Lesson Plan
Articles of Confederation

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Lesson- Articles of Confederation, Chapter 5, Section 1  Length- 50 minutes

High School U.S. History

Standard 1.1- Explain major ideas about government and key rights rooted in the colonial and founding periods, which are embedded in key documents.

Standard 1.2- Explain major themes in the early national history of the United States.

Standard 1.3- Review and summarize key events and developments in the following periods of United States history: Founding the Republic (1775-1801), Expansion and Reform (1801-1861), Civil War and Reconstruction (1850-1877).

Performance Objectives- Students will understand the political ideas that were reflected in the state constitutions (republicanism and natural rights) with 100% accuracy. They will analyze how the ideas of Republican Motherhood affected women’s roles and opportunities through a class discussion. Students will also list the powers that the Articles of Confederation granted the national government with 100% accuracy. Students will be assessed through a test at the end of Chapter 5.

Advanced Preparation by Teacher- The teacher should review all material that will be gone over in class, and prepare copies of the Articles of Confederation.

Procedure- The teacher will begin the class by handing out copies of the Articles of Confederation to every student. The teacher will ask the students what they know about the Articles and what they mean to them? Then the teacher will explain that today’s lesson is about the Articles of Confederation.

Next the teacher will pair up the students and have each pair write an explanation for these terms: republicanism and natural rights. They will be allowed to use their books. (Gardner’s, Interpersonal) The teacher will have volunteers read their explanation and discuss these terms with the students. Then each pair will write a short constitution that contains these ideas (Constitution should contain restrictions on government and controls on political powers of the church). (Bloom’s, Application)

Now the teacher will organize the class into two groups. One group will discuss the positive effects of the Republican Motherhood on women’s roles and opportunities
and the other group will discuss the negative effects (Students opinions will vary, but the first group should say that the Republican Motherhood gave women a powerful role in the home and expanded support for women’s education, the second group should say that Republican Motherhood limited women’s political participation). (Gardner’s, Verbal Linguistic)

The teacher will put students into their original pairs from the beginning of class. Each pair of students will list the powers that the Articles of Confederation granted to the national government (Bloom’s Knowledge) (The list should include the power to coin and borrow money, conduct foreign affairs, set policy toward Indians, and settle disputes between the states). Next have each pair analyze their list and explain possible advantages and disadvantages of the list. (Bloom’s Analysis, Comprehension)

Closure- To review that day’s lesson the teacher will put students into groups; each group will come up with facts, phrases, or people pertaining to the Articles of Confederation in graphic organizer form. (Gardner’s Interpersonal)

Adaptations/Enrichment- For students with hearing impairments the teacher will set them in the front of the classroom to increase their sight so they can read the teachers lips. The teacher will also face the student(s) when talking. While the teacher is talking he/she will try to use facial expressions, maintain eye contact, repeat other students’ comments, and write down information when necessary. The teacher will also use visually oriented activities for example a graphic organizer.

For students with visual impairments the teacher will set the student close to the front so any vision may be utilized and they will have full use of their hearing. The layout of the classroom will stay consistent so he/she will know the way around the room. The teacher will do his/her best to limit auditory distractions so the student can maximize hearing.