



Unit Title: *From the Articles of Confederation to The Constitution*

Grade Level: 5th

Unit at a Glance: This unit designed for the fifth grade includes three detailed lessons beginning with the definition of democracy and continues until students, as delegates, write a new constitution in the year 2777.



Content Standards

History Social Science

5.7 Students describe the people and events associated with the development of the U.S. constitution and analyze the Constitution's significance as the foundation of the American republic.

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

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Grades 5th Students

Reading Standards for Informational Text K–5

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Writing

Text Types and Purposes

Fifth Grade

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.



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Big Ideas(s)

- The strength of a democracy is equal to the strength of its citizens
- E Pluribus Unum: Out of many, one.
- Through actions come change, and change in the political process involves participation. *(The political process involves participation; understanding requires student engagement. Integration and application of new learning in multiple learning modalities helps students deepen understanding.)*

Essential Questions or Issues:

1. Does social capital strengthen a republic?
2. Is citizenship a right or responsibility?
3. Can a society exist peacefully without a democratic system?
4. How might our country be different today if the Articles of Confederation had not been replaced with the Constitution?

Concepts and skills students will be taught in this unit

Note: *The basic elements and design of creating a PowerPoint have been taught prior to this unit*

- I. Step One: **Our Government Today... *What a System!***
 - a. Meaning of democracy
 - b. Principles of the Constitution
 - c. Three Branches of Government
 - d. First Ten Amendments
 - e. Constitution is a “Living Document”



Concepts and skills students will be taught in this unit

Note: *The basic elements and design of creating a PowerPoint have been taught prior to this unit*

- II. Step Two: **Articles of Confederation...Well, They Were Trying!**
 - a. The Articles of Confederation
 - b. The shortcomings of the Articles of Confederation

- III. Step Three: **A New Constitution... Your Turn!**
 - a. Closing authentic assessment and rubric
 - b. Students create a Constitution for the United States in the year 2777



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End of Unit Authentic Assessment (GRASPS and Rubrics)

**From Articles of Confederation to the Constitution!
Create your own Constitution**

	GRASP: Your Mission
GOAL	Your mission is to create a Constitution in the year 2777.
Role	You are a delegate from the 1700's, yet due to fluke circumstances, have been teleported to the future where you are needed to help create a constitution for a newly independent United States.
Audience	Self-appointed political committee that is representing the people of the United States, under its newly gained independence.
Situation	You were returning from the Philadelphia Convention, 1777, when you came upon a peculiar looking barn out in a farmland area in northern Maryland. Curiosity takes over and you decide to investigate the barn. Entering, you are blinded by lights, and then suddenly everything goes dark. Opening your eyes after an unspecified amount of time, you find yourself in strange surroundings with people who speak English, yet are dressed very differently from you. You discover you have been teleported to Washington D.C., but the year is 2777. The United States has undergone centuries of turmoil, but finally triumphed in regaining its independence from foreign countries. A new constitution needs to be written as the original had been destroyed throughout the years of war. Realizing you had "just come" from the convention in Philadelphia where you participated in writing the original Constitution, you offer to help rewrite a new constitution.
Performance	You must complete the following tasks: *Create an all-encompassing Constitution *Present your new Constitution in a PowerPoint presentation to the political committee. You will show how you have used your knowledge from the Articles of Confederation and the Constitution to create a new constitution.
Standards for Success	The creation of the constitution will reflect the understanding, application of research of the two documents that guide/guided our country for over 200 years, using critical thinking throughout the two tasks.



Student note-taking for outline of information required on PowerPoint presentations will be checked for understanding. *Student notes will be given point values per subtitle. Quality of detail, accuracy of information, and level of critical thinking evident (comprehension, analysis, synthesis, evaluation)*

Rubric... Notes for Outline....

<u>Democracy</u>	<u>Points Per Category</u>
<p>Preamble <u>Comprehension:</u> (1 point) Paraphrase the key components of the preamble <u>Application:</u> (1 point) determine key ideas <u>Analysis:</u> (2 points) Distinguish necessary components <u>Synthesis:</u> (2 points) Compose a purpose for the preamble</p>	<p>Total Points ...6 Points Earned: _____</p>
<p>Article 1: Name <u>Comprehension:</u> (1 point) Determine a title <u>Application:</u> (1 point) Demonstrate how name correlates to the document <u>Analysis:</u> (2 point) Specify how name supports document</p>	<p>Total Points ...4 Points Earned: _____</p>
<p>Article 2: Purpose <u>Comprehension:</u> (1 point) Describe reason for the Constitution <u>Application:</u> (1 point) Demonstrate its merit <u>Analysis:</u> (2 point) Specify what the Constitution will foster <u>Synthesis:</u> (3 points) Generate ways the Constitution will help citizens</p>	<p>Total Points ...7 Points Earned: _____</p>
<p>Article 3: Membership <u>Application:</u> (1 point) Determine who is eligible <u>Analysis:</u> (2 point) Specify requirements for membership <u>Synthesis:</u> (2) Create qualifications for membership <u>Evaluation:</u> (2) Prioritize requirements for membership</p>	<p>Total Points ...7 Points Earned: _____</p>
<p>Article 4: Officers <u>Application:</u> (1 point) Determine necessary number of officers <u>Analysis:</u> (2 points) Determine the factors for elections Specify term limits <u>Synthesis:</u> (6 points) Create duties of officers Design a ballot for elected officials Generate reasons for removal</p>	<p>Total Points ...9 Points Earned: _____</p>



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

<p>Article 5: Duties of Officers <u>Analysis:</u> (2 points) Determine specific duties for each officer <u>Evaluation:</u> (3 points) Justify each position <u>Evaluation:</u> (3 points) Rank officers according to duties</p>	<p>Total Points ...8</p> <p>Points Earned: _____</p>
<p>Article 6: Meetings <u>Comprehension:</u> (1) Describe the importance of holding meetings <u>Application:</u> (2) Determine the timeframe for holding meetings <u>Analysis:</u> (2) Determine the for criteria for meetings <u>Synthesis:</u> (2) Design an outline for a general agenda</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Article 7: Finances <u>Application:</u> (2) Determine a system for keeping financial records <u>Synthesis:</u> (3) Generate a list of ways activities will be financed <u>Evaluation:</u> (3) Justify fundraising activities</p>	<p>Total Points8</p> <p>Points Earned: _____</p>
<p>Article 8: By-Laws <u>Analysis:</u> (2) Determine criteria for laws <u>Synthesis:</u> (5) Create a list of 10 rules Defend each rule listed</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Article 9: Amendments <u>Application:</u> (2) Establish those responsible for introducing amendments Establish those responsible for writing amendments <u>Analysis:</u> (2) Determine the factors for the voting body <u>Synthesis:</u> (3) Create the criteria for passing an amendment</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Total Points Possible</p> <p>Total Points Earned</p>	<p>70</p> <p>_____</p>



(For student use when formulating notes)

Bloom's Taxonomy

	Helpful Verbs	Potential Activities...
Knowledge (recalling information)	Define, identify, list, order, recognize.	Make lists. Make a fact chart.
Comprehension (Understanding meaning)	Explain, describe, indicate, classify, distinguish, interpret, paraphrase.	Retell in own words. Write summary. Illustrate sequence.
Application (using learning in new situations)	Apply, demonstrate, illustrate, examine, conclude.	State what would happen if...? Group the characteristics of information. From information given, state how it's useful.

Higher Order Thinking Skills (HOT Zone)

Analysis (ability to see parts and relationships)	Analyze, categorize, compare/contrast, debate, diagnose.	State similarities Give reasons for motives Create a questionnaire Analyze outcomes
Synthesis (show justification and come up with decision...parts of info to create original whole)	Create, revise, predict, formulate, predict, combine, suggest.	What are possible solutions...? Suggest how info is useful to day. How does information change things...?
Evaluation (judgment based on criteria)	Conclude, discuss, assess, debate, defend, give opinion, justify, prioritize, select	Is there a better solution to....? Defend information. How effective is the information? What do you think about....?



Power Point Presentation Rubric

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states

Criteria	Advanced	Proficient	Basic	Below Basic
Introductory slide	Background enhances text, title, name, graphics make this an attention-getting opener to the presentation.	Background suits text, title, name, graphics are included and slide is complete.	Background does not suit text, title is included.	Introductory slide is omitted.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide. There are no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide, but one piece of information is clearly flawed, or inaccurate.	Content is typically confusing or contains more than one factual error. It is difficult to understand.
Effectiveness	Project includes all material needed to gain a clear understanding of the core principal chosen. 11 slides	Project includes most material needed to gain a clear understanding of the core principal chosen. 10 slides	Project is missing more than key elements. 9 slides	Project is lacking several key elements and has inaccuracies. 8 or fewer slides
Use of Graphics	All graphics on 11 slides are charged (size and color) and support the theme/content of the presentation.	A few graphics on 10 slides are charged but all support the theme/content of the presentation.	All graphics on 9 are attractive but a few do not seem to support the theme or content of the presentation.	All 8 slides are void of graphics and detract from the content of the presentation.



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Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student presented the material with confidence, with clear annunciation, and inflection.	Student presented material but could have been more confident, words generally annunciated, minimal inflection.	Student had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student was unable to complete the presentation before the class.



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Unit Lessons

Unit Title:

**From the Articles of Confederation
To the Constitution**

Lesson Titles:

- ***Our Government Today...What a System***
- ***Articles of Confederation...Well, They Were Trying!***
- ***A New Constitution... Your Turn!***

Articles of Confederation 1777



The Constitution 1788



Let's Begin With...

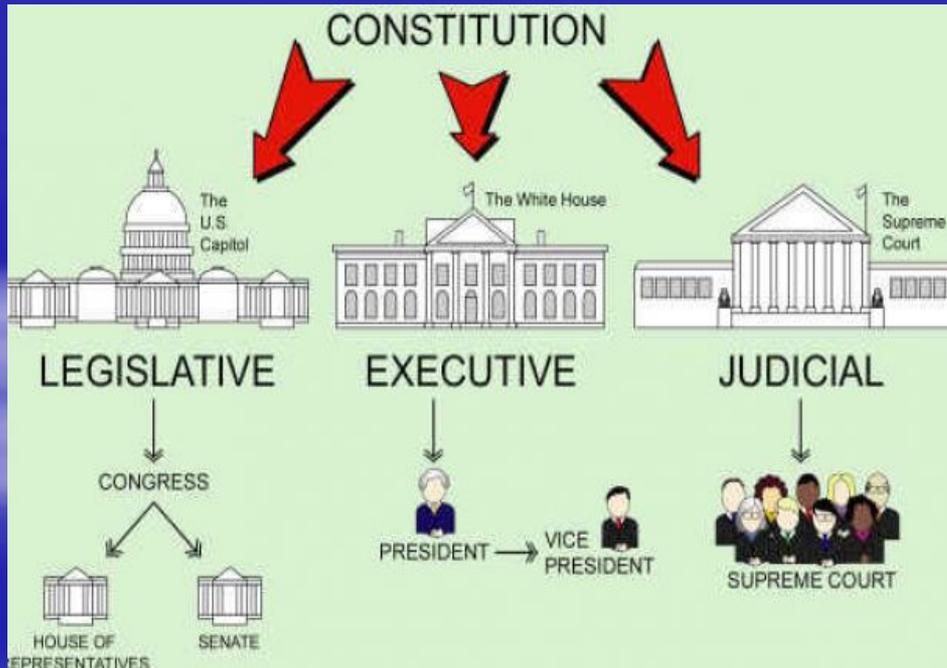


Surf With Uncle Sam



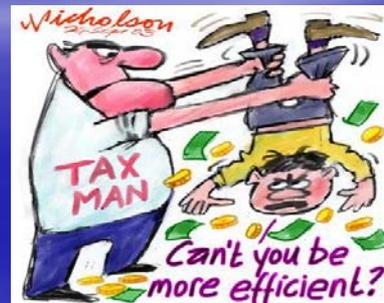
Today's Government

- Constitution
 - * 3 Branches
 - * Bill of Rights
 - * Amendments
 - * National Military, Navy Security
 - * National Trade Regulations

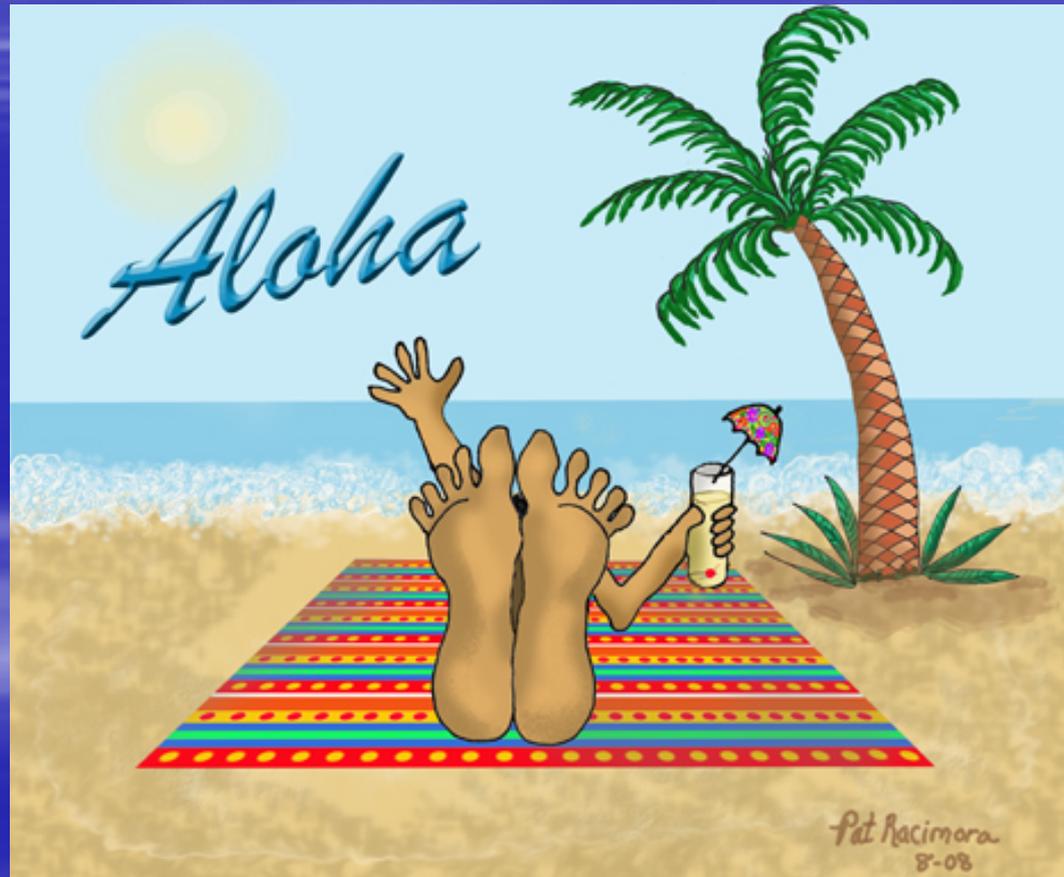


Federalism

- **National Government**
 - * Makes currency
 - * Declares War
 - * Conducts Foreign Relations
 - * Oversees Foreign and Interstate Trade
- **State Government**
 - * Ratifies Amendments
 - * Manage Public Health and Safety
 - * Oversees Trade within the state
- **National and State Government Share**
 - * Make and enforce Laws
 - * Creates taxes
 - * Borrow money



Life seems pretty good with the way things are....



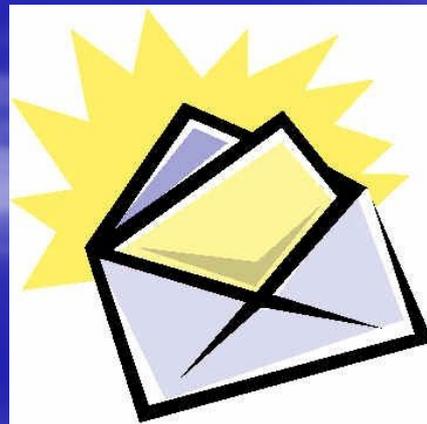
So, let's have some fun and do a little shopping...

- View the wonderful items to buy
- Select and write down your top 3 items
- Write down the color the item is mounted on



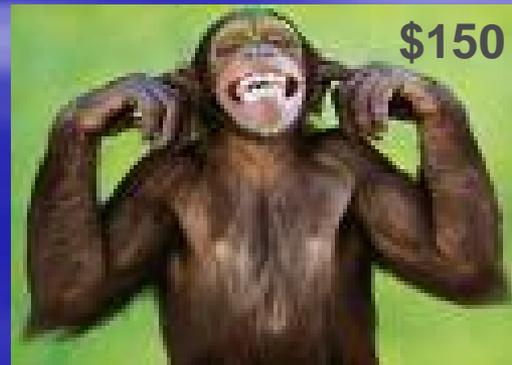
Show Me the Money

- You're a winner! Here's an envelope filled with cash!
- Count up your money
- Categorize amounts of \$ according to color



Price Check on Aisle 3 Please

- Find your item, turn it over and check out the price
- Record the amount of each item



Hmmmm... wait a minute...

- You can only purchase an item if your currency is the same color as the item.
- What items are you able to buy?



And the problems were???

Did you have enough money?

Why weren't you able to buy everything?

Or... were you?

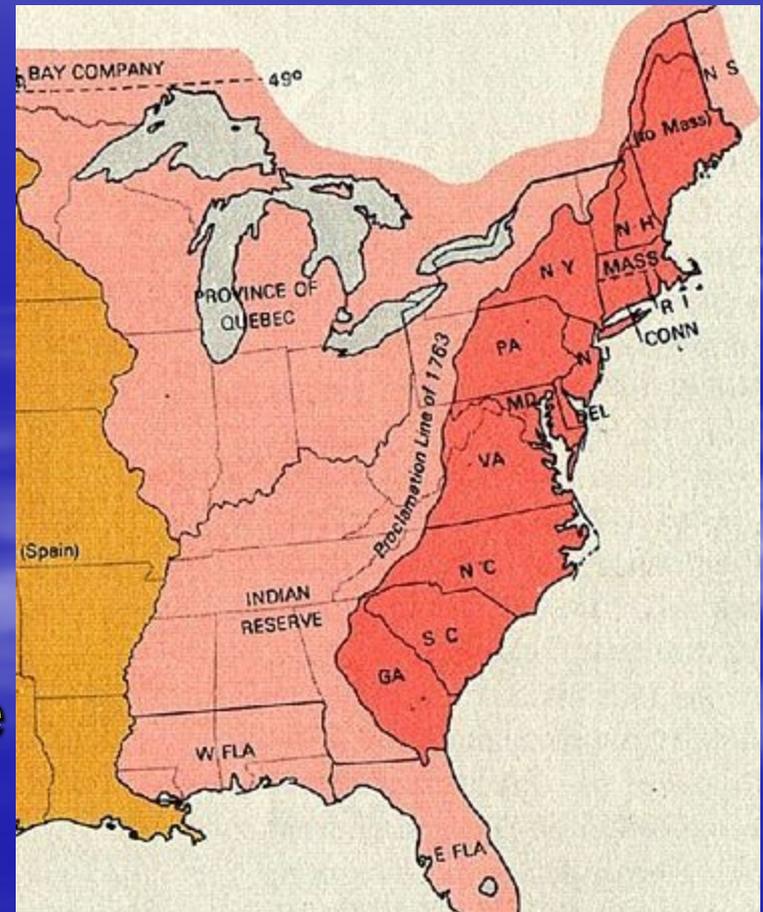


Looking back to 1777....

Under the Articles of Confederation

- Each *state* had its own:
 - * Laws
 - * Currency
 - * Soldiers, Navy
 - * Power of Taxation
 - * Trade

People didn't want a controlling government like they had under the British rule

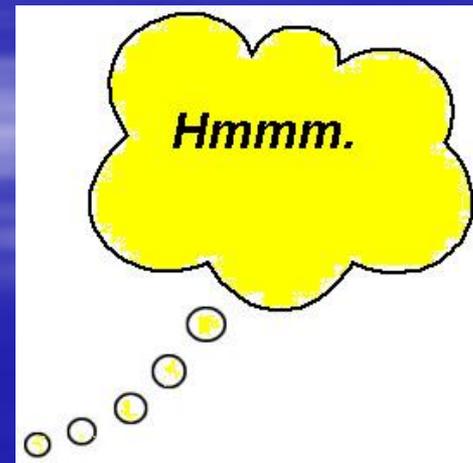


Philadelphia Convention

■ Your Mission:

- * You are a delegate on a journey to the Constitutional Convention in Philadelphia. You have a travel guide that will accompany you on this trip.
- * Working together with your group, you are to come up with reasonable solutions to conflicts that you encounter based on the card scenario you read.

Good Luck!



Traveling Delegate Activity

- As a group, you will make decisions based on situations that occur as you travel from Virginia to Philadelphia to attend the Constitutional Convention
- Read the cards in order. Together decide if there's a conflict or not a conflict.
- Based on the scenario, select a CONFLICT or NO CONFLICT card and follow the directions and answer the questions on the back of each card.
- If money issues arise, keep track on the CURRENCY card.
- Place the cards you fill out "face up" on the board so that you can refer back if needed.
- Move your horse on the game board according to the directions. I hope your group makes it to Philadelphia!

Sample "Conflict" Card

▪ **Card Five**

- In the part of town you are staying, the crime rate is high. You are told that the state's militia is fighting skirmishes in the town 10 miles away. The town sheriff doesn't like to be disturbed by out-of-towners. You and the guide decide to check on your horses. They are there, but you are worried about your horses being there in the morning.

- **Conflict or No Conflict**
- **Select a board card to fill out**
- **Do not move any spaces**

▪ **Conflict ~ Card #5**

- **Names in Group:** Bob, Sue, Mary
- **What is the situation?** No military or police protection in town, high crime rate, concerned for horses
- **What is the main problem?** Lack of security
- **What are the key issues to the problem?** No one available to contact for protection, ineffective sheriff, no back-up military
- **How might you solve the problem?** One person stays at the stable, one in hotel to watch over personal items, confront the sheriff and tell him to do his job and protect the town's people, buy a rifle for protection at the stable
- **Why do you think your solution will work?** Being at the stable will scare off horse thieves, the sheriff would rethink his responsibilities, no gun laws so guns are easily accessible

Sample \$Currency\$ Card

■ Card Fourteen

- You and your guide were forced to stay an extra day in Dover. Hotels are expensive, and it costs a total of 6 **green coins** for you both upon checkout. You are running low on green coins, so you make a decision to sell a gold chain you've been wearing. The jeweler says the chain is WORTH **20 green coins**, but due to an out of state tax, he will only give you a total of **16 green coins**. You are irritated, but make the sale.

- **Conflict or No Conflict**
- **Select a card to fill out**
- **Move forward one space**

- **Currency Card * Game Card # 14**
- **Names in Group:** Bob, Sue, Mary
- Fill in the correct lines. Subtract or add to keep a running total. At the bottom of this card, write in the current amount of each color of currency.
- **How much money do you currently have in each color currency?**
- **Yellow** 53 **Green** 10 **Blue** 0
- **What were you charged for?** Hotel
- (Example: Food, Store item, medical, hotel, tax fee)
- **How much were you charged (including tax)?** -6
- **Did you have to make a color exchange or something to acquire more money?** YES
- **If yes, how many coins are you adding to your money situation?** +16 GREEN coins
- **Total amount of currency for each coin:**
- **Yellow** 53 **Green** 24 **Blue** 0

Sample "No Conflict" Card

■ **Card Twenty-Two**

- You wish you had taken more money with you to begin this journey, but the worry about having it stolen along the way kept you from bring more. Sadly, you decide to sell your silver watch. It will bring you more money than a currency exchange. A local shop owner offers you 35 blue coins, which is very fair. The owner sees the sad look in your eyes in parting with your watch and says, "Forget the tax."

- **Conflict or No Conflict**
- **Select a card(s) to fill out**
- **Too sad to move.... Stay put!**

- **No Conflict Card * Game Card #22**
- **Names in Group: Mary, Bob, Sue**
- **What is the situation?** I am running low on money and need to do something to acquire more revenue. **Explain why there is no problem to resolve.** I am fortunate that I have something to sell, and the shop owner is not going to charge me tax. The shop owner gives me a fair market value for my watch.
- **Give an example of this happening today.** People sell things at pawn shops, garage sales, street fairs.

Check for Understanding

Rubric

Things to be thinking about....

- **1/2 pt.** Briefly paraphrase of situation (Comprehension)
- **1/2 pt.** Briefly state main problem (Application)
- **1 pt.** Briefly break down key issues in the problem (Analysis)
- **2 pt.** Briefly state a solution to solve the problem (Synthesis)
- **2 pt.** Briefly defend why your solution will work (Evaluation)



Some things to think about....

What are the benefits to having individual choice?
(Each state having its own rules and regulations)

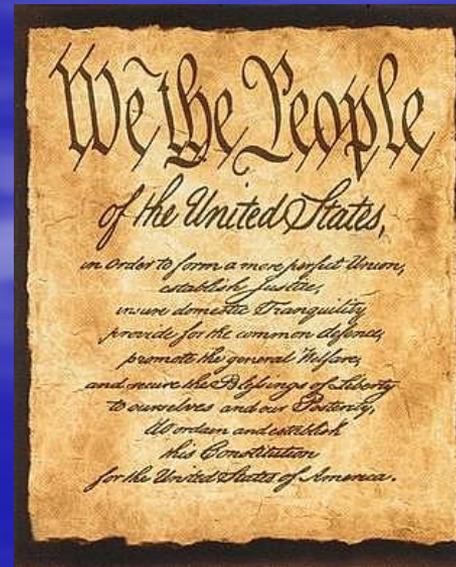
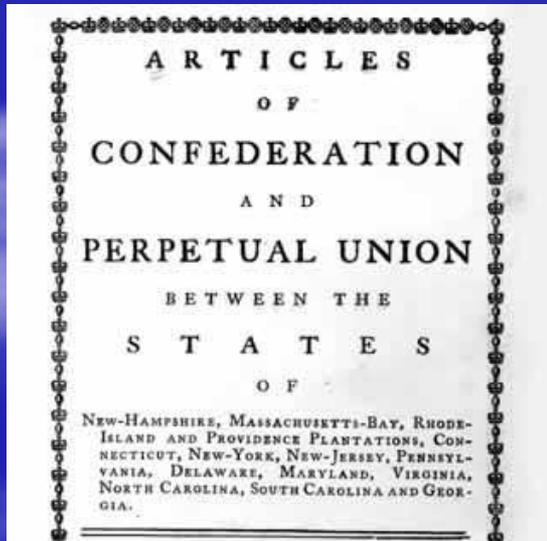


Does social capital strengthen a republic?
(Working together to build a system to benefit many)



Working Together.....

- List 3-4 problems you encountered on your journey in 1777... Would you define these as shortcomings under the Articles of Confederation?
- For each problem, briefly state how this would possibly have been avoided under our **present day** Constitution



Making Connections

- Take a walk! Stretch your legs...Look at the other groups' lists....
- Do you see similarities in problems? Differences?
- Make a friend.... Ask those around you, how does social capital strengthen our country today?

