

THE ARTICLES OF CONFEDERATION



LESSON SUMMARY

BENCHMARK

SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.

BENCHMARK CLARIFICATIONS

- Students will identify the strengths and weaknesses of the Articles of Confederation.
- Students will explain the goals of the 1787 Constitutional Convention.
- Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).
- Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

CORRELATED FLORIDA STANDARDS

- **ELA.5.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
- **ELA.5.R.2.2:** Explain how relevant details support the central idea(s), implied or explicit.
- **ELA.5.R.3.2:** Summarize a text to enhance comprehension.
- **ELA.5.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.
- **ELA.5.V.1.3:** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
- **SS.5.A.5.10:** Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

ESSENTIAL QUESTION

What were the strengths and weaknesses of the Articles of Confederation?

VOCABULARY

confederation, central government

MATERIALS

- The Articles of Confederation reading
- Highlighters (2 different colors)
- U.S. Constitution Discussion slides

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

Teacher Note: *This benchmark contains three lessons which should be taught in sequential order to aid students' understanding of the historical events leading up to the creation of the United States government we have today.*

1. Imagine your parents are going out of town and leaving you home alone and you are allowed to plan any weekend you want. Turn to a partner and share what your weekend would look like, including activities and who would be there.
2. Pose the following questions for discussion "Who will be in charge of cleaning up? Paying for everything? Fixing anything that breaks?" (answers will vary)

ACTIVITY

3. Explain that after the United States declared independence from Great Britain, the colonists were celebrating their new freedom. They knew they didn't want to live under a government with a harsh ruler and so many unfair rules.
4. Remind students that they have learned about the United States Constitution. However, it took many steps for this document to become what it is today. Before this constitution, there was another, the Articles of Confederation, that attempted to outline a government structure for the colonists and ensure they were nothing like the monarchy they just left.
5. Pass out "The Articles of Confederation" reading.
6. Have the students read the text, highlighting the strengths and weaknesses of the Articles of Confederation as they read.

Teacher Note: *Students may use two different colored highlighters or highlight strengths and underline weaknesses to help differentiate between the two categories. A key is provided in the top right corner for students to code what colors/styles they use.*

CLOSURE/FORMATIVE ASSESSMENT

Teacher Note: *The U.S. Constitution Discussion slides will be used for all five lessons aligned to this benchmark. These slides will serve as anchor charts and review material for subsequent lessons.*

7. Display the "U.S. Constitution Discussion" slides, focusing on slide 1 for today's lesson.
8. As a class, review the information you've learned about the strengths and weaknesses of the Articles of Confederation.

Teacher Note: *Potential answers are noted in the speaker notes of the slide.*

9. Summarize to students that, while the Articles of Confederation gave the colonies a starting point for structuring and developing government, there were many

weaknesses that still needed to be fixed. To fix these problems, leaders would have to meet and discuss ideas for revising the document.

ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#)

ANSWER KEYS

“The Articles of Confederation” reading sample response

SOURCES

n/a