



Literacy Design
Collaborative

Articles of Confederation (aka the Beta version of our Constitution)

★ TASK

by Joseph A. Hunt

After declaring its independence from Great Britain on July 4th, 1776 the young nation was forced to decide which type of government it would call its own. The Articles of Confederation represented the first constitutional agreement made between the 13 American states. However, after the Articles of Confederation were ratified and independence was won a question was raised as to the effectiveness of the Articles of Confederation as a working template of government.

GRADES

10 - 11

DISCIPLINE

🌐 Social
Studies

COURSE

🇺🇸 APUSH

PACING

🕒 N/A

Section 1: What Task?

Teaching Task

Task Template 6 - Argumentation

Did the Articles of Confederation (1781-1789) provide the United States with an effective government? After reading primary and secondary sources, write an article for the Smithsonian Magazine in which you discuss the Articles of Confederation and evaluate their effectiveness. Support your position with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

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.

WHST.11-12.1

Write arguments focused on discipline-specific content.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10


Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.






AP United States History

USH.4.D.

State constitutions and the Articles of Confederation

Texts

 American History AP Brinkley, 14th ed.
pgs 130-158

-  **Source Letter from the Rhode Island Assembly to Congress (November 30, 1782)**
-  **Estimated Market Value of United States Exports to Great Britain**
-  **Letter from Delegate Joseph Jones of Virginia to George Washington (February 27, 1783)**
-  **John Jay's Instructions to the United States Minister to Great Britain (March 7, 1785)**
-  **Map of the United States 1802**
-  **John Jay's Speech to Congress on Negotiations with Spain's Minister Diego de Gardoqui (August 6, 1786)**
-  **Letter from John Jay to George Washington June 27, 1786)**
-  **Report of Rawlin Lowndes' speech to South Carolina House of Representatives debating the adoption of the federal constitution (January 17, 1788)**

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

After winning its independence from Great Britain in the Revolutionary War, the new country situated on the eastern seaboard of North America needed to fashion some form of governmental system. The Articles of Confederation represent the first constitutional agreement made between the 13 American states. There was a need for unity among the new states that were created as a result of the American Revolution. The relative powers of the individual states and the Continental Congress also needed to be defined for the young country. These realities led Congress to entrust John Dickinson with the drafting of a federal constitution.

This federal constitution was called the Articles of Confederation and was submitted to the Second Continental Congress on July 12, 1776. Three main points for Congress to debate existed in this new document:

- the apportionment of taxes according to the population
- the granting of 1 vote per state
- the right of the federal government to dispose of public lands in the West

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

Reading Process

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.




DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.



REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
25 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	THE CONSTITUTION, THE ARTICLES, AND FEDERALISM: CRASH COURSE US HISTORY What were the strengths and weaknesses of the Articles of Confederation?	Students will complete their analysis sheet.	While viewing the Crash Course Youtube video "The Constitution,the Articles,and Federalism:Crash Course US History" students will complete a viewing guide in which they will analyze the strengths and weaknesses of the Articles of Confederation.
Standards: 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.				
Additional Attachments: 🔗 Crash Course Youtube Video 📄 Crash Course Articles of Confederation with answer key 📄 Crash Course Articles of Confederation				
Reading Process				
40 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	ARTICLES OF CONFEDERATION Did the Articles of Confederation give more power to the state or national government?	Students will complete their analysis sheet	Students will read the Articles of Confederation. After students have read through the Arcticles they will summarize each section in their own words and decide which facet of government is given more power under the Articles of Confederation, state or national?
Standards: 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.11-12.1 : 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.				
Additional Attachments: 🔗 Articles of Confederation 📄 Articles of Confederation Analysis Sheet 🔗 Articles of COnfederation 📄 Articles of Confederation analysis sheet				
15 mins	ACTIVE READING > NOTE-TAKING: Ability to select important	DOCUMENT A SOURCE: LETTER FROM THE RHODE ISLAND	Students will complete a document analysis	Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or

	facts and passages for use in one's own writing.	ASSEMBLY TO CONGRESS (NOVEMBER 30, 1782) Did the Articles of Confederation give more power to the states of the national government?	sheet.	ineffective form of government.
<p>Standards:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>				
<p>Additional Attachments:</p> <p> Document A Letter from the Rhode Island Assembly to Congress</p>				
15 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	DOCUMENT B . ESTIMATED MARKET VALUE ODOCUMENT BSTATES EXPORTS TO GREAT BRITAIN (IN THOUSANDS) Did the Articles of Confederation give more power to the states of the national government?	Students will complete a document analysis sheet.	Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.
<p>Standards:</p> <p>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.</p> <p>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.</p>				
20 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	DOCUMENT C LETTER FROM DELEGATE JOSEPH JONES OF VIRGINIA TO GEORGE WASHINGTON (FEBRUARY 27, 1783) Did the Articles of Confederation give more power to the states of the national government?	Students will complete a document analysis sheet.	Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.
<p>Standards:</p> <p>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.</p> <p>RH.11-12.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes</p>				

<p>clear the relationships among the key details and ideas.</p> <p>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.</p> <p>Additional Attachments:</p> <p> LETTER FROM THE RHODE ISLAND ASSEMBLY TO CONGRESS (NOVEMBER 30, 1782)</p>				
20 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>DOCUMENT D JOHN JAY'S INSTRUCTIONS TO THE UNITED STATES MINISTER TO GREAT BRITAIN (MARCH 7, 1785)</p> <p>Did the Articles of Confederation give more power to the states of the national government?</p>	<p>Students will complete a document analysis sheet</p>	<p>Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.</p>
<p>Standards:</p> <p>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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Additional Attachments:</p> <p> John Jay's Instructions to the United States Minister to Great Britain (March 7, 1785)</p>				
20 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>DOCUMENT E MAP OF THE UNITED STATES AFTER INDEPENDENCE.</p> <p>Did the Articles of Confederation give more power to the states of the national government?</p>	<p>Students will complete a document analysis sheet.</p>	<p>Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.</p>
<p>Standards:</p> <p>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.</p> <p>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.</p> <p>Additional Attachments:</p> <p> Document E Map of the United States after independence</p>				
20 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for</p>	<p>DOCUMENT F JOHN JAY'S SPEECH TO CONGRESS ON NEGOTIATIONS WITH</p>	<p>Students will complete a document analysis sheet.</p>	<p>Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.</p>

	use in one's own writing.	SPAIN'S MINISTER DIEGO DE GARDOQUI (AUGUST 6, 1786) Did the Articles of Confederation give more power to the states of the national government?		
	Standards: 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. 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.11-12.1 : 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.			
	Additional Attachments:  Document F John Jay's Speech to Congress on Negotiations with Spain's Minister Diego de Gardoqui (August 6, 1786)			
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	DOCUMENT G LETTER FROM JOHN JAY TO GEORGE WASHINGTON JUNE 27, 1786) Did the Articles of Confederation give more power to the states of the national government?	Students will complete a document analysis sheet.	Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.
	Standards: 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. 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.11-12.1 : 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.			
	Additional Attachments:  Document G Letter from John Jay to George Washington June 27, 1786)			
20 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	DOCUMENT H REPORT OF RAWLIN LOWNDES' SPEECH TO THE SOUTH CAROLINA HOUSE OF REPRESENTATIVES, DEBATING THE ADOPTION OF THE FEDERAL CONSTITUTION JANUARY 17, 1788) Did the Articles of Confederation give more power to the states of the national government?	Students will complete a document analysis sheet.	Students will analyze a document based on the Articles of Confederation. Students will list how the document provides evidence that the Articles were an effective or ineffective form of government.

Standards:

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.

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.11-12.1 : 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.

Additional Attachments:

 **Document H Report of Rawlin Lowndes' speech to the South Carolina House of Representatives, debating the adoption of the federal constitution January 17, 1788)**

Writing Process

20 mins

PLANNING >**PLANNING THE**

WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

OUTLINE/ORGANIZER

Create an T-chart based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence as to whether the Articles of Confederation were an effective or ineffective form of government.

- Creates an outline or organizer.
- Supports opening claim.
- Uses evidence from texts read earlier.

- Provide and teach one or more examples of outlines or organizers.
- Invite students to generate questions in pairs about how the format works, and then take and answer questions.

Standards:

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.11-12.4 : 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 (e.g., how Madison defines faction in Federalist No. 10).

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.

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.11-12.1 : 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.

Additional Attachments:

 **T-Chart**

40 mins

PLANNING >**PLANNING THE**

WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

STICKY NOTE ARGUMENT PLAN

Your challenge is to think through and record the pieces of your argument on individual sticky notes, then place them within an Argument Plan, so that you are sure you have all of the pieces of an effective argument.

Rubric Attached

Overview:

1. Established your claim (Statement) and your three Key Points.
2. Use sticky notes to record and place the following pieces within your Argument Plan:
 - Two (2) pieces of textual evidence that support each Key Points
 - One (1) piece of textual evidence that would provide opposing evidence for each Key Point.
3. For each piece of textual evidence you placed within

your Argument Plan, record (on a sticky note) an explanation of how the evidence supports or opposes your Key Point, and place it in the Argument Plan.

Details:

Student Objectives: (What will I know?)

I will know that I have chosen and placed the best pieces of evidence and opposing evidence for my argument.

I will also know how to connect my evidence to my claim (Statement).

Why? I will be able to think about the best choices for evidence, and how they connect to my claim, before I need to think about how to draft them into paragraphs.

WHY USE STICKY NOTES?

Writing each piece of the argument on an individual sticky note will enable students to lift them off the Argument Plan and arrange them into an order in which they want to write them out. For instance, they might choose to begin with opposing evidence and follow with supporting; or they may choose to begin with an explanation and follow with a piece of evidence. They may even choose to place their Key Point at the end of a string of evidence/explanations. The sticky notes enable them to play with the structure of their argument in a flexible and kinesthetic way. **NOTE:** This effect can also be achieved electronically by typing within the boxes of the Argument Plan, and then using copy/paste onto another document to play with the organization of the pieces.

MATERIALS NEEDED:

- Large and small sticky notes
- Responsibility and Key Points Powerpoint presentation (attached)
- Argument Plan (attached)
 - You can also make this electronically accessible to students.
- Argument Plan Rubric (attached)

PROCEDURE:

MODELING an example: Use the scenario of a person who shoplifts something while a group of friends watch. Who is responsible, and how did that responsibility develop? Teacher models the process of placing three sticky notes on a table or a board, and creating 3 Key Points, using the guiding questions on the Responsibility and Key Points Powerpoint presentation.

STUDENT WORK: (In small, collaborative groups, with each student producing their own plan)

1. Tell students that they must select one character who they believe is responsible for the outcome of events in the novel. (They may choose up to two characters, if they feel the responsibility lies within more




			<p>than one character’s actions.)</p> <p>2. Ask students to begin their Argument Plan by thinking about who is responsible and how, using the guiding questions on Slide 1 of the Responsibility and Key Points Powerpoint presentation.</p> <p><i>They write their choice of character(s) in the Statement section at the top of the Argument Plan.</i></p> <p>3. Direct students to then use three (3) large sticky notes to establish their three Key Points, using the guiding questions on Slide 2 of the Responsibility and Key Points Powerpoint presentation.</p> <p><i>They place these sticky notes in each of the KEY POINT #1,#2, and #3 sections of the Argument Plan.</i></p> <p>NOTE: At this point, return to MODELING the shoplifting example to model selection of best evidence, and how it supports or opposes Key Points.</p> <p>4. Direct student to review all of their “Case File” documents, and also dig back into the book to find specific pieces of textual evidence that support and oppose each Key Point. Tell students to write each piece of evidence (and/or the page number) on smaller sticky notes.</p> <p><i>Students should then place each sticky note in an EVIDENCE or OPPOSING EVIDENCE box under each Key Point on the Argument Plan.</i></p> <p>5. For each piece of textual evidence, ask the students to write a clear explanation of how the evidence supports or opposes the Key Point. Use larger sticky notes for this step, since the explanation should be 1-2 sentences. (NOTE: This is not the draft, just “thinking on a sticky note” about what should be in that part of the argument.)</p> <p><i>Students then place these sticky notes on their Argument plan, in the HOW IT PROVES my STATEMENT boxes, or the WHY IT IS NOT AS IMPORTANT as my other pieces of evidence box (under each Key Point).</i></p> <p>NOTE: To assess their thinking, students use the Argument Plan Rubric to rate the quality of their key points, evidence, and explanations. It is really helpful to have students exchange plans and use the rubric to assess each other.</p>
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Standards:

- CCR.W.9** : Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCR.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.1** : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Additional Attachments:

 **Argument Plan**

	<p> PowerPoint Instructions</p> <p> Argument Plan Rubric</p>			
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.</p>	<p>INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> • Hook is engaging and relevant • Explanation successfully bridges hook and argument. • Thesis is specific, well articulated, and the actual topic of the paper. 	<p>*This tool should be used with students who already know their thesis, not as a tool to develop one.</p> <ol style="list-style-type: none"> 1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). 2. Allow students to complete the handout independently. 3. Finish with a share, either class wide or between partners.
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Intro Handout</p>			
40 mins	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>BODY PARAGRAPH OUTLINE Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.</p>	<ul style="list-style-type: none"> • Includes a clear topic sentence that states one of your reasons. • Includes at least 2 pieces of textual evidence with sources. • Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? • Includes a min. 2 sentence summary that connects the reason back to your claim. 	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas? 2. Ask students to turn to the person sitting next to them and share their response. 3. Ask students to share out responses as a whole class. 4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph. <p>MODELING:</p> <ol style="list-style-type: none"> 1. Distribute handouts of the sample outline to the students OR project the sample outline. 2. Read aloud the outline. 3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? 4. Ask students to share out responses as a whole class. <p>INDIVIDUAL PRACTICE:</p>

				<p>1. Have students work individually to complete their outlines.</p> <p>2. Ask students to share their outline with another classmate. Have each student grade their partner's outline using the rubric (write the rubric on the white/chalk board or project it).</p> <p>3. Ask students to read aloud sections of their outline to the class.</p> <p>CLOSING:</p> <p>1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively?</p> <p>2. Ask students to share out responses as a whole class.</p>
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Additional Attachments:</p> <p> Body_Paragraph_Outline.doc</p> <p> Body_Paragraph_Outline.pdf</p> <p> Body Paragraph-Student Work.pdf</p> <p> Sample Body Paragraph Outline.pdf</p>			
10 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE (LDC PROTOTYPE)</p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None
	<p>Standards:</p> <p>CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

-  **Source Letter from the Rhode Island Assembly to Congress (November 30, 1782) :**
<https://s ldc.org/u/bayx8fvz1xk6wpj3aht8qhtwh>
-  **Estimated Market Value of United States Exports to Great Britain :**
<https://s ldc.org/u/88bjfely6vvxkagp621c7dvi8>
-  **Letter from Delegate Joseph Jones of Virginia to George Washisngton (February 27, 1783) :**
<https://s ldc.org/u/cgopzmm4nfrn47jmv1rwqvfy7>
-  **John Jay's Instructions to the United States Minister to Great Britain (March 7, 1785) :**
<https://s ldc.org/u/e3ppupit0z0s0sa0na4zlxgu2>
-  **Map of the United States 1802 :** <https://s ldc.org/u/diq4e4idmc3l5a938x6mc04jq>
-  **John Jay's Speech to Congress on Negotiations with Spain's Minister Diego de Gardoqui (August 6, 1786) :** <https://s ldc.org/u/823122m6u36h1lfwwrprryb8k>
-  **Letter from John Jay to George Washington June 27, 1786) :**
<https://s ldc.org/u/15ms5867bgbpdstvp58ib2b3>
-  **Report of Rawlin Lowndes' speech to South Carolina House of Representatives debating the adoption of the federal c onstitution (January 17, 1788) :**
<https://s ldc.org/u/bimqnzsc491bza3zo8dwozfyx>