

PRODUCE THE PODCAST: TELL US HISTORY

Lesson Plan

Lesson 9

WEEKLY WORK:

Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.

LESSON 9: 1781 - 1789: *The Articles of Confederation and the Constitution*

Weekly Homework:

- Review the Videos / Materials
- In the materials, do the assignment: "Founding Documents and Cursive Assignment".

Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

Materials:

- Lesson Plan Week 9
- Founding Documents and Cursive Assignment

LESSON TRANSCRIPT:

Narrator (upbeat):

Welcome back to *The History Hot Seat!* Today, we're featuring two of America's most legendary government documents: *The Articles of Confederation* and *The US Constitution*.

[Cue drumroll and applause.]

Narrator:

Alright, Articles, back in 1781, you were the first system of government for the United States. It was you against the world – well, mostly against Britain. Tell us a bit about that time.

Articles (proud but humble):

It was no small task, let me tell you! The thirteen colonies were fresh off a long fight for independence, and they needed a way to work together without giving up too much control to any one authority. So I focused on state sovereignty – letting each state mostly do its own thing while they cooperated on the big stuff, like fighting wars.

Narrator:

That must have been tough with such a loosely structured government! Did you ever think, “*Hey, maybe we need a little more muscle here?*”

Articles:

Well... I did think that sometimes. The biggest issue? Money. I had no power to tax. If we needed funds for anything – an army, government salaries, even basic supplies – Congress had to *ask* each state for help. And, as you can imagine, states weren't exactly lining up to hand over cash.

Narrator (laughing):

I can imagine! So, you were like a team captain with no budget. And then there was that pesky unanimity rule, right?

Articles:

Oh, yes. If I wanted to make a big change, like a new law or policy, all thirteen states had to agree. Just picture it – trying to get a group of teenagers to agree on a pizza topping is hard enough!

Narrator:

And meanwhile, other issues were cropping up – state-to-state trade issues, lack of a national currency, and border disputes. Things must've felt pretty rocky. So, fast forward to 1787. The country calls for a *big* meeting in Philadelphia.

Articles:

Yep. They called it the *Constitutional Convention*. At first, I thought, “Oh, maybe they're just planning to fix me up a bit.” But then... well, Constitution can tell you what happened next.

[Enter Constitution, confident and ready to explain.]

Constitution:

I'll take it from here. So, the Founders realized they needed a stronger system – one that could unite the states under a central government that actually worked. In 1787, I was crafted with three branches of government – legislative, executive, and judicial – to spread power out so no one group could take control. This structure meant decisions could be made more efficiently, with checks and balances to keep everyone honest.

Narrator:

So it was like a *team upgrade*. And you allowed the federal government to raise money through taxes, right?

Constitution:

Yes, that was a big deal! With the power to tax, the government could finally fund itself and manage debts from the war. And trade was easier too – Congress could regulate interstate commerce, making it a bit less chaotic for people doing business between states.

Articles (reflective):

Looking back, I think of myself as a “first draft” for American government. I showed everyone what didn't work, which helped them figure out what was truly needed. I was a big learning experience, and honestly, without me, there might not even *be* a constitution!

Narrator:

That's a great point, Articles! Not every first attempt gets it perfectly right, but it sets the stage. And Constitution, you're still going strong today, with Amendments adapting over the years to meet new challenges.

Constitution:

That's right. The first ten Amendments, the Bill of Rights, were added right after I was ratified to guarantee individual freedoms. And more have been added over time, keeping us flexible as a nation.

Narrator:

So there you have it, folks: the Articles of Confederation – the pioneering first attempt at uniting the states, and the US Constitution – the stronger, more enduring framework that's guided us ever since. Thanks for joining us, Articles and Constitution!

Articles and Constitution (together):

Thanks for having us!

Narrator:

And remember, history lovers: even if the first draft doesn't quite work out, it might just be paving the way for something extraordinary.

THINGS TO THINK ABOUT: The Articles of Confederation and the Constitution (1781 - 1789)

Part 1: Weaknesses of the Articles of Confederation

1. **Limited Federal Power**
 - Why did the Articles of Confederation give most of the power to individual states rather than to a central government?
 - How did the lack of federal authority to tax create problems for the new nation?
 2. **Unanimous Approval Requirement**
 - Why did the Articles require unanimous approval from all thirteen states to make amendments?
 - What challenges did this rule create, and how did it affect decision-making and national progress?
 3. **State Sovereignty and Disunity**
 - In what ways did strong state sovereignty under the Articles lead to disunity and conflict between states?
 - How did competing trade policies between states impact the economy and unity of the new nation?
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Part 2: Key Figures in the Constitutional Convention

1. **James Madison**
 - Why is James Madison known as the "Father of the Constitution"?
 - What role did Madison's Virginia Plan play in shaping the new Constitution?
 2. **Alexander Hamilton**
 - How did Hamilton's ideas about a strong central government differ from those in the Articles of Confederation?
 - In what ways did Hamilton influence the structure and powers of the federal government?
 3. **George Washington**
 - How did Washington's role as the presiding officer at the Constitutional Convention help unify delegates?
 - Why was Washington seen as an essential figure to lead the nation under the new Constitution?
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Part 3: Major Compromises and Debates

1. **The Great Compromise**

- What were the main points of contention between large and small states regarding representation?
 - How did the Great Compromise address these differences and shape Congress?
 - 2. **The Three-Fifths Compromise**
 - Why was the Three-Fifths Compromise included in the Constitution, and how did it affect representation and taxation?
 - How did this compromise reflect the conflicting interests of Northern and Southern states?
 - 3. **Federalism vs. Anti-Federalism**
 - What were the core arguments of the Federalists and Anti-Federalists regarding the Constitution?
 - How did the addition of the Bill of Rights address the concerns of the Anti-Federalists?
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Part 4: Ratification and the Bill of Rights

- 1. **State Ratification**
 - What challenges did the new Constitution face during the ratification process in the states?
 - How did states like New York and Virginia ultimately come to support ratification?
 - 2. **The First Ten Amendments**
 - Why were the Bill of Rights added to the Constitution so soon after its ratification?
 - How do the rights protected in these amendments reflect the fears of centralized power that arose under the Articles of Confederation?
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Part 5: Reflection and Modern Connections

- 1. **Reflection on Governance**
 - What lessons can we learn from the Articles of Confederation about the balance of power between federal and state governments?
 - How does the Constitution attempt to balance federal power with individual freedom?
 - 2. **Connection to Modern Federalism**
 - How do modern debates about federal and state powers relate back to the issues faced under the Articles of Confederation?
 - In what ways does the Constitution continue to shape discussions on state rights, individual freedoms, and federal authority?
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Part 6: In-Person Discussion Activities

1. **Debate: Federal vs. State Power**
 - Divide into groups to debate the merits of a strong central government versus stronger state powers, considering the issues faced under the Articles and the changes made in the Constitution.
2. **Role-Playing Activity: Constitutional Convention**
 - Assign roles as key figures at the Constitutional Convention, such as Madison, Hamilton, and Franklin. Debate issues like representation, taxation, and federal authority from these perspectives.
3. **Compromise Simulation: The Great Compromise**
 - Work in groups to simulate the debate between large and small states over representation, creating a compromise plan for a balanced system.
4. **Gallery Walk: The Legacy of the Constitution**
 - Set up stations highlighting the contributions of key figures and compromises from the Constitutional Convention. Reflect on how these decisions continue to influence American government today.

These questions and activities aim to deepen understanding of the challenges faced by the early United States under the Articles of Confederation and the solutions found in the Constitution. They encourage students to reflect on the evolving concepts of governance, compromise, and federalism.

CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

Grades 6-8:

1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 9-10:

1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 2. Craft and Structure**
- **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/social studies.
 - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 3. Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 4. Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Grades 11-12:

- 1. Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - **RH.11-12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 2. Craft and Structure**
- **RH.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
 - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

AP US History by the College Board:

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

AP U.S. History Course Framework:

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
 - **Migration and Settlement (MIG)**
 - **Politics and Power (PCE)**
 - **America in the World (WOR)**
 - **American and Regional Culture (ARC)**
 - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
 - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
 - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
 - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
 - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
 - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
 - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
 - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
 - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

AP U.S. History Exam Format:

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

APUSH Skills and Practices:

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.