



Lesson Title: *Articles of Confederation...Well, they were trying!*

Assessment:

Students will be evaluated through: Informal checks for understanding, teacher observation, writing prompts, class participation, formal assessment task.

Formal Assessment: Performance Task (GRASP) with scoring rubric.

Formal Assessment ~ Students will write a persuasive letter stating their position to ratify the Constitution. (Formal writing rubric)

	GRASP: Your Mission
GOAL	<p><u>*Your first mission:</u> You are a delegate from the state of Virginia. With the help of a travel guide, you both will maneuver through dangerous situations on a journey to Philadelphia. You will create reasonable solutions to conflicts that you encounter, and experience first hand how life was challenging under the Articles of Confederation.</p> <p><u>* Your second mission:</u> Having experienced dangerous and frustrating situations, you will write a newspaper article to the people of the State of Virginia explaining why it is important that Virginia agrees to ratify the Constitution.</p>
Role	Virginia State Delegate
Audience	People of your state
Situation	Harrowing travels from Virginia to Philadelphia. This trip will give an opportunity to spread the news about the benefit of ratifying the new Constitution once you return from the Philadelphia Convention.
Performance	<p>Using a game board and following game rules, you (the delegate) and your guide, will travel from Virginia to Philadelphia, experiencing various scenarios on the journey.</p> <p>You will create solutions from various situations through 3 kinds of cards.</p> <p>* <u>Articles of Confederation...Tough Day!</u> CONFLICT CARD Cards provide solutions to obstacles encountered on your travels</p> <p>* <u>Great Day!</u> NO CONFLICT CARD Cards reflecting a “smooth sailing day!” You perceive no issues to resolve on your day of travel</p> <p>* <u>\$Currency\$</u> Cards that record currency issues throughout your travels</p> <p>Keep the following in mind:</p> <ul style="list-style-type: none"> *Your actions are based from the people who lived in 1777 * Military, currency, taxes and trade between states are all controlled by each individual state *There may be 2 cards created from one scenario



	<p><u>On the cards:</u></p> <p>Follow the game instruction sheet to include the pertinent information needed for each card.</p> <p>***** *****</p> <p><u>Game over:</u> The State Delegate (or group) reviews “Articles of Confederation...Tough Day” cards</p> <ol style="list-style-type: none"> 1. List 4 major issues that occurred during the journey to Philadelphia. 2. For each problem, briefly state how this problem might have been avoided under our <i>present day Constitution</i>. <p>Lists are hung around the room for all groups to view and comment.</p> <p>Share out personal thoughts on how social capital strengthens our society today.</p>
<p>Standards for Success</p>	<p>Students identify problems and demonstrate analysis and synthesis of conflicts resulting from the Articles of Confederation.</p>

Student comments from game cards will be checked for understanding. *Student notes will be given point values up to 6 points for each section in the rubric based on: Quality of detail, accuracy of information, and level of critical thinking evident (comprehension, analysis, synthesis, evaluation)*



Game Card Rubric

Social Studies and History Standards Addressed:

5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.

<p><u>Faults with Articles of Confederation</u></p>	<p>Did the card include:</p> <p><u>Comprehension</u>: Brief paraphrase of situation (1/2 point) <u>Application</u>: Briefly state key problem (1/2 point) <u>Analysis</u>: Briefly breaks down problem (1 point) <u>Synthesis</u>: Briefly design a plan to solve problem (2points) <u>Evaluation</u>: Briefly defends reason for problem (2 points)</p>
<p>Problems with Taxes</p>	
<p>Problems with Currency</p>	
<p>Problems with Military</p>	
<p>Problems with Law Enforcement</p>	
<p>Problems with Trade</p>	



Persuasive Newsletter Scoring Guide

Writing:
2.2 Write a persuasive letter or compositions:
2. a. State a clear position in support of a proposal
2. b. Support a position with relevant evidence

Criteria	Advanced	Proficient	Basic	Below Basic
Content	Writes 5 quality paragraphs. Writing is purposeful and focused with strong voice/point of view, and engages the audience with a clear understanding of 3-4 inadequacies within the Articles of Confederation. There are 3 or more points, supporting evidence, and you easily convince your reader.	Writes 4 quality paragraphs. Uses voice/point of view engages the audience with 2-3 reasons for inadequacies within the Articles of Confederation. There are 3 points of view, and a quote to support your side. Your argument is convincing.	Writing does not clearly communicate knowledge, point of view. Sense of audience is vague with only one inadequate reason mentioned within the Articles of Confederation. At least 2 points of view, and some evidence to support your side. Your side is understood.	Writing is limited in communicating knowledge, voice/point of view with little sense of audience. No mention of inadequacies of Articles of Confederation. Only 1 point to support your argument, and no evidence.
Organization	Writing includes a strong beginning, middle and end with clear transitions and focused closure.	Writing includes beginning, middle and end with some transitions and good closure.	Writing is confused and loosely organized. Transitions and closure are weak.	Writing is brief and undeveloped with weak or no transitions or closure.
Vocabulary	Effective and engaging use of word choice.	Uses a variety of word choice to make writing interesting.	Shows some use of varied word choice, but language is vague or flat.	Careless or inaccurate word choice which obscures meaning.
Language Mechanics	Frequent use of variety of sentence structure throughout. Consistent agreement between parts of speech. Few, if any errors in mechanics.	Uses simple compound and complex sentences. Maintains agreement between parts of speech. Uses correct punctuation, capitalization, etc.	Some run-ons and fragments. Limited variety in sentence structure. Occasional errors between parts of speech. Some errors in mechanics.	Many run-ons or fragments. Little variety in sentence structure. Inconsistent agreement between parts of speech. Many errors in mechanics.
Editing	Consistent use of spelling strategies. Consistent evidence of editing. Skillfully edited.	Applies basic grade level spelling. Uses structural analysis for phonetic spelling. Incorporates the entire writing process using resources.	Some evidence of spelling strategies, some evidence of editing.	Limited or no evidence of spelling strategies. Limited or lacks evidence of editing.