

## Chapter 2

### Section 3: The Critical Period

**Guiding Question:** What weaknesses in the Articles of Confederation made a lasting government impossible?

#### GET STARTED

##### Lesson Goals:

- Students will identify and analyze weaknesses of the Articles of Confederation.
- Students will learn how weaknesses in the Articles led to the Constitutional Convention.

**Bellringer** Display Transparency 2G. Write on the board: (1) **Which government issued this currency?** (2) **Look in your textbook to find the answer to this question: What problems did state currencies create? Answer in your notebook.**

**Vocabulary** Have students look up this section's vocabulary words in a dictionary to learn how each came into the English language. Have volunteers read the information to the class. Discuss the meaning of each vocabulary word in terms of its origins.

#### TEACH

Tell students that in this section they will learn about the problems the 13 states faced immediately after the Revolutionary War. They will also learn about initial attempts the states made to solve those problems. Go over students' Bellringer answers. Ask: **Why was it a problem for states to print their own money?** (*If each state had its own currency, interstate commerce would be difficult to conduct. In addition, the lack of a national currency would lead to confusion and chaos.*)

Direct students' attention to the Checkpoint question about Shays' Rebellion. Ask them to find the answer on the page. Explain that Shays' Rebellion was one incident that made it clear to many at the time that the national government was powerless to deal with the nation's troubles. Such realizations led to the call for the Constitutional Convention.

##### ELL/ESL Strategy

**Language Objective:** *To prepare and give a group presentation*

Divide the class into four groups, making sure each group contains ELL students as well as native English speakers. Each group should research how Shays' Rebellion influenced the call for the Constitutional Convention of 1787. Allow time for each group to present its results to the class as a whole.

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 2 Outline** (All-in-One, pp. 58–60)

##### Other Resources

**Reading Comprehension Worksheet**  
(All-in-One, p. 87)

**Section Quiz B** (All-in-One, p. 96)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.**