Federalist vs. Anti-federalist

## Goals & Objectives

Students will learn about the debate between the Federalists and the Anti-federalists and how that led to the eventual implementation of the Constitution. Students will examine, explain, debate and evaluate about the different viewpoints of the Federalists and Anti-federalists and the eventual ratification of the Constitution.

## California State Content Standard

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.2.4 Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

### Lesson Introduction (Hook/Access Prior Knowledge)

The teacher will show two pictures. One will be of James Madison and the other will be of Patrick Henry. The teacher will divide the class into sections, one for the James Madison picture and the other for the Patrick Henry picture. This introduction will serve as a precursor to the debate that will be held in class. (The seating can be rearranged accordingly). The teacher will then give each group a small poster paper in which they will write what they know about each man. This will give the teacher an insight as to the students’ knowledge of the content that will be discussed in class. The teacher will then select a person from each group to explain what they wrote on the poster paper.

### Vocabulary (Content Language Development)

The students will make note of the key terms and figures when they are assigned to open their textbook to read about the Federalists vs. Anti-federalists. After the reading the teacher will address vocabulary such as ratification.

Key terms/figures:

-Federalist

-Anti-federalist

-James Madison

-Patrick Henry

-Ratification

### Content Delivery (Method of Instruction)

The students will open their textbook to the Ratification (Federalists vs. Anti-federalist) of the Constitution section. The teacher will then have the group of students assigned to the James Madison picture read on the Federalists viewpoints. The group of students assigned to the Patrick Henry picture will read about the Anti-federalists viewpoints.

A class discussion will then take place.

After the discussion the students will read in the textbook the next section which is about the outcome of the debate between the Federalists and Anti-Federalists and how the two groups came to an agreement which eventually led to the ratification of the Constitution.

### Student Engagement & Critical Thinking (Student Activities)

Having read about the viewpoints of the Federalists and Anti-federalists, the teacher will have the students take roles of people during that time.

The students that read about the Federalists will take the role of an east coast merchant and/or artisan who is relatively wealthy. Those that read about the anti-federalists will take the role of a western-most rural farmer who is not poor but not wealthy either.

The students representing the merchants will be given an anchor symbol and the students representing the farmers will be given a pitchfork symbol. The symbols will serve as an indication of who is the speaker/representative of the group. The teacher will choose the speaker accordingly. The role of the speaker will also alternate every few minutes so as to allow several students the opportunity to use their oral communications skills.

The teacher will begin the discussion by asking the first assigned speaker why they chose to support their faction (the teacher will decide which group to start with). The speaker will have a few seconds to convene with his group and make his case. In turn the other group of students will listen to the speaker’s response and they will have their opportunity to respond.

The teacher will assist with the discussion by asking questions so as to not let the discussion go stale.

### Lesson Closure

The teacher will make note, with the students, the tough debate and situation in which the country as at during that time and how eventually some compromise would have to be the outcome.

Students will write a journal about their thoughts about the debate and how they would have changed or improved the Federalists or Anti-federalists arguments (depends on which group they were assigned)

### Demonstrated Learning (Formative & Summative Assessments)

During the discussion the teacher will be attentive to the students’ responses and questions to each other so as to take note of how well the students are captivating the topic and asses their level of critical thinking.

The journal will also help the teacher assess what the students came away with after the discussion as well as their level of critical thinking when they address how they would have improved/modified their factions stance.

Accommodations for English Learners, Struggling Readers and Students with Special Needs

The incorporation of pictures that represent each group (and speaker) will assist the students in understanding their position and role. The alternation of the speaker for each group will also help students practice their oral communications skills without putting total responsibility on them to represent their group during the whole discussion.

## Lesson Resources

[Federalists and Anti-Federalists](http://library.thinkquest.org/11572/creation/framing/feds.html)

[Anti-Federalists](http://www.ushistory.org/us/16b.asp)

[The Federalist Debates: Balancing Power Between State and Federal Governments | EDSITEment](http://edsitement.neh.gov/lesson-plan/federalist-debates-balancing-power-between-state-and-federal-governments)