



Name \_\_\_\_\_

Date: \_\_\_\_\_

**Course: US History/Ms. Brown**

**Homeroom:**



7<sup>th</sup> Grade US History  
 Standard # – Do Now – Day #67

**Aims:** SWBAT identify the key parts of the Patriot’s philosophy  
 SWBAT identify and evaluate the strengths and weaknesses of the Articles of Confederation

**DO NOW**

1. What were the colonists’ grievances against King George III? (Be specific and detailed)

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2. If you were designing a government, what kind of government would you design? What laws and rights would your government need to have?

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### I. **Background: The British Heritage**

1. Democracy: \_\_\_\_\_

2. Representative Government: \_\_\_\_\_

3. Republic: \_\_\_\_\_

4. Limited Government: \_\_\_\_\_

### **The Articles of Confederation**

#### **Background:**

During the American Revolution, the American colonies needed to coordinate their efforts against the British. They created an emergency government to raise money for the war called the **Continental Congress**. After the Revolution the colonies were officially independent from Great Britain. They needed to create a system of government to run this new nation. Towards the end of the war, each state in the United States began to write its own state constitution. These constitutions were written to create a just and fair government. Additionally, the different states came together to create the **Articles of Confederation**. This document would outline the way that the national and state governments would operate.

Most members of Congress were nervous about creating a strong central government. They feared that such a government would trample the very rights they were fighting to preserve. The Patriots did not want to repeat the problems that they experienced under King George III. Therefore, the national government's powers are limited.

The Articles created "a firm league of friendship" in which "each state retains its sovereignty, freedom, and independence." This "league of friendship" was a loose union in which the 13 states cooperated for common purposes. It was run by Congress, in which each state had one vote.

On paper, the Articles of Confederation gave Congress several important powers. It could make war and peace, raise an army and a navy, print money, and set up a postal system.



In reality, however, these powers were limited by the inability of Congress had to ask the states for funds to do anything. All too often, the states ignored Congress’s “humble requests.” The result, said Madison, was that the Articles were no more effective at binding the states into a nation than “a rope of sand.”

The Articles of Confederation	
Structure	<ul style="list-style-type: none"> <li>• <b>One branch of government: Congress, responsible for making national laws</b></li> <li>• <b>Each state had one (1) vote in Congress</b></li> <li>• <b>No executive (President)</b></li> <li>• <b>No judicial branch</b></li> </ul>
Decision-making	<ul style="list-style-type: none"> <li>• <i>9 of 13 states</i> had to approve a proposal before it could become a law</li> <li>• <i>All the states</i> had to agree to change an existing law</li> </ul>
Money and Finances	<ul style="list-style-type: none"> <li>• <b>The Articles of Confederation could not collect taxes</b></li> <li>• <b>The A of C had to ask the individual states for money</b></li> <li>• <b>The A of C could print and borrow money</b></li> <li>• <b>Each state</b> could regulate trade with other states</li> <li>• <b>Each state</b> could tax its residents</li> </ul>
Protection	<ul style="list-style-type: none"> <li>• <b>The A of C managed agreements with other countries and Native Americans</b></li> <li>• <b>The Articles of Confederation could appoint military officers</b></li> <li>• <b>Only the states</b> could establish militias</li> </ul>
Other	<p>The A of C established</p> <ul style="list-style-type: none"> <li>• a postal system</li> <li>• weights and measures</li> <li>• courts</li> <li>• consequences for piracy</li> </ul>

**II. Reading/Document Questions**

**Directions:** Using the text and the chart answer the questions in complete sentences. You must annotate your questions and use TAG.

1. What was the first government of the United States?

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2. Where did the Articles of Confederation place the most government power?

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3. What were the powers that Congress had? (Give two examples from the chart/text)

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4. What was one limitation of this new government?

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5. Why do you think the first government of the United States was organized this way?

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6. James Madison declared that the Articles of Confederation were a “rope of sand.” What did he mean by this?

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7. Based on what you have learned, how would you change the Articles of Confederation? Would you keep anything the same? Why? Explain.

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### III. Articles of Confederation: Scenarios

**Directions:** Review each scenario with your group. Use the chart and text from today's class. Explain whether the Articles of Confederation could solve this problem (bullet point notes).

**NOTE:** The following situations are NOT 100% accurate, though these cases are similar to those that existed after the Revolution, with the Articles of Confederation.

1. Leanne Keene, French ambassador, arrives from Paris to tell you France needs the money it lent to the colonies during the Revolution immediately. Can the **Articles of Confederation** solve this problem? Why or why not?
2. Neil Thisse is a Loyalist who fled the colonies during the Revolution and has returned to claim his property in Dover, MA. According to the Treaty of Paris, he is entitled to his land. However, Massachusetts has passed a law that ignores the claims of former Loyalists. Charles appeals to the Articles for the return of his property. Can the **Articles of Confederation** solve this problem? Why or why not?
3. A group of poor farmers in Massachusetts, led by Taylor Coutts and John Sullivan are angered by war debts, bad harvests and high taxes. When their debt-ridden farms are taken by the bank, they march to the state capital in protest. Massachusetts sends their militia to try to stop them and appeals to Congress for assistance. Can the **Articles of Confederation** solve this problem? Why or why not?
4. Both New Hampshire and New York desire more territory for settlers within their states. New land would increase trade, profit and power for their individual states. They claim Vermont territory and appeal to the Articles to settle the dispute. Can the **Articles of Confederation** solve this problem? Why or why not?



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5. Foreign countries do not respect American independence. Although the Treaty of Paris granted the United States all the land east of the Mississippi, Britain refuses to withdraw troops from the Ohio Valley. In addition, Spain closes the New Orleans port to American farmers. Can the **Articles of Confederation** solve this problem? Why or why not?
  
6. Some individual states have abolished slavery in their Constitutions. Confederation delegates Nevin Weinberg and Dani Kwatcher propose an amendment to abolish slavery in the entire country. Can the **Articles of Confederation** solve this problem? Why or why not?





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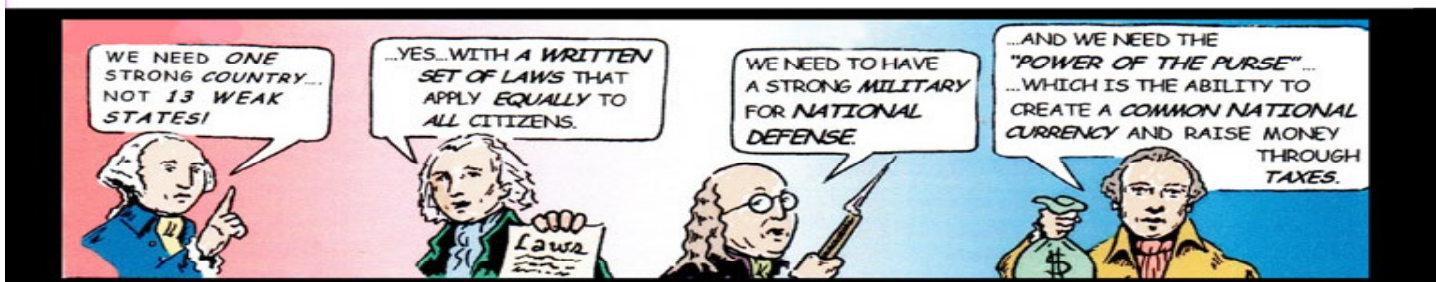
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**HOMEWORK**

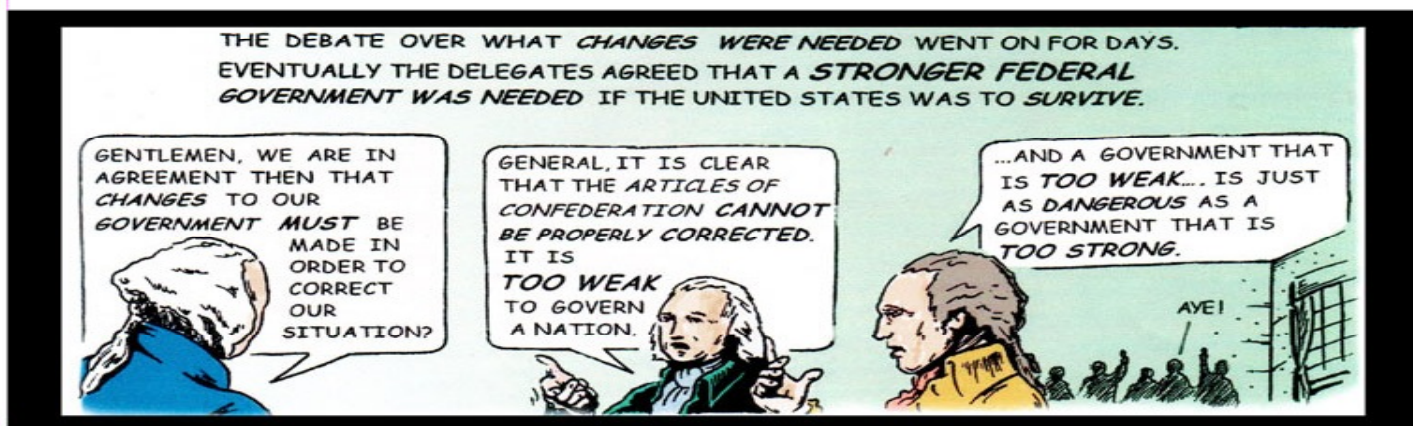
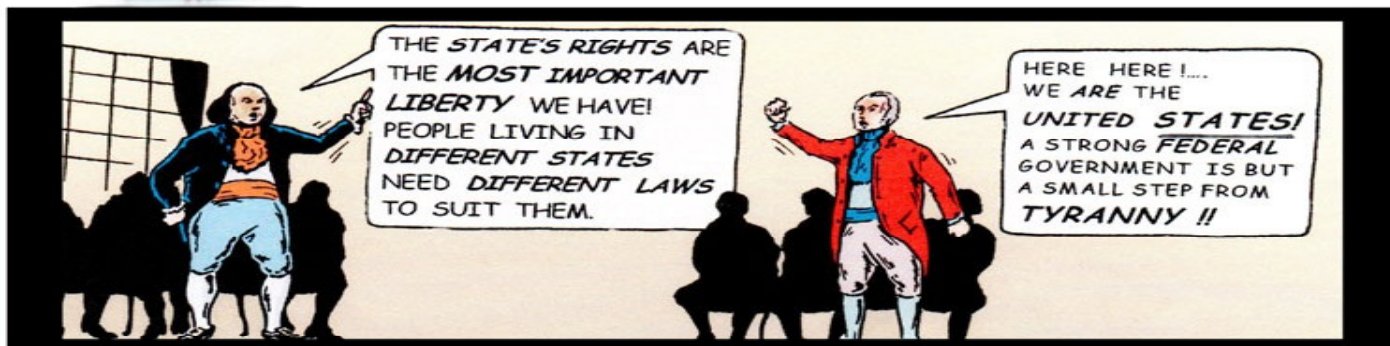
\_\_\_\_\_/10 Mastered/Passing/Not Mastered

WHAT *TYPE* OF GOVERNMENT SHALL WE HAVE?AND WHAT IS A "*CONSTITUTION*" ?

MOST OF THE FRAMERS WERE *FEDERALISTS*. THEY BELIEVED A *STRONG FEDERAL (NATIONAL) GOVERNMENT* WAS NEEDED TO PRESERVE THE UNITED STATES.



BUT, THERE WAS *OPPOSITION* TO THESE VIEWS. MANY PEOPLE *FEARED* A STRONG CENTRAL GOVERNMENT. THE *ANTI-FEDERALISTS* BELIEVED IN *STATE'S RIGHTS*.



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### Articles of Confederation

Complete the following tasks using the cartoon on the reverse side of this worksheet.

1. Highlight or Circle the weaknesses of the Articles of Confederation in the Cartoon. Make a list of those weaknesses here.
2. What did the FEDERALISTS believe in?
3. What did the ANTI-FEDERALISTS believe in?
4. In the second row of the cartoon, label whether these men are Federalists or Anti-Federalists.
5. In a one sentence statement, what was the problem with the Articles of Confederation? (Use row 3 of the cartoon for reference)





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**ARTICLES OF CONFEDERATION  
EXIT TICKET**

\_\_\_\_\_/5 Mastered/Passing/Not Mastered

1. In the 1780s, many American distrusted a strong central government. This distrust is best shown by
  - a. Lack of debate over the ratification of the United States Constitution
  - b. Plan of government set up by the Articles of Confederation
  - c. Development of a Federal court system
  - d. Constitutional provision for a strong President
  
2. The Articles of Confederation are best described as a
  - a. Statement of principles justifying the Revolutionary War
  - b. Plan of union for the original thirteen states
  - c. Set of arguments supporting ratification of the Constitution
  - d. List of reasons for the secession of the Southern States
  
3. The authors of the Articles of Confederation established a decentralized political system mainly to
  - a. Cancel state debts incurred during the Revolutionary War
  - b. Assist the southern states in their efforts to gain a manufacturing base
  - c. Promote the common goal of national sovereignty
  - d. Prevent the abuses of power that existed under British rule
  
4. Which statement best describes governmental power under the Articles of Confederation?
  - a. Power was shared equally by the central government and the states
  - b. A balance of power existed between the three branches of the central government
  - c. A strong chief executive headed a unified central government
  - d. The states had much greater power than the central government