

Introduction

The United States after the American Revolution was a loosely bound set of thirteen independent sovereign states. They were bound by friendship and mutual defense, but little else. The governmental system was irreparably flawed, and it became obvious to many that if the government could not regulate trade, and ensure domestic tranquility, the cohesion of the states would dissolve. Many of the leading figures of the 1780's would meet in Philadelphia, Pennsylvania in effort to preserve and improve upon what so many people fought and died for -

Life, liberty and the pursuit of happiness.

Lesson Plan

Title: Confederation and its limitations

Subject: US History

Teacher: D. Boardman

Grade Level: 9-12

Duration: 1 Class period (50minutes)

Overview: The reasons for the Articles of Confederation and its limitations. Articles of Confederation as a predecessor and impetus for the Constitutional Convention.

Objective: Students will explain the reasoning for the creation of the Articles of Confederation, and its apparent weaknesses and limitations. Students will be able to describe the political and social impact of Shay's Rebellion on the young nation and its leading to the Constitutional Convention.

Materials/Resources: *Don't Know Much About History*,

Procedures:

1. Review reasons for the American Revolution - direct instruction/questions & answers.
2. Split the class into small groups (3 or 4 students) have them imagine it is 1781 and they are trying to ensure that there is no longer going to be an all controlling government. What might a new government look like to ensure that tyranny does not take hold? Have the students brainstorm ideas for 5-7 minutes, then report back with their responses. Teacher adds to or clarifies student ideas as needed.
3. Students will be provided with and read copies of excerpts from *Don't Know Much About History*, pages 82-84. Students will be asked questions pertaining to Shay's Rebellion; its cause and ramifications; and why was the government nearly powerless to stop such uprising from occurring, and what impact did the revolt have on the political/economic power elite.

Assessment: Ticket to leave - write three problems with Articles of Confederation. As homework write a letter, to a person in another state, as either a wealthy merchant or a Shaysite describing the rebellion and what needs to be done to prevent future revolts. Further research may be necessary by some students.

Articles of Confederation

- Fear of having an all powerful distant government

Weaknesses

- one vote per state
- Congress did not have power to tax
- Congress did not have power regulate commerce
- no clearly defined executive with power to enforce laws
- no national court system
- amended only with consent from all states
- only a “firm league of friendship”

Shay’s Rebellion

Causes

- tax in MA only to be paid in gold or silver
- tax benefited eastern merchants while hurting central and western MA farmers.

Events

- petitioned courts
- drove out tax collectors
- stormed the arsenal at Springfield
- difficult to suppress, government had no money to raise an army
- Army was funded by Boston merchants, to put down the rebellion

After affects

- it was a stimulus showing that changes had to be made in the government and that a stronger national government was needed.

Lesson Plan

Title: **Founder & the Constitutional Convention**

Subject: United States History 1

Teacher: D. Boardman

Grade Level: 9-12

Duration: 2 x 50 minutes

Overview: Students will research and present to the class the roles of selected delegates had on the convention, the “great compromise”, and the formation of the Constitution.

Objective: The students will understand the impact/power of the delegates in the formation of the country and our Constitution. The students will form a better understanding of who the founding fathers were, and their ideas as they affect us today.

Materials/Resources: Sign up list or paper strip with delegates names, rubric, lined paper, and a list of acceptable web sites.

Procedures: Prior to the lesson (a few days before) students will be assigned or choose a delegate to the Constitutional Convention. The delegates available to the class is dependent on the size of the classes taught. The teacher may wish to assign individual students specific delegates, based on student ability levels. If the class is more homogenous the students may be allowed to select the delegate of their choosing.

Students are to research their delegate taking note of pertinent information as it pertains to the debates and compromises of the Constitutional Convention. The students are to present their findings to the class in a 4 to 5 minute presentation to the class. The presentation can be in a format of the students choosing. As part of the of the presentation students must pose one question to the class about their delegate, which the class is to answer on lined paper.

Assessment: Rubric for the presentation, answers to the student generated questions, and a follow-up lesson extender. ***The extender*** students are to write a one page description or generalization, to be handed in the following day, of who a “typical delegate” was, i.e.: religion, social-economic position, occupation, age, gender (a no brainer), and education.

Web Resources:

<http://www.teachingamericanhistory.org/convention/delegates/alpha.html>

<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/marryff.html>

<http://www.geocities.com/peterroberts.geo/Relig-Politics/DlgAlph.html>

Lesson Plan

Title: Fight for a Better Union

Subject: US History

Teacher: D. Boardman

Grade Level: 9-12

Duration: 2 x 50

Overview: Discussion of the founding fathers understandings and interpretation of the Constitution.

Objective: Students will be able to describe the debate over ratification of the Constitution, between Federalists and Anti-Federalists. The students will be able to identify and explain the ideas contained within the federalist paper, and the purpose of the Federalist Papers.

Materials/Resources: Federalist Papers #s 9, 10, and 51. *The Origins of the American Constitution: A Documentary History* by Michael Kammen. "Empire of Reason" video.

Procedures: Students will have been given and read the following documents: letter George Washington to Patrick Henry 24 Sept. 1787; George Washington to Henry Knox 15 Oct. 1787; James Madison to George Washington 18 Oct. 1787; Thomas Jefferson to John Adams 13 Nov. 1787; John Adams to Thomas Jefferson 6 Dec. 1787; Federalist Papers #s 9, 10, and 51. George Mason, "Objections to the Constitution..." Nov. 1787; Robert Yates and John Lansing to Gove. George Clinton, "Reasons of Dissent," 21 Dec. 1787

Students will be assigned to small groups to explain why the Federalists were able to succeed and the Anti-Federalists did not. The Students must use the documents to identify the fears of the Anti-federalist and how the federalists responded to and compensated for the fears of the Anti-Federalists. After 10 minutes one person from each group will write their list on the board. The class will then Compare the lists and Identify the commonalities among them, those being of most importance.

Near the end of class Students will begin watching the video "Empire of Reason" which will be completed during the 2nd 50 minute session (day 2). After the video the class will discuss the issues presented in the video and how the issues were solved.

Assessment: Students will be assessed on their group participation, discussion of the video and a short follow up writing assignment, to write Federalist Paper number 86 approximately 1 page.

Presentation Rubric

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Criteria	0	1	2	3
Nonverbal Skills				
Eye Contact	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
Facial Expressions	Has either a deadpan expression of shows a conflicting expression during entire presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression
Gestures	No gestures are notices			Natural hand gestures are demonstrated
Posture	Sits during presentation or slumps		Occasionally slums during presentation	Stands up straight with both feet on the ground.
Vocal Skills				
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation

Rubric For Short Writing Assignments

	25	16	8	0
Topic & on Task	Paper is on topic and focus. Information is accurate.	Paper veers off topic, information is in accurate.		Not on topic or task
Length and Font Type	Fills one full page, with 1 inch margins all around. Double spaced. Times new Roman 12pt.	Follows typing guidelines, but is more than 2 ½ inches from bottom of page	Only fills ½ the page, font is to large.	Did not follow typing criteria
Spelling and Grammar	There are no error in punctuation, grammar, spelling, or vocabulary usage. It is in paragraph form.	4 to 7 errors Not in paragraph form.	8 to 11 errors	More than 11 errors
Organization and Structure	Paper follows a coherent sequence. Includes interest phrases to keep readers interest.	Paper is coherent ,but simplistic.		Paper is incoherent.