

5th Grade Civics/Government Lesson Plan

Lesson: Problems the New Nation faced as a result of the Articles of Confederation

Maggie Wunderlich

EDU 3070

K-6

June 28, 2014

Previous lesson plans:

- 1st Grade History - Artifacts from the past
- 7th Grade Geography – Human characteristics of regions in Eastern Hemisphere

Lesson Objectives:

5-U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g. lack of national army, competing currencies, reliance on state governments for money).

CCSS.ELA-LITERACY.W.5.2.E - Provide a concluding statement or section related to the information or explanation presented.

Students will be able to:

- 1) **Synthesis (Bloom's Level 5)** – through observation of political cartoons, **predict** weaknesses of the Articles of Confederation and how they affected the country.
- 2) **Evaluation (DOK Level 6)** – active participation in **group discussion questions** about how the weaknesses of the Articles of Confederation negatively affected the country.
- 3) **Analysis (Bloom's Level 4)** – **organize ideas** by answering questions about the problems the U.S. faced as a result of the weaknesses of the Articles of Confederation and write causes and effects on T-charts.
- 4) **Evaluation (DOK Level 6)** – write a complaint letter to a delegate (from the point of view of a citizen at that time) about one of the weaknesses of the Articles of Confederation and a **recommendation** of how to change this rule to help the country.

Assessment: see attached Rubric.

Materials, Resources & Time Needed:

- ✓ *Whiteboard & markers
- ✓ 4 cartoons depicting weaknesses of the Articles of Confederation
- ✓ 8 placards and discussion questions (1 for modeling)
- ✓ 7 Cause and Effect T-chart sheets (per small groups)
- ✓ Role cards for small group discussions
- ✓ Books, including: [A True Book: The Constitution of the United States](#), by Christine Taylor-Butler, [Documenting U.S. History: The United States Constitution](#), by Liz Sonneborn, [The United State Constitution: Let Freedom Ring](#), by Kristal Leebrick, [Six Questions of American History: What are the Articles of Confederation and Other Questions about the Birth of the United States](#), by Laura Hamilton Waxman
- ✓ Accessibility to internet on classroom computers/iPad, if needed
- ✓ Paper and pencils

*Written on whiteboard: “**I can** describe the problems the New Nation faced as a result of the weaknesses of the Articles of Confederation”.

Time Needed: two 45 sessions -- (Day 1: anticipatory set, modeling, and about 3 rotations of small group discussions, including creating T-charts; Day 2: completion of rotations (about 4),

including creating T-charts and writing recommendation letters.)

Prior Knowledge:

Students already know: **Standard 5-U3.3.1** Describe the powers of the national government and state governments under the Articles of Confederation. In prior lessons, students analyzed the Articles of Confederation, using primary and secondary sources from the Library of Congress website and other sources.

Anticipatory Set:

Show political cartoons and challenge students using Visual Thinking Strategies (VTS) by asking students: What is happening? What makes you say that? What more? VTS helps generate discussion as a class. Then, facilitate “think, pair, share” whereby students will **make predictions** of the weaknesses of the Articles of Confederation and how these affected the country. Encourage students to base their predictions on clues in the cartoons and what they already know. Activate prior knowledge by having students think about the governments’ powers (federal and state) under the Articles of Confederation when they analyzed the Articles of Confederation in previous lessons. “Think, pair, share” is a way to scaffold for students who are struggling because they can rely on a partner who is more knowledgeable on the subject. Do not give away the answers – let students wonder if their predictions are correct.

Modeling

Model (with 3 students) shuffling role cards and randomly selecting group roles (e.g. director, reader, researcher, note-maker). Each group of four students will have a reference book, 7 Cause and Effect T-chart sheets and a placard with a short paragraph and a discussion question (about the Articles of Confederation). (Books and placards will be rotated between groups).

Demonstrate how the director leads the group; the reader reads the paragraph on the placard; the director asks the question and monitors **group discussion** as each member **evaluates** the illustration and paragraph on placard and takes turns answering. The researcher checks accountability of discussion answers by referring to evidence in book or on the internet (using the classroom computer/Ipad). The note-maker will **organize ideas** by writing group’s responses on a Cause and Effect T-chart: For cause, describe the weak rule in the Articles of Confederation (for that placard) and for effect: write the problem caused by this rule.

Guided Practice → Independent Practice:

Explain that each small group will have about 5-6 minutes to work together and then rotate the materials (reference book and placard) between other groups about three times, depending on time. Each time, group members need to take on a different role. They will complete the assignment the next day and each group will turn in a total of 7 Cause and Effect T-charts.

Assign mixed-ability groups (of 4 students) and have different members pick up: a reference book, 7 Cause and Effect T-chart sheets and a placard. Walk around to make sure students are on task and help struggling students by questioning and/or guiding them to the correct response. Assess, through observation, whether students are actively participating in small group

discussions and alternating roles during rotations. Have groups work independently, once they demonstrate understanding of tasks.

On the second day, each group completes and turns in a total of 7 Cause and Effect T-charts. Direct students to (individually) write a complaint letter to a delegate (from the point of view of a citizen at that time) about one of the weaknesses of the Articles of Confederation and **recommend** how to change this rule to help the country.

Closure:

Display some cartoons and briefly discuss whether their predictions were correct. Have students “think, pair, share” to brainstorm and create an appropriate caption for each cartoon, based on their understanding of the historical issue. Wrap up lesson by giving students time to share their captions with the class.

Rubric:

5-U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g. lack of national army, competing currencies, reliance on state governments for money).

CCSS.ELA-LITERACY.W.5.2.E - Provide a concluding statement ~~or section~~ related to the information or explanation presented.

	Excellent (10 pts each)	Adequate (5 pts each)	Poor (0 pts each)
Small Group Work	Demonstrated active participation in small group discussions and alternated all roles during rotations.	Somewhat demonstrated active participation in small group discussions, and alternated most roles during rotations.	Minimal or no participation in small group discussions.
T-Charts	Fully contributed to completing the Cause and Effect T-charts, including discussion, writing and/or researching.	Partially contributed to completing the T-chart sheets.	Minimal or no contribution to responding the T-chart sheets.
Letter	Demonstrates understanding by fully describing a weakness of the Articles of Confederation and a recommendation of how to change this rule to help the country.	Somewhat demonstrates understanding by partially describing a weakness of the Articles of Confederation.	Does not demonstrate understanding of a weakness of the Articles of Confederation.

Resources:

Dorothy Jenke, BetterLesson.Com (placards)
 Rita Kennedy, BetterLesson.Com (cartoons)