

Articles of Confederation Simulation

Independence Hall

Educators Guide and Lesson Plan created by Simone Morris, Brownwood ISD



Grade Level

11th Grade
AP US History

Time Required

Pre-Activity: 1 – 2 class periods
Museum Visit: 90 – 120 minutes
Post Visit Activity – 1 class period

Supplies/Materials Needed

- Excerpts from the Magna Carta
- Excerpts from the English Bill of Rights
- Excerpts from the US Constitution and the Bill of Rights
- Excerpts from the Universal Declaration of Human Rights
- Pre-visit timeline activity
- Clipboards
- Writing utensils
- Dry erase markers
- Four Corner Opinion Signs

Standards

AP US History Key Concepts
3.2.II.A, 3.2.II.B., 3.3.I.C

Essential Question(s)

- Why did Americans intentionally create a weak national government after the Revolutionary War?
- How did the Articles of Confederation reflect colonial experiences under British rule?
- What challenges arose under the Articles of Confederation?
- Was replacing the Articles with the Constitution justified?

Lesson Objectives

Students will:

- Explain why the Articles of Confederation limited federal authority.
- Analyze the successes and weaknesses of the Articles.
- Participate in a historical simulation demonstrating the challenges of governing under the Articles.
- Evaluate historical evidence to determine whether constitutional reform was necessary.
- Construct historical arguments supported by evidence from the simulation and historical events.

Pre-Visit

Display the following prompt:

Imagine you have just won independence after fighting a war against a powerful government. If you were creating a new government today, what powers would you refuse to give it?
Students write down their answers and then complete a brief Think-Pair-Share before discussing as a class.

Mini Lesson (20-30 minutes)

Introduce the Articles of Confederation by discussing:

- Why Americans feared centralized government
- Structure of the Confederation Congress

Key Vocabulary

Articles of
Confederation,
Confederation.
Ratification,
Sovereignty,
Unicameral
Legislature,
Requisition,
Amendment,
Northwest
Ordinance, Land
Ordinance,
Federalism,
Delegate, Shay's
Rebellion,
Consensus

- Powers granted to Congress
- Powers denied to Congress
- Major accomplishments
- Winning the Revolutionary War
- Land Ordinance of 1785
- Northwest Ordinance of 1787
- Weaknesses that developed
- Emphasize that these limitations were intentional and reflected Americans' experiences under British rule.

Powdered Wig Activity (20-30 minutes)

Students create powdered wigs using shower caps and cotton balls to wear during the museum simulation.

While students work, discuss:

- The appearance and culture of eighteenth-century political leaders
- The significance of Independence Hall
- Expectations placed upon delegates during the founding era

Delegate Assignment (10 minutes)

Each student receives a state assignment including:

- State represented
- Population
- Regional interests
- Economic priorities

Students review their state's position in preparation for the simulation.

Museum Visit

Introduction (10 minutes)

Inside the replica Independence Hall, students are welcomed as delegates to the Confederation Congress.

Read a historical introduction placing students in 1786, explaining that although the Revolutionary War has ended, significant problems threaten the survival of the new nation. Students are reminded that they must make decisions using only the powers granted under the Articles of Confederation.

Articles of Confederation Simulation - Teacher/Student Simulation Packets Attached

Students work through a series of historical scenarios while representing their assigned states. Each scenario demonstrates limitations of the national government.

"Delegate's Oath"

Have students stand beside their state placards and repeat: "I pledge to faithfully represent the interests of my state while working for the preservation of the United States under the Articles of Confederation."

Scenario 1: Revolutionary War Debt

Congress must repay foreign loans and soldiers. Students discover Congress cannot directly tax citizens and must request money from the states.

Scenario 2: National Defense

British troops remain in western forts. Congress wishes to raise an army but must rely on voluntary state support.

Scenario 3: Interstate Trade

States begin taxing goods from neighboring states. Students negotiate trade agreements and experience growing sectional conflict.

Scenario 4: National Currency

Different states issue separate currencies. Students experience the confusion created by the lack of a national monetary system.

Scenario 5: Constitutional Amendment

Congress proposes increasing federal authority. Students discover that unanimous approval from all thirteen states is required.

Scenario 6: Shays' Rebellion

Massachusetts requests federal assistance in suppressing an armed uprising. Congress debates possible responses but lacks funding and military authority.

Museum Debrief

Facilitate discussion using questions such as:

- Which challenge was most difficult to solve?
- Which powers should Congress have possessed?
- Why did states hesitate to surrender authority?

- Did the Articles accomplish their intended purpose?
- Would you support calling a Constitutional Convention? Why or why not?

Post-Visit

Reflection Writing

Students respond to the following prompt:

Using evidence from today's simulation, evaluate whether replacing the Articles of Confederation with the Constitution was necessary.

Students should include:

- One success of the Articles
- Two weaknesses experienced during the simulation
- One historical example supporting their claim
- A clear historical argument

Exit Ticket

Complete the sentence:

If I had been a delegate in 1787, I would have supported (or opposed) replacing the Articles because...

Students must support their answer with evidence from the simulation.

Variations and Extensions

APUSH Historical Debate

Students participate in a structured debate:

Resolved: The Articles of Confederation were unfairly criticized and should have remained the government of the United States.

Students use historical evidence to defend either side.

Primary Source Analysis

Students analyze excerpts from:

- Articles of Confederation
- James Madison's Vices of the Political System
- George Washington's Circular Letter (1783)
- Contemporary accounts of Shay's Rebellion

Students determine which documents best support constitutional reform.



APUSH Writing Extension

Students complete an LEQ using the prompt:

Evaluate the extent to which the weaknesses of the Articles of Confederation led to the adoption of the United States Constitution.



The Revolutionary War is over, and the thirteen former colonies are now independent states. Independence, however, has not guaranteed stability. The United States faces enormous war debts, disputes between states, threats along its borders, economic hardship, and growing unrest among its citizens.

You have been selected to represent your state in the Confederation Congress. Under the Articles of Confederation, each state retains most of its political power and receives one vote in Congress, regardless of its population or size. Major decisions require the approval of nine of the thirteen states, while any amendment to the Articles requires the unanimous approval of all thirteen states.

Congress may declare war, conduct foreign affairs, request money from the states, and ask the states to provide troops. However, Congress cannot directly tax citizens, regulate trade between the states, enforce its decisions, or require states to comply with its requests. Your challenge is to protect the interests of your state while also preserving the fragile union.

During today's simulation, you will face a series of national crises. You must debate, negotiate, form alliances, and cast votes using only the powers granted to Congress under the Articles of Confederation. You may personally disagree with your state's position, but you must vote as a representative of your state—not as a modern American.

The survival of the United States may depend upon the decisions made in this chamber.

Delegate's Oath

"I pledge to faithfully represent the interests of my state while working for the preservation of the United States under the Articles of Confederation."

Delegate Name: _____

State Represented: _____

Delegate Signature: _____

Delegate Quick Reference Guide

Before debating today's issues, remember that Congress is intentionally limited. The Articles of Confederation were written after the Revolutionary War because Americans feared creating another powerful central government like the British Crown. As a delegate, you must work only within these powers.

Congress CAN...

- Declare war
- Make peace and negotiate treaties with foreign nations
- Conduct foreign affairs
- Request money (requisitions) from the states
- Request troops from the states
- Borrow money
- Coin money (although states may also issue their own)
- Establish post offices
- Admit new states to the Union (requires approval of 9 of the 13 states)
- Pass major laws (requires approval of 9 of the 13 states)

Congress CANNOT...

- Tax citizens directly
- Force states to send money
- Force states to provide troops
- Regulate trade between states
- Regulate trade with foreign countries
- Enforce its own laws
- Punish states that refuse to cooperate
- Create a national court system
- Create an executive (president) to carry out laws

Powers Reserved for the States

- Under the Articles of Confederation, the individual states remained far more powerful than the national government.
- Each state could:
 - Collect taxes from its citizens
 - Control trade within its borders

- Impose tariffs on goods from other states
- Issue its own currency
- Maintain its own militia
- Decide whether to send money or troops to Congress
- Govern itself without interference from Congress

Rules of Congress

1. Each state receives ONE vote, regardless of population.
2. Nine of the thirteen states must approve most major laws.
3. All thirteen states must agree to amend the Articles of Confederation.
4. Debate respectfully and speak only after being recognized by the President of Congress.
5. Vote according to the interests of your state, not your personal opinion.
6. Remember: Congress may request, but not require, states to act.
7. Stay in character!

Keep This Question in Mind

"Does Congress actually have the power to solve this problem?"



State of New Hampshire

Money Available: \$2,000

Troops Available: 500

Current Situation

Life in New Hampshire is relatively stable. Your economy is steady, and your citizens are beginning to return to normal life after the Revolutionary War. Your state produces goods that other states want, and taxes placed on those goods have provided New Hampshire with a strong source of income.

Your State's Priorities

- Protect New Hampshire's stable economy.
- Preserve the state's ability to control its own taxes and trade policies.
- Avoid giving money or troops to Congress unless doing so clearly benefits New Hampshire.
- Prevent unrest in Massachusetts from spreading throughout New England.
- Resist national policies that may interfere with your profitable trade system.

Questions to Consider

- Why should New Hampshire surrender money or troops when other states have managed their finances poorly?
- Would stronger national authority protect New Hampshire's prosperity or threaten it?
- What could happen if the problems in neighboring states spread?

Delegate Notes

Possible allies: _____

Major concerns: _____

What will New Hampshire refuse to compromise on?

Commonwealth of Massachusetts

Money Available: −\$700

Troops Available: All 300 troops are currently being used.

Current Situation

Massachusetts is in a serious crisis. Your state is deeply in debt, and high taxes have angered farmers and other citizens. An armed rebellion has begun, and your state militia has been unable to bring the situation under control. Massachusetts urgently needs financial and military assistance.

Your State's Priorities

- Obtain troops from other states or from Congress.
- Secure emergency financial assistance.
- Prevent the rebellion from spreading.
- Convince other delegates that the uprising threatens the entire Union, not only Massachusetts.
- Support stronger national authority if it would provide immediate assistance.

Questions to Consider

- Why should other states help Massachusetts?
- What might happen if the rebellion succeeds?
- Should Congress possess the power to raise troops and collect taxes during an emergency?

Delegate Notes

States likely to help: _____

States likely to refuse: _____

Your argument for national assistance:

State of Rhode Island

Money Available: \$600

Troops Available: 200

Current Situation

Rhode Island has eliminated much of its debt by issuing its own state currency. Other states, however, do not trust the money and sometimes refuse to accept it. Rhode Island has also imposed high taxes and tariffs on goods entering the state, angering its neighbors. You are concerned that the rebellion in Massachusetts could spread into Rhode Island.

Your State's Priorities

- Protect Rhode Island's right to issue its own currency.
- Preserve control over state trade and taxation.
- Avoid national interference in Rhode Island's economic policies.
- Prevent the unrest in Massachusetts from crossing the border.
- Resist amendments that would give Congress broad economic authority.

Questions to Consider

- Why should Rhode Island accept a national currency?
- Does your state have the right to impose tariffs that protect its own economy?
- Would helping Massachusetts protect Rhode Island or reward poor leadership?

Delegate Notes

Possible allies: _____

States angered by Rhode Island: _____

What power must Rhode Island protect?

State of Connecticut

Money Available: \$400

Troops Available: 200

Current Situation

Connecticut's economy has remained stable, but the rebellion in Massachusetts is beginning to influence your citizens. Workers are demanding better pay and lower taxes, and protests may grow. Connecticut is also frustrated with Rhode Island's high trade taxes and its insistence that other states accept Rhode Island currency.

Your State's Priorities

- Stop the unrest in Massachusetts from spreading.
- Pressure Rhode Island to reduce its tariffs.
- Promote dependable currency and fair trade between states.
- Preserve Connecticut's financial stability.
- Support limited national action if it helps regulate interstate trade and maintain order.

Questions to Consider

Should Congress be able to regulate trade between Connecticut and Rhode Island?

Would sending troops to Massachusetts protect Connecticut?

How much state sovereignty should Connecticut surrender to gain economic stability?

Delegate Notes

Possible allies: _____

Your greatest regional concern: _____

A compromise Connecticut might support:

State of New York

Money Available: \$1,000

Troops Available: 300

Current Situation

New York's economy is improving, and your state expects to collect more tax revenue next year. However, settlers in the region known as Vermont are attempting to separate from New York and create an independent state. Some have threatened to seek British support if New York refuses to recognize them.

Your State's Priorities

- Prevent Vermont from separating from New York.
- Oppose the admission of Vermont as a new state.
- Protect New York's territory and authority.
- Avoid unnecessary national expenses.
- Support national defense if British involvement becomes a genuine threat.

Questions to Consider

- Should Congress admit Vermont as a new state?
- Would British support for Vermont threaten the entire country?
- Should New York contribute money or troops to solve problems in other states while facing its own territorial crisis?

Delegate Notes

States that might support Vermont: _____

States that might support New York: _____

Your argument against Vermont statehood:

State of New Jersey

Money Available: \$500

Troops Available: 50

Current Situation

New Jersey recently suppressed a rebellion caused by unemployment and economic hardship. The situation is calm for now, but protests could begin again. Most of your available troops are still being used to keep order in cities, leaving New Jersey with little military assistance to offer other states.

Your State's Priorities

- Preserve peace within New Jersey.
- Avoid sending away the few troops still available.
- Protect the state from unfair trade policies imposed by larger neighbors.
- Support policies that treat small states equally.
- Seek economic stability without surrendering New Jersey's one equal vote in Congress.

Questions to Consider

- Can New Jersey afford to send troops to another state?
- How can a small state protect itself from the economic policies of larger states?
- Would a stronger national government protect or weaken New Jersey?

Delegate Notes

Possible small-state allies: _____

Your greatest economic concern: _____

A national power New Jersey might support:

Commonwealth of Pennsylvania

Money Available: -\$100

Troops Available: 200

Current Situation

Pennsylvania's economy is struggling. The state government was recently unable to pay its militia, and some soldiers have begun to turn against the government. Protests have occurred, although they have not yet become violent. Pennsylvania may soon need to raise taxes or impose tariffs on goods entering the state.

Your State's Priorities

- Find a way to pay the state militia.
- Prevent protests from becoming a rebellion.
- Obtain financial assistance without losing state authority.
- Preserve Pennsylvania's ability to impose taxes or tariffs if necessary.
- Support national economic reforms only if they offer direct relief.

Questions to Consider

- Should Pennsylvania tax its own citizens or place tariffs on neighboring states?
- What happens when a government cannot pay its soldiers?
- Should Congress have the power to collect taxes during a financial crisis?

Delegate Notes

States that may provide help: _____

Economic policy Pennsylvania may adopt: _____

Your strongest argument for assistance:

State of Delaware

Money Available: \$300

Troops Available: 100

Current Situation

Delaware is peaceful, but its small size makes it economically vulnerable. Neighboring states impose expensive taxes on goods moving across their borders, making it difficult for Delaware to trade and remain out of debt.

Your State's Priorities

- Reduce tariffs imposed by neighboring states.
- Protect Delaware from the policies of larger states.
- Support equal voting power for every state.
- Promote national regulation of interstate trade.
- Avoid policies that base state influence on population or wealth.

Questions to Consider

- How can Delaware force larger states to reduce their tariffs?
- Should Congress regulate trade between the states?
- Would a stronger national government protect small states or allow large states to dominate them?

Delegate Notes

Possible allies: _____

States whose tariffs harm Delaware: _____

The most important power Delaware wants Congress to gain:

State of Maryland

Money Available: \$1,000

Troops Available: 300

Current Situation

Maryland is economically successful. Your skilled workers produce goods that neighboring states need, allowing Maryland to collect substantial revenue through trade taxes. Virginia objects to these taxes, and the two states are also disputing navigation rights on the Potomac and Pocomoke Rivers.

Your State's Priorities

- Protect Maryland's profitable trade system.
- Preserve control over state tariffs.
- Defend Maryland's navigation claims.
- Avoid national interference in the dispute with Virginia.
- Contribute money or troops only when national action benefits Maryland.

Questions to Consider

- Why should Maryland surrender profitable trade taxes?
- Should Congress settle river and navigation disputes between states?
- Could the conflict with Virginia eventually damage Maryland's economy?

Delegate Notes

Possible allies: _____

Your major rival: _____

Maryland's preferred solution to the river dispute:

Commonwealth of Virginia

Money Available: -\$200

Troops Available: 200

Current Situation

Virginia is in debt after rebuilding from the Revolutionary War. The state purchases many goods from Maryland and must pay heavy taxes on those products. Virginia and Maryland are also disputing navigation rights on the Potomac and Pocomoke Rivers. Virginia is currently peaceful, but continued debt could lead to protests.

Your State's Priorities

- Pressure Maryland to reduce its trade taxes.
- Secure fair access to shared rivers.
- Prevent Virginia's debt from producing public unrest.
- Support national regulation of interstate trade.
- Protect Virginia's influence as a large and important state.

Questions to Consider

- Should Congress regulate trade between Virginia and Maryland?
- Should Congress settle disputes involving shared waterways?
- Would Virginia benefit from stronger national economic authority?

Delegate Notes

Possible allies: _____

Your major rival: _____

A compromise Virginia could offer Maryland:

State of North Carolina

Money Available: \$600

Troops Available: 200

Current Situation

North Carolina is peaceful, and its economy is improving. South Carolina has asked for help pressuring Georgia to reduce its trade taxes. North Carolina also faces potential conflict with Native American nations along its western border and is concerned about losing control of western lands.

Your State's Priorities

- Protect the western border.
- Preserve North Carolina's claim to western territory.
- Maintain economic stability.
- Decide whether to support South Carolina against Georgia.
- Support national defense only if Congress can provide meaningful protection.

Questions to Consider

- Should North Carolina become involved in South Carolina's trade dispute?
- Can the state defend its western lands without national assistance?
- Should Congress possess more authority over frontier defense and diplomacy?

Delegate Notes

Possible allies: _____

Your greatest security concern: _____

North Carolina's position toward Georgia:

State of South Carolina

Money Available: -\$500

Troops Available: 300

Current Situation

Poor harvests have damaged South Carolina's economy and forced the state to purchase goods from Georgia. Georgia has imposed high taxes on those purchases, placing South Carolina deeply in debt. Your state may soon be unable to pay its troops.

Your State's Priorities

- Convince Georgia to lower its trade taxes.
- Gain support from North Carolina and other states.
- Find enough money to pay South Carolina's troops.
- Support national regulation of interstate trade.
- Avoid economic collapse and possible unrest.

Questions to Consider

- Should Congress force Georgia to lower its tariffs?
- What might happen if South Carolina cannot pay its troops?
- Would stronger national trade authority benefit South Carolina?

Delegate Notes

Possible allies: _____

Your major rival: _____

Your argument against Georgia's tariffs:

State of Georgia

Money Available: \$500

Troops Available: 200

Current Situation

Georgia's economy depends heavily on trade with South Carolina. Taxes collected from that trade provide essential revenue for the state. South Carolina wants those taxes reduced, but Georgia fears that lowering them would damage its own economy. Georgia also faces potential conflict with Native American nations along its western border.

Your State's Priorities

- Protect the revenue earned from trade with South Carolina.
- Resist congressional interference in Georgia's tax policies.
- Secure assistance in defending the western frontier.
- Preserve Georgia's control over its western lands.
- Avoid sacrificing state income merely to solve South Carolina's financial problems.

Questions to Consider

- Why should Georgia lower taxes that support its government?
- Should Congress regulate trade between Georgia and South Carolina?
- Would national military assistance be worth surrendering some economic authority?

Delegate Notes

Possible allies: _____

Your major rival: _____

What might persuade Georgia to lower its tariffs?

Year: 1786

The Revolutionary War has ended, but victory came at a tremendous cost. Congress owes millions of dollars to France, the Netherlands, and American soldiers who have not been paid for their service. The new nation desperately needs money to pay its debts and maintain its reputation with foreign nations.

Under the Articles of Confederation, however, Congress cannot tax citizens. It may only request that each state voluntarily contribute money.

Congress Must Decide: Should Congress request that each state contribute money to help repay the nation's debts?

Will your state contribute money?

- ☐ YES - How much? _____
- ☐ NO

Explain why/why not.

Congressional Debate Notes

Did Congress approve the request?

- ☐ YES
- ☐ NO

Did your state comply?

- ☐ YES
- ☐ NO



Although the war has ended, British troops continue occupying forts in the Northwest Territory, despite promises made in the Treaty of Paris. Many Americans fear Britain could attack again.

Congress wants to strengthen the national army.

However, under the Articles of Confederation, Congress cannot force states to provide soldiers.

Congress Must Decide: Should Congress request troops from the states?

Will your state send troops?

- ☐ YES - How many? _____
- ☐ NO

Explain why.

Congressional Debate Notes

Did Congress receive enough troops?

- ☐ YES
- ☐ NO



Several states have begun placing taxes (tariffs) on goods coming from neighboring states. These taxes are hurting businesses, increasing prices, and creating disagreements between states. Many delegates want Congress to regulate trade. Unfortunately, Congress has no authority to regulate commerce between the states.

Congress Must Decide: Should Congress attempt to create a national trade agreement?

Does your state support national regulation of trade?

- ☐ YES
- ☐ NO

Explain why.

Congressional Debate Notes

Did Congress solve the trade dispute?

- ☐ YES
- ☐ NO



Several states have begun printing their own paper money. Some states refuse to accept the currency issued by others, making trade difficult and causing confusion throughout the country. Congress has no practical way to establish one dependable national currency.

Congress Must Decide: Should Congress encourage every state to adopt one national currency?

Would your state support a single national currency?

- ☐ YES
- ☐ NO

Explain why.

Congressional Debate Notes

Did the states agree?

- ☐ YES
- ☐ NO



Many delegates now believe the Articles of Confederation should be changed to give Congress greater authority. Unfortunately, every single state must approve any amendment. One state voting "No" prevents the amendment from passing.

Congress Must Decide: Should the Articles of Confederation be amended to strengthen the national government?

How will your state vote?

- ☐ YES
- ☐ NO

Explain why.

Congressional Debate Notes

Was the amendment approved unanimously?

- ☐ YES
- ☐ NO

Why is changing the Articles so difficult?



Massachusetts has asked Congress for military assistance to suppress Shays' Rebellion, an armed uprising of farmers protesting high taxes and debt. Many delegates believe the rebellion threatens the survival of the new nation. However, Congress has no money to raise an army and cannot force states to provide troops or funding.

Congress Must Decide: Should Congress attempt to assist Massachusetts?

Will your state provide money or troops?

- ☐ YES - Money: _____ Troops: _____
- ☐ NO

Explain why.

Congressional Debate Notes

Was Massachusetts successfully helped?

- ☐ YES
- ☐ NO

What did Shays' Rebellion reveal about the Articles of Confederation?



Looking Back...

Which weakness do you believe was the greatest threat to the survival of the United States?
Check One.

- Congress could not tax
- Congress could not regulate trade
- Congress could not enforce laws
- Congress could not raise an army
- States issued different currencies
- Amendments required unanimous approval
- Other:

In 3-5 sentences, explain your answer using evidence from today's simulation.

[illegible]

Opening Script (5 minutes)

"Delegates...

Welcome to the Confederation Congress.

The Revolutionary War has been won, but peace has brought new challenges. The nation is burdened with debt. Foreign nations question our strength. States disagree with one another over trade, taxes, and territory. Across America, many wonder whether this new republic can survive.

Today, you are no longer students. You are delegates representing your state in the Confederation Congress. Remember:

- Your first responsibility is to your state.
- You may only use the powers granted under the Articles of Confederation.
- Your decisions today may determine whether the United States survives."

Read Delegate Oath.

"I pledge to faithfully represent the interests of my state while working for the preservation of the United States under the Articles of Confederation."

Simulation Flow

Repeat the following format for each scenario.

Scenario 1: Revolutionary War Debt

Historical Background

- Congress owes millions to France, the Netherlands, and unpaid soldiers.
- Congress cannot tax citizens.
- It may only request money from the states.

Read to Students

"Delegates, our nation owes enormous debts from the Revolutionary War. If these debts remain unpaid, foreign nations may refuse to lend money to the United States again. Congress proposes requesting financial contributions from every state."

Student Discussion

- Give states 3–5 minutes to discuss.
- Allow negotiations.
- Encourage alliances.

Vote

- Each state votes.
- Requires 9 of 13 to pass.

Reveal

- Even if approved...
- Congress cannot force states to send money.
- Many states refuse.
- Debt remains.

Debrief (1 minute)

Ask:

- Why didn't Congress solve this?
- Should Congress have taxation power?

Scenario 2: National Defense

Historical Background

- British troops still occupy forts in the Northwest Territory.
- Congress wants to raise an army.

Read

"Great Britain refuses to abandon several western forts. Congress requests troops from the states."

Student Discussion

- 3–5 minutes

Vote**Reveal**

- Congress cannot require troops.
- Some states refuse.
- Army remains too small.

Debrief**Scenario 3: Interstate Trade**

Historical Background

- States begin taxing one another.
 - Trade suffers.
 - Prices increase.
-

Read

"Rhode Island and Maryland continue taxing neighboring states. Merchants demand Congress stop the trade disputes."

Student Discussion**Vote****Reveal**

- Congress has no power to regulate interstate commerce.

Debrief**Scenario 4: National Currency****Historical Background**

- States print different currencies.
- Merchants refuse some state money.
- Trade becomes confusing.

Read

"Several states now refuse to accept each other's money. Congress debates creating one national currency."

Student Discussion**Vote****Reveal**

- Congress has little practical authority to establish one reliable currency.
- Confusion continues.

Debrief**Scenario 5: Amending the Articles****Historical Background**

- Many delegates now believe Congress needs additional powers.

Read

"A proposal has been introduced to strengthen Congress. Remember...every state must approve."

Student Discussion**Vote****Reveal**

- One "No" vote.
- Amendment fails.

Debrief

Scenario 6: Shays' Rebellion

Historical Background

- Farmers in Massachusetts have rebelled.
- Massachusetts requests help.
- Congress has no army.
- Congress has little money.

Read

"Massachusetts asks Congress for immediate military assistance."

Student Discussion

Vote

Reveal

- Congress cannot respond effectively.
- Massachusetts must solve the crisis largely on its own.

Debrief

Reflection Questions:

- Which weakness surprised you most?
- Which state frustrated you the most?
- Did your state vote differently than you personally would have?
- Was the Articles government too weak?
- Would you support replacing the Articles?

Continue Post-Visit Activity back at school.

