

# 2017 Honors Unit 3 Articles of Confederation and the Constitution

Content Area: **Social Studies**  
Course(s): **English I, U.S. History I, U.S. History II**  
Time Period: **November**  
Length: **2 weeks**  
Status: **Published**

## Enduring Understandings

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- The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.
- Debates about individual rights, states' rights, and federal power shaped the development of political institutions and practices of the new Republic.
- Efforts were made to balance the rights of individuals with the common good.
- A system of federalism created a tension between the states and the central government that assured that individual states would not become so powerful that the central authority was weakened and that the central authority would not become so powerful that the states would lose their autonomy.

## Essential Questions

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- What do "heroes" reveal about a culture?
- In what ways and to what extent did American democracy expand to include previously disenfranchised sections of society? What social, political and economic forces facilitated these changes?
- Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
- Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States constitution, and determine their impact on the development of American constitutional government.
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- Explain how judicial review made the Supreme Court an influential branch of government and assess the continuing influence of the Supreme Court.
- Explain why the ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout American history.

## Standards/Indicators/ Student Learning Objectives (SLOs)

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SWBAT understand the shortcomings of the Articles of Confederation  
examine and understand the US Constitution

explain the events that led us to switch from one form of government to the other

analyze the significance of the Bill of Rights

understand the process for amending the US Constitution

comprehend the structure of the US Constitution

explain the roles and responsibilities of the three branches of government

analyze the importance of Shay's Rebellion

compare and contrast the viewpoints of the Federalists and Anti-Federalists.

analyze the shortcomings of the Constitution in providing equality for minorities

SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Shay's Rebellion Media Literacy assessment

Weakness of Articles of Confederation class discussion

Consitutional Convention internet research

Constitution Center internet analysis day

Federalists vs Anti-Federalists

Ratification

Examination of Document (3-5 days)

Connect to current events

Proposed or potential future amendments

## **21st Century Skills and Career Ready Practices**

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Communication and Collaboration

Information Literacy

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## **Inter-Disciplinary Connections**

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ELA

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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- DBQ analysis on the Federalists and the Anti-Federalists
- Bloom's Taxonomy
- Abstract writing
- Socratic Questioning on the impact of the US Constitution
- Deductive/Inductive analysis to evaluate the Constitutional Convention
- Pair/Share after video on Shay's Rebellion
- Lecture on the structure of the document
- Whip around
- Artifact analysis
- Linking historical events

- Delsea One
- SWAG

## **Modifications**

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## **Formative Assessment**

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Warm-up

Amendment re-writes

Founders bios

Anticipatory Set

Constitutional or not activity

Discussion of impact on student's lives (ie locker searches, freedom of speech within school, saying fire in a movie theater or bomb on a plane)

Closure

1 minute essay on how the Constitution impacts them.

Turn to your partner to discuss which amendment is the most important.

## **Summative Assessment**

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DBQ on the Constitution from Document Based Assessment for US History by Walch Publishing dealing with the beliefs of the Federalist and Anti-Federalists parties

Exam on the Articles of Confederation and the Constitution

Quiz on the Bill of Rights

Quiz on the Constitutional Convention

Project replacing the amendments' word with images

Marking Period Assessment for the first quarter.

Short answer on the compromises reached at the Convention

Vocabulary quizzes on tier 3 words relating to the US Constitution

AP prep questions from AMSCO book on chapter 5 dealing with the Constitution

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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AMSCO AP prep text chapter 6

5 steps to a 5

AP Central and listserv

Cengage Test generator

The American Pageant (Chapters 4-6)

The American Spirit text for primary source documents (Chapters 4-6)

Linda Monk's The Words We Live By

[The Constitution Center Website](#)

History Channel's 10 Days that Changed America using the episode about Shay's Rebellion.

## Amistad Resources

- American Historical Documents DBQ

## Gilder Lehrman AP Resources