of Parliament, saying they are "not to be obeyed," and also promoted the formation of local militia units.

Thus economic and military tensions between the colonists and the British escalated. In February of 1775, a provincial congress was held in Massachusetts during which John Hancock and Joseph Warren began defensive preparations for a state of war. The English Parliament then declared Massachusetts to

be in a state of rebellion.

On March 23, in Virginia, the largest colony in America, a meeting of the colony's delegates was held in St. John's church in Richmond. Resolutions were presented by Patrick Henry putting the colony of Virginia "into a posture of defense...embodying, arming, and disciplining such a number of men as may be sufficient for that purpose." Before the vote was taken on his resolutions, Henry delivered the speech below, imploring the delegates to vote in favor.

He spoke without any notes in a voice that became louder and louder, climaxing with the now famous ending. Following his speech, the vote was taken in which his resolutions passed by a narrow margin, and thus Virginia joined in the American Revolution.

Document Three

Speech – Give me liberty or give me death!

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve.

This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty towards the majesty of heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation?

For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth -- to know the worst and to provide for it. I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the House?

Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation?

Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation -- the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?

No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer on the subject? Nothing.

We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament.

Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope.

If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!

They tell us, sir, that we are weak -- unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance, by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.

The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable -- and let it come! I repeat it, sir, let it come!

It is in vain, sir, to extenuate the matter. Gentlemen may cry, "Peace! Peace!" -- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Patrick Henry - March 23, 1775

Document Four

Directions: Write a 5 minute speech that will address the Delegates of the States about what type of government the new United States of America should use. Your speech should include how to address problems the states will face, such as commerce, law and order, taxes, defense and land ownership. Also, include whether the government should follow a unitary or confederate system and why. Include why you decided form of government will help with these problems.

Lesson Three: Articles of Confederation Political Cartoons

1. Divide students into groups of 3 or 4. Give each group 3 or 4 articles to read. Have students break down the article and describe what each article means. (Document One) Have students put this information on flip chart paper to be displayed around the room.
2. Students will participate in a gallery walk and fill in a chart describing each article. Document Two
3. As a class, create/brainstorm a list of possible problems the Articles of Confederation might cause. The list should have 5 to 10 possible problems. Document Three
4. Assignment - Students will draw a political cartoon about a problem of the Articles of Confederation. Then students write an explanation of the cartoon and why a confederation was not working for the new states.

Document One

Summary of the Articles of Confederation

Article I: Name of the union of states is designated as "The United States of America."

Article II: Each state is guaranteed its sovereignty, freedom, and independence, and retains every right not delegated to the United States.

Article III: The states agree to enter a "firm league of friendship" for the purposes of common defense, to secure their respective liberties, to their mutual and general welfare, and to assist each other in pertinent manner.

Article IV: Free inhabitants of the states are guaranteed to have "privileges and immunities of free citizens in several states" and any rights derived thereof. Alleged offenders of the law may be extradited

from one state to another to face charges.

Article V: Delegates to the congress shall be annually appointed under the supervision of the respective state legislatures. No state shall have less than two nor more than seven representatives in congress. Each state shall have one vote in the unicameral body of congress. Freedom of speech and debate in congress is guaranteed to the delegates.

Article VI: No state shall enter into separate treaties with foreign powers. None of the states shall enter into domestic agreements applying only to themselves without the consent of congress. No state may lay duties or imposts which might interfere with treaty stipulations. No state may maintain vessels of war in time of peace except by permission of the central government. No state may maintain a garrison in time of peace except as agreed to by the central government. No state shall engage in war without congressional approval.

Article VII: When land forces are raised, all officers of or under the rank of colonel shall be appointed by the appropriate state legislature.

Article VIII: The cost of war shall be defrayed out of a common treasury of the United States. The treasury will be maintained by states in proportion to the value of lands granted.

Article IX: The United State in Congress assembled is granted sole and exclusive power to determine peace and war, to appoint ambassadors, to enter into alliances or make treaties with foreign powers. The congress shall be the court of last resort in disputes between states. The congress shall rule on land disputes and ownership of properties. The central government shall determine the alloy and value of coins minted, shall fix a standard of weights and measures, shall regulate the Indian trade, shall regulate postage rates, shall appoint officers, shall authorize use of monies. The United States congress shall never engage in making major decisions without the assent of nine states.

Article X: The Committee of the States is authorized to execute powers granted to congress while the congress may be in recess provided the Committee receives the consent of nine states.

Article XI: Canada is invited to join the confederation.

Article XII: Bills of credit, monies borrowed, debts contracted by congress before the “assembling of the United States, in pursuance of the present confederation” shall be a charge against the people of the U.S.

Article XIII: States agree to abide by congressional decisions; the articles shall be observed in every state, and the union shall be perpetual.

Document Two

Articles of Confederation Gallery Walk

| Article | Meaning |
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| 1 | |
| 2 | |
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Document Three

Problems with the Articles of Confederation

1. Weak national government
 - bad memories of being ruled by King George III
 - Loyalty to ones own state
2. No executive branch in enforce the laws
3. No “national” court system to interpret the laws of the nation
4. Each state had only *ONE* vote in congress – regardless of population
 - laws needed 9 out of 13 states votes for approval
5. No regulation of trade between states and other countries
6. Couldn’t pass tax laws – could only ask states for money.
 - Congress had no money; therefore, USA could not repay war debts or veterans of Revolutionary Army.
7. No impartial judge to settle disputes between the states.
8. Each state had their own form of currency.

Lesson Four: Should we have a Strong or Weak Central Government?

1. Ask students these questions? Does the United States have a strong or weak government in 2009? How can u tell?
2. Have students create a T chart and brainstorm ideas of what characterizes a strong or weak government? Document One
3. Give short ten minute lecture about Shay’s rebellion.
4. Have students read two letters - Excerpt from A Letter From Thomas Jefferson To James Madison and A Letter from George Washington to James Madison. Document Two.
5. After the students complete reading the letters they will answer a document-based question.

- Do you think these two letters reflect Jefferson's and Washington's desires for a strong or weak central government for the United States? Why, give at least three examples for each letter.

Document One

Weak Government

Strong Government

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Document Two

Excerpt from a Letter from Thomas Jefferson to James Madison

Paris, January 30th, 1787

Dear Sir, My last to you was of the 16th of December; since which, I have received yours of November 25 and December 4, which afforded me, as your letters always do, a treat on matters public, individual, and economical.

I am impatient to learn your sentiments on the late troubles in the Eastern states. So far as I have yet seen, they do not appear to threaten serious consequences. Those states have suffered by the stoppage of the channels of their commerce, which have not yet found other issues. This must render money scarce and make the people uneasy. This uneasiness has produced acts absolutely unjustifiable; but I hope they will provoke no severities from their governments. A consciousness of those in power that their administration of the public affairs has been honest may, perhaps, produce too great a degree of indignation; and those characters, wherein fear predominates over hope, may apprehend too much from these instances of irregularity. They may conclude too hastily that nature has formed man insusceptible of any other government than that of force, a conclusion not founded in truth or experience.

Societies exist under three forms, sufficiently distinguishable: (1) without government, as among our Indians; (2) under governments, wherein the will of everyone has a just influence, as is the case in England, in a slight degree, and in our states, in a great one; (3) under governments of force, as is the case in all other monarchies, and in most of the other republics.

To have an idea of the curse of existence under these last, they must be seen. It is a government of wolves over sheep. It is a problem, not clear in my mind, that the first condition is not the best. But I believe it to be inconsistent with any great degree of population. The second state has a great deal of good in it. The mass of mankind under that enjoys a precious degree of liberty and happiness. It has its evils, too, the principal of which is the turbulence to which it is subject. But weigh this against the oppressions of monarchy, and it becomes nothing. *Malo periculosam libertatem quam quietam servitutem.* Even this evil is productive of good. It prevents the degeneracy of government and nourishes a general attention to the public affairs.

I hold it that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical. Unsuccessful rebellions, indeed, generally establish the encroachments on the rights of the people which have produced them. An observation of this truth should render honest republican governors so mild in their punishment of rebellions as not to discourage them too much. It is a medicine necessary for the sound health of government....

Yours affectionately, Th. Jefferson

A Letter from George Washington to James Madison

Mount Vernon, November 5th, 1786

My dear Sir,

I thank you for the communications in your letter of the first instt. The decision of the House on the question respecting a paper emission, is portentous I hope, of an auspicious Session. It may certainly be classed among the important questions of the present day; and merited the serious consideration of the

Assembly. Fain would I hope, that the great, & most important of all objects--the foederal governmt-- may be considered with that calm & deliberate attention which the magnitude of it so loudly calls for at this critical moment.

Let prejudices, unreasonable jealousies, and local interest yield to reason and liberality. Let us look to our National character, and to things beyond the present period. No Morn ever dawned more favourable than ours did--and no day was ever more clouded than the present! Wisdom, & good examples are necessary at this time to rescue the political machine from the impending storm. Virginia has now an opportunity to set the latter, and has enough of the former, I hope, to take the lead in promoting this great & arduous work. Without some alteration in our political creed, the superstructure we have been seven years raising at the expence of much blood and treasure, must fall. We are fast verging to anarchy & confusion! A letter which I have just received from Genl Knox, who had just returned from Massachusetts (whither he had been sent by congress consequent of the commotion in that State) is replete with melancholy information of the temper & designs of a considerable part of that people. among other things he says, "there creed is, that the property of the United States, has been protected from confiscation of Britain by the joint exertions of all, and therefore ought to be the common property of all. And he that attempts opposition to this creed is an enemy to equity & justice, & ought to be swept from off the face of the Earth." again "They are determined to anihilate all debts public & private, and have Agrarian Laws, which are easily effected by the means of unfunded paper money which shall be a tender in all cases whatever."

He adds. "The numbers of these people amount in Massachusetts to about one fifth part of several populous Counties, and to them may be collected, people of similar sentiments from the States of Rhode Island, Connecticut, & New Hampsh[ire] so as to constitute a body of twelve or fifteen thousand desperate, and unprincipled men. They are chiefly of the young & active part of the Community.

How melancholy is the reflection that in so short a space, we should have made such large strides towards fulfill[ing] the prediction of our transatlantic foes!--"leave them to themselves, and their government will soon dissolve." Will not the wise & good strive hard to avert this evil? Or will their supineness suffer ignorance, and the arts of selfinterested designing disaffected & desperate characters, to involve this rising empire in wretchedness & contempt? What stronger evidence can be given of the want of energy in our governments than these disorders? If there exists not a power to check them, what security has a man of life, liberty, or property? To you, I am sure I need not add aught on this subject, the consequences of a lax, or inefficient government, are too obvious to be dwelt on. Thirteen Sovereignties pulling against each other, and all tugging at the foederal head, will soon bring ruin on the whole; whereas a liberal, and energetic Constitution, well guarded & closely watched, to prevent incroachments, might restore us to that degree of respectability & consequence, to which we had a fair claim, & the brightest prospect of attaining--With sentiments of the sincerest esteem & regard I am--Dear Sir Yr Most Obedt & Affecte Hble Servt

Go: Washington

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL- Universal Design for Learning

TL – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

[American History: A Survey Volume 13th Edition By Alan Brinkley](#)

<http://www.ushistory.org/documents/confederation.htm>

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

This unit is pretty straightforward, I think in order to aid with transfer the teacher may want to give an example of how America has always struggled with how much power to give to states. Could look at Brown v. Board of Education, events leading up to the Civil War, or even contemporary issues such as the issue over gun control and federal legislation.

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the

thinking or skills of advanced learners.)

1. Students can work in small groups or individually, based on ability level.
2. The use of graphic organizers helps to organize the information.
3. Students can create a political cartoon depicting the weaknesses of the Articles from the national government level or the strengths of the Articles from a state level

Extension Activity for advanced learners:

Students can write an essay that examines the parallels between the Articles of Confederation and the Confederate States of America (1860-1865)

Technology Integration

Content Connections

Colonial America

Revolutionary America

Civics- Government Structure