



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

**Lesson Activity Steps...**This lesson could be divided into 2-3 class periods depending on student need.

Purpose	Teacher	Learner
<p><b>Hook</b> Engage Learners  5 minutes</p>	<p><b>Personal story...</b> <i>Unintended Crime Life of a 4 Year Old...</i>  When rocks won't do....<i>When I was 4...</i>I was left empty-handed with only rocks...</p>	<p>Listening on the edge of their seat.... Did she really do this?</p>
<p><b>Into</b>  15-20 minutes</p>	<p><b>PowerPoint presentation:</b> (Slides 1, 2 ,3 ,4)  Quick review of our government today.  <b>Currency Activity...</b> Mini buying Spree! (<b>PowerPoint</b> slides 5, 6, 7, 8, 9).  Group Shares out problems...  <b>PowerPoint continued...</b> (<b>PowerPoint</b> slide 10) Review of Government in 1777</p>	<p>(See following page with detailed directions on materials and resources needed for Buying Spree and Traveling Game)  <b>In table groups:</b> *Individuals view items to buy (pictures) *List 3 items to buy.... *Turn over pictures for prices of items *Count personal money in envelope *List items actually able to buy based on color of money and cost of item *List problems as a group</p>
<p><b>Through</b>  30 minutes</p>	<p><b>Activity:</b> Delegate Traveling to Philadelphia (<u>PPT Slides 11- 15</u>) ~ Explain the game  Teams work together to respond to 3 types of cards. These are cards in response to situations that the delegate and guide encounter on their trip. The purpose of each card is to reflect problems that occurred under the Articles of Confederation.  Teams will respond to a "<b>Great Day ~ NO CONFLICT</b> card when there is no apparent conflict.  Teams will respond to a "<b>Articles of Confederation...Tough Day! CONFLICT</b> card when conflicts arise  Teams will keep of running account of money issues using the "<b>\$Currency\$</b> card.  (<u>PPT Slide 16</u>) - Rubric for cards  Game time over....things to think about (<b>PowerPoint continued...</b>Slide 17)</p>	<p>Team brainstorms to come up with one or two cards for each scenario.  Students ask questions if necessary from the sample cards shown in the PowerPoint  Students understand the criteria of each card  Self reflection.</p>



<p><b>Beyond</b></p> <p>10 minutes</p>	<p><b>PowerPoint continued...</b> (Slides 18) Each team creates a list with: 1.) Problems. 2.) Under Constitution, how might this problem been avoided.</p> <p>Post lists around the room (slide 19).</p>	<p>Students view other teams lists</p> <p>Discussion amongst individual groups “Does Social Capital strengthen a republic?”</p> <p>Class reflective on overall findings.</p>
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**This actual activity should be completed in one class session.**

**Prior** to this lesson, students will have studied the three branches of government, the preamble, various components of the Constitution and the Bill of Rights to so that they have an understanding that our government is a democracy and is intended to make things fair, safe, and equal for all citizens.

**Lesson Activity Steps:**

**Hook:** *Life of Crime begins at 4....*

**Personal Story:** *Confessions of a 4 year old....*

**STUDENT INTRO ACTIVITY AFTER HOOK:**

**Before Activity:** Have six sets of 15-20 pictures of desirable items that a 5<sup>th</sup> grader would want to own. Each set of pictures is mounted on one of the six colors of which that you will be running off fake money. Label these items/pictures with a reasonable price on the *backside*. Run off “play money” (1’s, 5,s, 10’s, 20’s) in the *same six colors* you mounted your pictures. Cut and divide up the colored money into an envelope for *each* student. Some envelopes will have the same colored currency while others will be an assortment of colors. Give each student the *same mount of money in the envelope* (i.e. \$300) regardless of color. Give each student a clipboard and activity worksheet (attached).

1. Make six large table groupings. Spread out desirable priced items (pictures) on the tables....make items enticing such as portable DVD player, Ipod, DVD’s, CD’s, Vacations to Hawaii, sports items, etc. Students are not to turn pictures over...yet.
2. Silently, students are to view all items at each table grouping and write down the top five items they would like to buy. The items they wish to buy can be from **any** table.
3. Hand out sealed envelopes with the colored currency to each student. They will discover that they may have enough money to buy one, two, or three of their items (you decide the price of each item) depending on the color of their currency.
4. Students open their envelopes and write down the color and amount of money that they have in their envelope (use clipboard)
5. Tell them they are to go back to the tables of their five choices, turn over the item and write down the price of each item. They can’t spend over their allotted amount of money in their envelope, and they can only purchase items of the same color of currency.
6. What happens? Can some buy everything because they have the correct color and amount of money that goes with the item? Are some frustrated because they can’t use their money on any of the items they wrote down?
7. Have a class discussion.....make a list of student comments.

**Special Needs of students are considered in this lesson:** Heterogeneous groups at tables will allow for stronger process and products. Grouping gifted learners with grade level students and learning challenged students with grade level peers is suggested for best results. Hands on learning through images, words, discussions, and collaborating efforts will help multiple modalities in understanding and help to elevate to higher order thinking scenarios.