Time Needed: 1 class period

Materials:
- Student handouts

Handouts:
- Moving Out! (1 page; class set)
- Reading (4 pages; class set)
- Activities (4 pages; class set)
- Argument Writing (1 page; class set)

Objectives: Students will be able to...
- Explain the development and organization of the Articles of Confederation
- Describe government under the Articles
- Evaluate strengths and weakness of the confederation government
- Identify key events that occurred under the Articles, including Shays’ Rebellion and the Northwest Ordinance
- Summarize how the weaknesses of the Articles influenced the writing of the Constitution

Step by Step

☐ Anticipate by distributing one Moving Out! starter activity per student. Allow students to work with a partner and discuss as they rank each scenario. Instruct students to leave the last column blank. Students will come back to this column later.

☐ Distribute the reading pages to the class.

☐ Read with the class, pausing to discuss as appropriate. Alternatively, have students read individually.

☐ Review the weaknesses of the Articles by going back to Moving Out! activity. Ask students to share their reasoning for the top cohabitating problems. Then ask students to identify the Articles of Confederation problem to which each scenario could be likened. (Ex: The first scenario is linked to not having a strong federal executive.) Students should list this information in the last column. Finally, discuss how big of an issue it is in running a country.

☐ Distribute the activity pages to the class.

☐ Allow time for students to complete the activities. (Recommended: Have students work in pairs so that they may discuss and compare answers.) Tell students that they should be able to defend their answers. Review student answers with the class as time allows.

☐ Assign the Argument Writing activity to students. Share your expectations for the writing assignment with the class prior to beginning. Allow time for students to complete the assignment in class or have students take it home to complete.

☐ Close by posing a question for students to discuss. Now that students know what problems the Articles had and why it was drafted to be so weak in the first place, ask: What kind of push back do you think the delegates at the Constitutional Convention will get as they try to put a new form of government in place?
### Moving Out!

If you've ever shared a room with a sibling, you know how difficult roommates can be. Now you're older, soon to be living with roommates your own age in a college dorm or first apartment. So... how prepared are you to deal with these cohabiting conflicts?

**Directions:** With a partner, discuss each situation. Decide which ones you two can live with and which seem like they might cause a huge cohabiting issue. Then check each as "No Big Deal" or "ABSOLUTELY NOT!" Leave the last column blank. You'll come back to it later.

<table>
<thead>
<tr>
<th>Situation</th>
<th>No Big Deal</th>
<th>ABSOLUTELY NOT!</th>
<th>Compare to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every night at 11 p.m., you and your roommates hear loud music coming from inside other apartments. You're fed up, but your landlord isn't willing to take charge of the situation and says to deal with it on your own.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Things are missing from the apartment, and one of your roommates accuses you of stealing. You swear that you didn't, but the rest of your roommates don't believe you and there doesn't seem to be a good way to prove it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You and your roommates need a new apartment for next year and everyone needs to agree to sign the rental agreement, but you all can't come to a decision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your apartment could really use new furniture. You ask your other roommates for money to help, but they say no.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your apartment is a mess. Some of your roommates just leave stuff in the sink and never clean up. You make a sign saying, &quot;If you dirty a dish, wash it!&quot; But everyone just ignores the rule, and the dirty dishes pile up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You wake up feeling really sick and need help, but nobody is answering your texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We Are NEVER Getting Back Together

The Declaration of Independence was America’s official break-up letter with the British government. And why the breakup? (Well, that depends on who’s telling the story.) As far as the colonies were concerned, Britain’s king, King George, was controlling. He took away colonial legislatures, gave himself the authority to make colonial laws, and taxed the colonists’ goods without their consent. This all boiled down to one thing: King George had grown to be a tyrant. So what happened if the people didn’t think what their monarch said was a good idea? And what if a ruler abused his power at the people’s expense? Then what? (According to the colonists: Break up!) But the biggest what-if was what should a government that could keep these what-ifs away look like? The colonies were about to figure that part out.

New Government Alert!

Members of the Continental Congress needed to figure out how to organize a government for the newly independent colonies. It definitely couldn’t be anything like the British monarchy. They didn’t even have an official document (like a constitution) to spell out the rules and structure of their own government. America wasn’t going to make that mistake. They knew it was important to write down exactly what the government had the power to do (and NOT do) and how it would work.

On November 15, 1777, the committee adopted the Articles of Confederation. This document set in place a national government for the new states, which was pretty important considering they were still in the middle of a war. (Yes, the Revolutionary one.) They needed a national body that could make decisions, especially ones to help further and fund their war. The Articles weren’t officially ratified, or approved, by all 13 states, until later on March 1, 1781. Once ratified, it became the official governing document of the United States for another seven years until it was replaced by the U.S. Constitution in 1787.

What were these Articles of Confederation Anyway?

The Articles of Confederation included 13 sections (or articles... get it?) describing the organization and powers of the national government and some of the rights of the citizens. The new form of government was called a confederation, or a loose alliance of states. This was totally different from the government the colonies had under British rule. The governing document said that the states were uniting in a “firm league of friendship”. That meant they basically agreed to support one another and work together if, say, a foreign country arrived on the shores with cannons and stuff.

What Justified the Split?

Social contract theory is the idea that people agree to follow the government in exchange for the things that government can do to serve them, like provide justice and security. If a government violates their end of the deal, the people have the right to seek to change it.

The First 13 States

1. New Hampshire
2. Massachusetts
3. Rhode Island
4. New York
5. Connecticut
6. New Jersey
7. Pennsylvania
8. Delaware
9. Maryland
10. Virginia
11. North Carolina
12. South Carolina
13. Georgia
National Government = Limits Please!
The government that the Founders came up with had a single legislative body, a **unicameral legislature** called Congress. You might be wondering about the other branches of the federal government, but government under the Articles wasn’t structured like our government is today. Congress was it. There was no executive (aka the president) and no judiciary either (aka the courts). As colonies, Americans learned that a good national government couldn’t be too powerful. Otherwise, what would stop it from trampling on the people’s liberty?

Because of this, the Articles included only a few specific jobs for the national, or **central**, government. Congress could legislate, if nine of the thirteen states agreed on a law or measure. They also had the power of diplomacy, which meant they could make treaties and negotiate relationships with other countries. The point of creating a confederation was for protection, so Congress had the authority to declare war if needed. And they could coin and borrow money and negotiate relationships with Native American tribes.

Real Power = State Power
The states were their own **sovereign** governments. Sovereign means that each state had the power or authority to make decisions and rule over itself. Each state was pretty much its own little nation. They had their own laws, courts, money, and some of them were even led by someone with the title of “President”. Unless the national government was specifically given the right to do something, like declare war, it was a power that belonged to the states.

Under the new confederation, the states had virtually all governmental authority in America. They could tax. They could pass laws. They could tax. (Did we say that twice?) Remember how annoyed the colonies had been with King George for imposing taxes without their consent? They weren’t about to make that mistake again, so they made sure to maintain the power to tax for themselves. Taxes are needed to pay soldiers, build ships, make roads and bridges, basically to pay for anything that a government might do. The national government could ask for money, but they couldn’t force states to pay it. When the request for cash came through, the answer by states was almost always, not surprisingly, “No!” Having so little money essentially limited the power of the national government to do much of anything.
What’s Wrong with a Weak Central Government?

Our Founders were very afraid of a national government with too much power, so they intentionally designed a weak central government under the Articles of Confederation. While the national government had power over the military and war, what it lacked was money. How were they supposed to fund a navy? Pay soldiers? Protect a nation? Making the central government even weaker was the fact that while Congress could make laws, they had no way to enforce them. Imagine if your parents made a rule, but had no way to make you follow it. That rule would be totally useless.

Another issue was the way that Congress was structured. Each state had multiple representatives, but only one vote. States with only a few thousand residents had just as much voting power as states with three or four times the amount of citizens. Nine of thirteen states had to agree before a law could pass. (If that doesn't sound difficult, guess again!) If anyone wanted to amend the Articles to make the government more efficient, that took unanimous support. Many tried but weren’t able to secure all thirteen votes. Topping it all off was the lack of a national court system. If there was a border controversy between Virginia and North Carolina or a fight over the land in the west that more than one state claimed belonged to them, there was no way to solve those problems. Some people began to be afraid that war might break out or that the “united” states wouldn’t make it.

Land and Order

But the Articles weren’t a total failure. With the British gone, America was growing. The Northwest Territory was land north and west of the Ohio River, and the question of how to manage it needed an answer. People looked to Congress to figure it out. From 1784 to 1787, Congress passed a series of ordinances, or official orders, about what to do. The earliest ordinances broke the area into territories. (The future states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.) The Northwest Ordinance of 1787 established a process for helping the territories create their own governments and eventually be added as states. First, Congress appointed a governor for each territory. Once there were enough men living there, the territory could elect its own assembly to govern. After the area’s population reached 60,000, a constitution could be written, and the territory could apply for statehood.

The territories were all about establishing a population for the purpose of becoming a state, but in governing terms this almost always meant “free” “white” “males”. Though the Ordinance included an article to prohibit slavery in the territories, it didn’t free any slaves. The Ordinance also promised that land belonging to Native Americans wouldn’t be taken without consent. (That wasn’t entirely true.) While the clause recognized that there was land in the Northwest Territory that officially belonged to native tribes, the Ordinance itself was a promise that America would continue to grow. Native tribes were often forced from their land in the process.
Trouble in Massachusetts

Congress’ ability to pass land ordinances couldn’t erase the problems or fears that came with a weak central government. In 1786, ex-soldiers and farmers in Massachusetts led an attack on the state’s courthouses. High taxes had made it hard for people in Massachusetts to make ends meet, and many were struggling with debt. Things got worse when debt collectors started seizing the farmers’ property and jailing those who couldn’t pay their taxes. Residents tried to solve things peacefully at first by turning to the state legislature for help, but events quickly escalated when the legislature ignored their requests. The farmers took their guns and began marching on courthouses in Massachusetts to prevent the judges from entering to hold trials for debtors.

When the governor of Massachusetts couldn’t get the state’s militia to agree to stop the uprisings, he hired a private army. In 1787, Daniel Shays—just one of the rebel leaders for which the rebellion got its name—and his men made a plan to raid the federal weapon armory in Springfield, MA, but the men were met there by the Governor’s army. Shots were fired, some of the rebels were killed, and the men retreated. **Shays’ Rebellion** was stopped, but it raised alarms across the country. Congress didn’t have a standing army or money to send soldiers if there were more rebellions, and relying on help from state militias wasn’t working out very well. Congress also couldn’t regulate any of the states’ economic policies, such as trade or tariffs, to help boost finances. And feeling like the government wasn’t looking out for fundamental rights from the revolution like life and property, people were beginning to take matters into their own hands.

Let’s Fix this Thing…

Even though in the end, the Articles of Confederation didn’t work out, it was helpful. Under the Articles, America successfully transitioned from being a collection of British colonies to its own country. That was a really big deal. Their government wasn’t perfect, but they had proven that they could make it all on their own. Not to mention, the document supported the new country for nearly eleven years. It created the government the states thought they wanted, but it actually did a better job of helping them figure out what worked and didn’t work for government. This came in handy when the time finally came to fix it.

In the summer of 1787, states sent delegates to Philadelphia. Shays’ Rebellion was the spark states needed to convince them that the Articles really weren’t working out. Instead of amending the Articles, though, the delegates began to work out a new plan for government—one with a stronger central government and carefully balanced checks to ensure that the government couldn’t grow out of control—the U.S. Constitution!

What Happened in Annapolis?

In 1786, Virginia suggested that the 13 states meet to work out a better way of handling trade under the Articles of Confederation. (Guess who had that power?) Only a few states attended, and in the end, the delegates didn’t figure out a solution. Instead, they recommended that Congress call an official convention to examine and amend the problems of the Articles of Confederation.
A. From Breakup to New Government. How did America go from colonies to the Constitution? Try your hand at summing up some of the major points using the chart below. Explain what was learned and what resulted as you build upon each step. The first one is done for you.

What? | So what? | Now what... but what?
---|---|---
The colonists were mad at King George. | So... they decided they needed to separate from Great Britain. | Now... the Declaration of Independence is drafted. But... a new government needs to be formed.
The colonists didn’t want another monarchy. | So... | Now...
The central government didn’t have money because it didn’t have the power to tax. | So... | But...
The government didn’t function well under the Articles of Confederation. | So... | But... | Now... WE HAVE A CONSTITUTION!

B. Strong or Weak? Identify each example as belonging to a strong or weak national government. Write the letter of the statement in the appropriate box.

**Strong**

A. A military maintained by each state
B. A representative congress that passes national laws
C. Individual currencies for each state
D. A national court with the power to review state court decisions and declare laws unconstitutional
E. Taxation power at just the state level

**Weak**
C. Government Wish List. What should the new government include? What should be left out? Put a check (✓) next to at least 5 things you think the government SHOULD include and an (X) next to things you think should NOT be a part of the new government.

<table>
<thead>
<tr>
<th>✓</th>
<th>Government Types</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A leader with lots of power</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State power to tax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A representative body elected by the people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A government led by the military</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Military power for individual states</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A written document organizing the government and stating its powers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Powers and organization of the government passed down through oral traditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nationally regulated trade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Court systems in both the states and the national government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade determined by the states</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A single national court</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual currencies for each state</td>
<td></td>
</tr>
</tbody>
</table>

D. How Well Does It Work? Now look at what you’ve checked. Do your choices work together? What about these examples? How well would they work?

1. A leader with lots of power and a congress that represents the people?

2. State governments with limited powers and military power for individual states.

3. A list explaining what rights the people have and powers and organization of the government passed down through oral tradition.
**E. National or State Government?** Read each scenario. That power *could* belong to state or national government, but why does the national government *need* it? Explain below.

<table>
<thead>
<tr>
<th>Power</th>
<th>Scenario</th>
<th>Why does the national government <em>need</em> this power?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxation</td>
<td>What if the national government needs to pay soldiers to defend the country, but has no money?</td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td>What if Virginia has its own militia and decides to invade Maryland?</td>
<td></td>
</tr>
<tr>
<td>Enforce Laws</td>
<td>What if a law is passed establishing a new territory with its own government and people living in the territory ignore the law and don’t listen to the new government?</td>
<td></td>
</tr>
<tr>
<td>Diplomacy</td>
<td>What if Massachusetts decides to negotiate a treaty with France?</td>
<td></td>
</tr>
<tr>
<td>Currency</td>
<td>What if Connecticut and Rhode Island each have their own currency?</td>
<td></td>
</tr>
<tr>
<td>Court System</td>
<td>What if the national government wants to take a state to court but there is no national court?</td>
<td></td>
</tr>
<tr>
<td>Make Laws</td>
<td>What if only the states could make laws, not the national government?</td>
<td></td>
</tr>
</tbody>
</table>

**F. Comparing Articles vs. Constitution.** The Articles of Confederation and Constitution differed in how each set up our government. Match the description below to either the Articles of Confederation or the Constitution. (Hint: Some may be found in both documents.)

**Articles of Confederation**

- Unicameral (One House) Legislature
- Bicameral (Two House) Legislature
- State Tax Power
- Federal Tax Power
- State Court System
- Three branches of government
- One branch of government
- State lawmaking & enforcement power
- Federal lawmaking & enforcement power
- Federal laws superior to state laws
- Unanimous approval to change the document

**Constitution**

*To all to whom*

*We the People*

---

© 2019 iCivics, Inc.
G. Break It Down. Read the two excerpts from the Articles of Confederation. Explain each section of the quote in the table below.

| Article II. | Each state retains its sovereignty |
| "Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled." | independence |
| | jurisdiction |
| | not expressly delegated |

Now that you've broken down the language, summarize what this section of the Articles is about.

| Article III. | firm league of friendship |
| The said States hereby severally enter into a firm league of friendship with each other, for their common defense, and the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever. | common defense |
| | security of their liberties |
| | mutual and general welfare |
| | binding themselves to assist each other |
| | against all forces offered to, or attacks made upon them |

Now that you've broken down the language, summarize what this section of the Articles is about.

H. Summary. Summarize the strengths and weaknesses of the Articles of Confederation using words or images in the boxes below.

| Strengths of the Articles of Confederation |
| Weaknesses of the Articles of Confederation |
A convention has been called to revise the Articles of Confederation and your state has chosen you to attend. When you arrive, you’re taken aback to learn that the other delegates want to throw the whole document out and build a new government from scratch. You know the Articles have their issues, but you also remember the reason for drafting a document that kept the central government weak.

So, what do you say?

Do you support drafting a new governing document or revising the one the country already has?

Draft a short speech to the other delegates stating your position. In your speech, include at least three reasons to support your position.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**TEACHER GUIDE**

## Moving Out!

If you’ve ever shared a room with a sibling, you know how difficult roommates can be. Now you’re older, soon to be living with roommates your own age in a college dorm or first apartment. So... how prepared are you to deal with these cohabiting conflicts?

### Directions:
With a partner, discuss each situation. Decide which ones you two can live with and which seem like they might cause a huge cohabiting issue. Then check each as "No Big Deal" or "ABSOLUTELY NOT!" Leave the last column blank. You'll come back to it later.

<table>
<thead>
<tr>
<th>Situation</th>
<th>No Big Deal</th>
<th>ABSOLUTELY NOT!</th>
<th>Compare to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every night at 11 p.m., you and your roommates hear loud music coming from inside other apartments. You’re fed up, but your landlord isn’t willing to take charge of the situation and says to deal with it on your own.</td>
<td>Answers will vary.</td>
<td>Answers will vary.</td>
<td>No federal executive</td>
</tr>
<tr>
<td>Things are missing from the apartment, and one of your roommates accuses you of stealing. You swear that you didn't, but the rest of your roommates don't believe you and there doesn't seem to be a good way to prove it.</td>
<td></td>
<td></td>
<td>No federal courts</td>
</tr>
<tr>
<td>You and your roommates need a new apartment for next year and everyone needs to agree to sign the rental agreement, but you all can’t come to a decision.</td>
<td></td>
<td></td>
<td>All states have to agree to amend the Articles</td>
</tr>
<tr>
<td>Your apartment could really use new furniture. You ask your other roommates for money to help, but they say no.</td>
<td></td>
<td></td>
<td>No federal power to tax</td>
</tr>
<tr>
<td>Your apartment is a mess. Some of your roommates just leave stuff in the sink and never clean up. You make a sign saying, “If you dirty a dish, wash it!” But everyone just ignores the rule, and the dirty dishes pile up.</td>
<td></td>
<td></td>
<td>No federal power to enforce laws</td>
</tr>
<tr>
<td>You wake up feeling really sick and need help, but nobody is answering your texts.</td>
<td></td>
<td></td>
<td>No war/emergency powers</td>
</tr>
</tbody>
</table>

---

© 2019 iCivics, Inc.
A. From Breakup to New Government. How did America go from colonies to the Constitution? Try your hand at summing up some of the major points using the chart below. Explain what was learned and what resulted as you build upon each step. The first one is done for you.

*Note: Answers will vary. Accept all reasonable responses. This is one possible set.

**What?**

- The colonists were mad at King George.
- The colonists didn’t want another monarchy.
- The central government didn’t have money because it didn’t have the power to tax.
- The government didn’t function well under the Articles of Confederation.

**So what?**

- So... they decided they needed to separate from Great Britain.
- So... they created a government under the Articles that gave most of the power to the states.
- So... the federal government couldn’t raise money or protect the states.
- So... delegates met in Philadelphia to fix it.

**Now what... but what?**

- Now... the Declaration of Independence is drafted.
- Now... the Articles are drafted.
- Now... people see that the Articles need to be changed.
- But... they decided to throw it out instead.

B. Strong or Weak? Identify each example as belonging to a strong or weak national government. Write the letter of the statement in the appropriate box.

**Strong**

- A. A military maintained by each state
- B. A representative congress that passes national laws
- D. A national court with the power to review state court decisions and declare laws unconstitutional

**Weak**

- A. Taxation power at just the state level
- C. Individual currencies for each state
- E. Taxation power at just the state level
C. Government Wish List. What should the new government include? What should be left out? Put a check (✓) next to at least 5 things you think the government SHOULD include and an (X) next to things you think should NOT be a part of the new government.

<table>
<thead>
<tr>
<th>✓</th>
<th><strong>Government Types</strong></th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A leader with lots of power</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State power to tax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A representative body elected by the people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A government led by the military</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Military power for individual states</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A written document organizing the government and stating its powers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Powers and organization of the government passed down through oral traditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nationally regulated trade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Court systems in both the states and the national government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade determined by the states</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A single national court</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual currencies for each state</td>
<td></td>
</tr>
</tbody>
</table>

Answers will vary based on students’ choices and opinions.

D. How Well Does It Work? Now look at what you’ve checked. Do your choices work together? What about these examples? How well would they work?

1. A leader with lots of power and a congress that represents the people?

   If the congress does not have a way to check or balance the leader’s power, then there is little to ensure that the people’s concerns will be heard.

2. State governments with limited powers and military power for individual states.

   Military power is not a limited power. States could declare war or use their military might to command more power.

3. A list explaining what rights the people have and powers and organization of the government passed down through oral tradition.

   A list would help ensure that tradition did not infringe on the people’s rights.
E. National or State Government? Read each scenario. That power could belong to state or national government, but why does the national government need it? Explain below.

*Accept all reasonable responses.*

<table>
<thead>
<tr>
<th>Power</th>
<th>Scenario</th>
<th>Why does the national government need this power?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxation</td>
<td>What if the national government needs to pay soldiers to defend the country, but has no money?</td>
<td>The country can't defend itself. The national government must have the ability to keep people safe.</td>
</tr>
<tr>
<td>Military</td>
<td>What if Virginia has its own militia and decides to invade Maryland?</td>
<td>If states have their own militaries, war between states is more likely to happen.</td>
</tr>
<tr>
<td>Enforce Laws</td>
<td>What if a law is passed establishing a new territory with its own government and people living in the territory ignore the law and don't listen to the new government?</td>
<td>A law that can't be enforced is meaningless; the national government needs law-making and enforcement power.</td>
</tr>
<tr>
<td>Diplomacy</td>
<td>What if Massachusetts decides to negotiate a treaty with France?</td>
<td>It's inefficient for 13 states to negotiate with a single country and could cause conflict.</td>
</tr>
<tr>
<td>Currency</td>
<td>What if Connecticut and Rhode Island each have their own currency?</td>
<td>Confusion would result between states; a single currency unifies everyone.</td>
</tr>
<tr>
<td>Court System</td>
<td>What if the national government wants to take a state to court but there is no national court?</td>
<td>Conflicts can't be resolved; rule of law is needed in a national government.</td>
</tr>
<tr>
<td>Make Laws</td>
<td>What if only the states could make laws, not the national government?</td>
<td>There would be no uniform standards. A government without laws is not a government.</td>
</tr>
</tbody>
</table>

F. Comparing Articles vs. Constitution. The Articles of Confederation and Constitution differed in how each set up our government. Match the description below to either the Articles of Confederation or the Constitution. (Hint: Some may be found in both documents.)

**Articles of Confederation**

- Unicameral (One House) Legislature
- Bicameral (Two House) Legislature
- State Tax Power
- Federal Tax Power
- State Court System
- Three branches of government
- One branch of government
- State lawmaking & enforcement power
- Federal lawmaking & enforcement power
- Federal laws superior to state laws
- Unanimous approval to change the document

**Constitution**

- Bicameral legislature;
- State tax power; Federal tax power;
- State court system; Three branches of government;
- State lawmaking & enforcement power;
- Federal lawmaking & enforcement power;
- Federal laws superior to state laws
- Unanimous approval to change the document
G. Break It Down. Read the two excerpts from the Articles of Confederation. Explain each section of the quote in the table below.

**Accept all reasonable responses.**

| Article II. | Each state retains its sovereignty | Each state can rule itself
|-------------|-----------------------------------|-----------------------------
| "Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled." | independence | own government
| | jurisdiction | authority
| | not expressly delegated | specifically given

Now that you've broken down the language, summarize what this section of the Articles is about. Each state can rule over itself, have its own government, and do what it chooses unless that power or authority has specifically been given to the Congress by the Articles of Confederation.

| Article III. | firm league of friendship | agreement to look out for one another
|--------------|-------------------------|-------------------------------------
| The said States hereby severally enter into a firm league of friendship with each other, for their common defense, and the security of their liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever. | common defense | common protection
| | security of their liberties | protection of their freedom
| | mutual and general welfare | common well-being
| | binding themselves to assist each other | committing to help one another
| | against all forces offered to, or attacks made upon them | against threats or attacks

Now that you've broken down the language, summarize what this section of the Articles is about. The states agree to look out for one another for their common protection, freedom, and well-being and commit to help each other in the event of threats or attacks against them.

H. Summary. Summarize the strengths and weaknesses of the Articles of Confederation using words or images in the boxes below.

<table>
<thead>
<tr>
<th>Strengths of the Articles of Confederation</th>
<th>Weaknesses of the Articles of Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible answers include: establishment of Northwest Ordinance; states have a lot of power and can do what is right for them; no monarchy; national government has limited power</td>
<td>Possible answers include: no national power to tax; no national power to enforce laws; no national power to regulate trade; no national judiciary; states have too much power</td>
</tr>
</tbody>
</table>
Do you support drafting a new governing document or revising the one the country already has?

Draft a short speech to the other delegates stating your position. In your speech, include at least three reasons to support your position.

Set expectations for writing according to your standards
(i.e. length; organization; voice; mechanics; etc.) before students begin this assignment.

Answers will vary. Look for students to include at least three reasons to support their position.