Social Studies Lesson Plan- SS.5.C.1.6
Compare Federalist and Anti-Federalist views of government

1. Title: Federalists vs. Anti-Federalists - Fifth Grade

2. Overview - Big Ideas:

   Enduring Understandings

   • Identify the weaknesses of the Articles of Confederation and how these weaknesses led to the writing of the Constitution.
   • Understand the Federalist views of government
   • Understand the Anti-Federalist views of government
   • Differentiate between Federalist and Anti-Federalist views of government
   • Analyze the impact the varying points of view (Federalist; Anti-Federalist) had on shaping the United States Constitution.
   • Understand why some delegates signed the Constitution and others did not

   Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

   • What were the weaknesses of the Articles of Confederation that created the need for a new constitution?
   • How do the Federalists and Anti-Federalists compare and contrast to one another?
   • How did the debates between the Federalists and Anti-Federalists shape the United States Constitution?

3. Lesson Objectives:

   Standards - Next Generation Sunshine State Standards for Social Studies

   Fifth Grade NGSSS-SS Benchmarks

   • SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.
Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

- SS.7.C.1.5 Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

4. Key Vocabulary:

amend, amendment, Anti-Federalist, Articles of Confederation, currency, delegate, dictator, Federalist, goods, ratify (ratification, ratifying), republic, tariff, vulnerable

5. Evidence of Student Understanding (Assessment) in this Lesson:

What key knowledge and skills will students acquire as a result of this lesson?

After students complete this lesson, they will be able to identify some of the weaknesses of the Articles of Confederation and explain how these weaknesses created a need for a new Constitution. An understanding of the Federalist and Anti-Federalist views of government should be apparent. Students should be able to compare and contrast the Federalist and Anti-Federalist views of government and be able to describe how these different viewpoints helped shape the constitution. Students should also demonstrate an understanding of why some delegates signed the constitution and others did not.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring the knowledge and skills addressed in this lesson, the student will be able to complete the attached graphic organizer comparing and contrasting the viewpoints of the Federalists and the Anti-Federalists. Students should also be able to discuss the weaknesses of the Articles of Confederation and explain how these weaknesses led to the writing of the Constitution. Students should be able to write a journal entry from the viewpoint of either a Federalist or Anti-Federalist.

Additionally, students will be able to correctly answer the questions that are part of the formal assessment included with this lesson.

Both formative and summative assessments are included.
6. **Materials Needed:**

- **Attachment A:** Reading #1: Federalists vs. Anti-Federalists
- **Attachment B:** Graphic Organizer: Federalists and the Anti-Federalists
- **Attachment C:** Reading #2: A Read Aloud Play
- **Attachment D:** Federalist/Anti-Federalist Quotes
- **Attachment E:** Graphic Organizer: Point of View
- **Attachment F:** Post Quiz

7. **Steps to Deliver the Lesson:**

* A detailed, step by step description of how to deliver the lesson and achieve the lesson plan objectives.

a. **Lesson Opening:** Briefly review the Revolutionary War. Ask students who the colonists were fighting against and why. Make a list of student responses on the white board. Ask students to list all the grievances the colonists had against English rule. Looking at the list, noting that the war has ended, pose the following question: “Now what?” Ask students to think about what things were like in the colonies after the war ended. What are some problems the colonists might encounter? How will they deal with these problems?

b. **Reading:** Distribute reading (Attachment A): Federalists vs. Anti-Federalists. Use jump in reading or other effective reading strategies appropriate for your class to read the background information contained in the article.

c. Have students define the highlighted vocabulary associated with the lesson.

d. Distribute and discuss the graphic organizer (Attachment B): *What was the disagreement between the Federalists and the Anti-Federalists?* Work with students to complete the graphic organizer.

e. Distribute Reading #2 (Attachment C): A Read Aloud Play. Have two student volunteers read the play aloud to the class. Discuss the positions of John Jay and Elbridge Gerry. Note that Elbridge Gerry was one of the 3 delegates who refused to sign the constitution.
f. Have students complete the independent writing assignment listed in #8 below.

g. Have students take the post-quiz associated with this lesson (Attachment F). Go over the quiz with students. Check for understanding and re-teach any concepts not understood.

8. **Specific Activities: (From Guided to Independent)**

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

a. After students have completed the two readings and the graphic organizer (Attachment B) have students write a 1-2 paragraph journal entry from the viewpoint of either a Federalist or an Anti-Federalist. Have students imagine that they have just gotten home after a long day of debating at the Constitutional Convention. Their journal entry should discuss their point of view and their pleasure or frustration with the day’s debate.

b. For students who are struggling readers and/or English Language Learners, pair them with another student for assistance.

c. Circulate the room to monitor students’ abilities in writing the journal entry. If students have difficulty with this assignment, model a sample journal entry on the white board.

d. Have students share their completed journal entries with the class.

9. **Differentiated Instruction Strategies:**

How to accommodate a variety of student learning needs; remediation strategies as well as enrichment strategies

a. As students are completing the graphic organizers, work individually with students who are having difficulty with this task.

b. While students are completing the journal entry, work on an individual basis with students who are having difficulty.

10. **Technology Integration:**

Activities incorporating technology; e.g., address lesson content through online resources.
a. Have students visit the National Archives information on the Constitutional Convention of 1787 to find more information on the Federalists and the Anti-Federalists:
http://www.archives.gov/exhibits/charters/constitution.html

b. Have students access the National Archives information on the Bill of Rights and Anti-Federalist George Mason:

c. For a word search puzzle of vocabulary related to this lesson, visit Ben’s Guide to Government at the link below and click on “Constitution”:
http://bensguide.gpo.gov/flash/wordsearch.html

d. Have students access Ben’s Guide to Government for a word search puzzle on the Signers of the Constitution:
http://bensguide.gpo.gov/9-12/games/wordsearch.html

e. For more information on the Articles of Confederation (Ben’s Guide to Government), have students access:

f. Have students access the interactive game (Who Were the Supporters, Critics of the Constitution- Federalists, Anti-Federalists) at the Texas Law-related Education website:
http://www.texaslre.org/federalists_game/federalists.html

11. Lesson Closure:
Methods to draw ideas together, review concepts, etc.

a. After completing and reviewing the post quiz with students, ask students the following questions to conclude the lesson:

• What were some of the weaknesses of the Articles of Confederation?
• What did the Americans do to address these weaknesses?
• What were the major viewpoints of the Federalists? Anti-Federalists?
• Did the division between the Federalists and Anti-Federalists create a problem at the constitutional Convention? If so, how?
• Why did the three delegates refuse to sign the Constitution?
• What is the Bill of Rights and how is it related to the Anti-Federalist point of view?
b. For home learning, distribute and discuss Attachment D – Federalist and Anti-Federalist quotes and Attachment E- “Point of View” graphic organizer. After a brief discussion of the quotes, instruct students on the use of the Point of View graphic organizer. Have students choose one of the quotes to complete the graphic organizer. Students should be prepared to share their work with the class.
Federalists vs. Anti-Federalists

When the American Revolutionary War ended, the colonists faced many problems. Even though people from different colonies had joined together to fight the British, they still felt that they were citizens of their own separate colonies. The **Articles of Confederation** set up a new government that was very loosely organized. The “Articles” gave most of the power to the states and very little power to the national government. Under the Articles of Confederation, there was no national executive or court system. The national government could not raise an army, collect taxes, or regulate trade between the states. Even though the new government could print and coin money, many states printed their own money. Some even placed tariffs on goods from other states. Just imagine the problems this created! To buy or sell goods in the next state, one might have to use a different currency or even pay a tariff. With no power to raise an army, the new nation was vulnerable to attack from other countries. Faced with debt, economic problems and struggles between the states, the Articles of Confederation were not working! Many were afraid that the states might separate into thirteen different countries.

Because of the many problems under the Articles of Confederation, each state was asked to send delegates to a convention in Philadelphia in May, 1787. The purpose of the convention was to discuss how to make the national government stronger. Rhode Island was the only state that did not send a delegate. Fifty-five delegates from twelve states gathered at the Pennsylvania State House. Because they wanted to be able to discuss and debate their ideas “freely,” it was decided to conduct all meetings in secret. Guards were placed at the doors and the State House windows were covered. So began long months of discussion, debate, and compromise. Early in the convention, the delegates came to an unexpected decision. They decided that rather than try to fix the Articles of Confederation, a new plan of government with a new constitution needed to be developed. As the discussion and debate proceeded, a division took place among the delegates. One group, the Federalists, believed in a strong national government. The other group, the Anti-Federalists, favored states and individual rights.

**Who Were the Federalists?**

The Federalists believed in a strong national government that would have power over the states. They believed that a large republic was the best way to protect individual rights and freedom. The members of this group were more likely to be wealthier merchants, bankers, lawyers, manufacturers, and plantation owners. The Federalists tended to be more educated. John Adams, George Washington, Benjamin Franklin, James Madison, John Jay and Alexander Hamilton were important Federalists.
The Federalists were in favor of a national bank and did not think that a bill of rights was needed. They were in favor of ratifying the Constitution.

**Who Were the Anti-Federalists?**

The Anti-Federalists were against a strong national government. They believed that each state should have its own independent government. Many Anti-Federalists didn’t have a lot of trust in government and feared that a strong national executive might become a king or dictator. They also felt that only a small republic could protect individual rights and freedom. The Anti-Federalists were mostly farmers and tradesmen and less likely to be wealthy. Among the important Anti-Federalists were Thomas Jefferson, Patrick Henry, Samuel Adams, George Mason, Edmond Randolph, and Elbridge Gerry. The Anti-Federalists were opposed to a national bank and believed that a bill of rights was important and necessary. They were opposed to ratifying the Constitution.

**The Great Debate**

The delegates discussed, debated and compromised for many long months. Finally, in September the final draft was ready to be signed. Some of the delegates were not happy with the new Constitution and some left Philadelphia. On the signing day, September 17th, only 42 delegates were present. Three delegates refused to sign the Constitution that day- Anti-Federalists George Mason, Edmond Randolph, and Elbridge Gerry.

The new Constitution had to be approved (ratified) by 9 of the 13 states. Debates and arguments started throughout the states. Essays and letters were written; newspaper articles and pamphlets appeared that supported and opposed the new constitution. Political celebrations, parades and protests were held. Speeches were made in meeting houses, taverns and on street corners. Friends, neighbors, workers and family members discussed and debated the issues. One of the most hotly debated issues was that the Constitution did not have a bill of rights. By the end of July 1788, eleven states had ratified the Constitution. North Carolina and Rhode Island still would not approve the Constitution until it had a bill of rights. Finally, James Madison drafted a bill of rights in 1789. By November, North Carolina had ratified the constitution. But it would not be until May of the following year that Rhode Island would vote to ratify. It was the Anti-Federalist outcry that caused the Bill of Rights (the first 10 amendments) to be added to the United States Constitution. These 10 amendments guarantee rights and freedoms that are basic to all Americans.

Who was the winner in this debate? If the Federalists hadn’t won, we wouldn’t have a Constitution. But if the Anti-Federalists hadn’t disagreed, the Constitution would not have a Bill of Rights.
## Federalists vs. Anti-Federalists

### How are they alike?

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

### How are they different?

<table>
<thead>
<tr>
<th></th>
<th>Federalists</th>
<th>Anti-Federalists</th>
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<tr>
<td>Who were their leaders?</td>
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<td>Were they in favor of ratifying the Constitution?</td>
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<td>Were they in favor of a strong National Government?</td>
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<td>What were the major occupations, social, and economic statuses of group members?</td>
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<td>Were they in favor of a national bank?</td>
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A Read-Aloud Play

Characters:
John Jay, a citizen of New York and a Federalist
Elbridge Gerry, a delegate from Massachusetts and an Anti-Federalist

John Jay: Mr. Gerry, I humbly request that you reconsider your reasons for not supporting this Constitution.

Elbridge Gerry: But Mr. Jay, I cannot stand by it! I cannot sign my name to a document that does not secure the rights of every American.

Jay: But we are accounting for that. We will have a chance to amend the Constitution.

Gerry: Yes, but should free people adopt a form of government that they believe needs amendment? This document is unacceptable!

Jay: This document is as good as we can make it. Tell me Mr. Gerry, do you think it is possible to come up with a better plan? We cannot please everyone. I say that delaying the ratification of this Constitution will put our country at great risk.

Gerry: I know, you believe that our enemies will see our indecision as weakness, and our creditors may stop lending to us. But isn’t personal freedom important, too?

Jay: We have been meeting for such a long time. What if we reject this Constitution? Would we ever be able to come up with something better?

Gerry: What do you suggest we do?

Jay: I believe we should ratify the Constitution, give it a fair amount of time to work for the people, and fix it as time, occasion, and experience may dictate. What do you suggest we do, Mr. Gerry?

Gerry: I believe we should add a bill of rights that secures the liberties of the American people. It pains me to disagree so strongly with those who signed, but I sincerely believe that the American people deserve to have their rights protected.

Jay: Well, Mr. Gerry, we are putting this decision in the hands of the American people.

Gerry: Indeed, and I sincerely hope that whatever Constitution is finally adopted will secure the liberty and happiness of America.

National Constitution Center
Federalist and Anti-Federalist Quotes

**Federalist**

If men were angels, no government would be necessary… You must first enable the government to control the governed." - James Madison, *Federalist Papers “Number 51”*
Excerpt taken from http://thomas.loc.gov/home/histdox/fedpapers.html

“I agree to this Constitution, because I think a general government is necessary for us…. . . I hope … we shall act heartily and unanimously in recommending this constitution . . .”
- Benjamin Franklin, Constitutional Convention, 1787
Excerpt taken from: http://www.constitution.org

“The prosperity of America depend[s] on the Union. To preserve and perpetuate [maintain] it was the great object of the. . . . plan which the convention has advised [the people] to adopt. . . . “- Alexander Hamilton, *Federalist Papers “Number 45”*
Excerpt taken from: http://thomas.loc.gov/home/histdox/fedpapers.html

**Anti-Federalist**

“I will now tell you what I do no not like. First, [there is no] bill of rights. . . A bill of rights is what the people are entitled to against every government on earth. . . .”
- Thomas Jefferson, December 20, 1787
Excerpt taken from: http://etext.lib.virginia.edu/jefferson/quotations/

“Without a Bill of Rights, you will exhibit the most absurd thing to mankind that ever the world saw a government - Patrick Henry, Ratifying convention speech, “Need for a Bill of Rights”

“This Constitution is said to have beautiful features; but when I come to examine these features, Sir, they appear to me horribly frightful…Your President may easily become King…” - Patrick Henry, “Shall Liberty or Empire be sought”
Excerpt taken from: http://www.saf.org/PatrickHenry060588.html
Federalists vs. Anti-Federalists- Post Quiz

Low Complexity Items:

1. One of the major weaknesses of the Articles of Confederation was that most of the power was given to:
   a. The legislative branch of the government
   b. The states
   c. The chief executive
   d. The Federal courts

2. Which group felt that a bill of rights was necessary to guarantee individual rights and freedom?
   a. The Federalists
   b. The Nationalists
   c. The Conservatives
   d. The Anti-Federalists

3. Which group from the list below believed that a strong national government was the best way to guarantee individual rights and freedom?
   a. The Federalists
   b. The Nationalists
   c. The Conservatives
   d. The Anti-Federalists
Moderate Complexity Items:

4. What does the statement below describe?

“The national government could not tax or regulate commerce among the states.”

   a. A weakness of the Articles of Confederation
   b. An opinion of a Federalist
   c. A weakness of the Constitution
   d. A strength of the Articles of Confederation.

5. During the years 1788 through 1791, Americans debated whether to ratify the constitution. During this time, the Anti-Federalists engaged in many activities to express their viewpoint on the Constitution. Which of the following is a direct outcome of the Anti-Federalist’s activities?

   a. The Articles of Confederation were revised
   b. Women were given the right to vote
   c. A bill of rights was added to the constitution
   d. New amendments were added to the Magna Carta

6. Which of the following statements is true about the Federalists?

   a. They opposed the ratification of the Constitution
   b. They thought that a strong national government would reduce the rights of states
   c. They thought a strong national government would take away individual rights
   d. They supported the ratification of the Constitution
High Complexity Items

7. The statement below is an historical quote by Alexander Hamilton. The statement clearly demonstrates Hamilton’s position as what?

Quote: “Yes, my countrymen . . . I am clearly of the opinion it is in your best interest to adopt it [the Constitution]. I am convinced that this is the safest course for your liberty, your dignity, and your happiness.”

a. An Anti-Federalist
b. A radical
c. A Federalist
d. A right’s activist

8. The statement below is an historical quote by Patrick Henry. His words clearly identify his position as a delegate to the Constitutional Convention. Which group below best matches the viewpoint of Henry’s quotation?

Quote: “If you make the citizens of this country agree to become the subjects of one great consolidated [united] empire of America, your government will not have sufficient energy to keep them together. . . . There will be no checks, no real balances, in this government.”

a. A Constitutionalist
b. An Anti-Federalist
c. A Federalist
d. A Federalist Papers author

9. “In framing a government which is to be administered by men over men, the great difficulty lies in this, you must first enable the government to control the governed; and in the next place, oblige it to control itself.”

This passage from the Federalist Papers refers to the need for

a. A strong executive
b. A system of checks and balances
c. An independent military
d. A national education system
10. Below is a political cartoon that appeared in a newspaper during the time period when the Constitution was being ratified. If you notice, each pillar represents a state. The eleven upright pillars represent the states that have ratified the Constitution. The two pillars falling down represent North Carolina and Rhode Island. Which statement below best describes the meaning of the cartoon?

a. It represents that without North Carolina and Rhode Island, the new nation will crumble.

b. It shows that all states have agreed on ratifying the Constitution.

c. It represents that North Carolina and Rhode Island will fall if they do not ratify the Constitution.

d. It represents the Anti-Federalist view that the new nation cannot survive without a Bill of Rights.
Answers to Post Quiz

1. B
2. D
3. A
4. A
5. C
6. D
7. C
8. B
9. B
10. C
# Civic Integration
Lesson Plan Quiz Blueprint
NGSSS-SS Main Benchmark: SS.5.C.1.6
Title of Lesson: Federalists and Anti-Federalists
Grade Level: 5th

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<th>Benchmark</th>
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<th>7th Grade Tested</th>
<th>Answer</th>
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