

Federalists vs. Anti-Federalists

Ratification of the Constitution Debate

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Grade Level	8th Grade	**Time Frame**	2 class period(s)
Subject	Social Studies	**Duration**	90 minutes
Course	U.S. Government, U.S. History		

Essential Question

How did the debate of ideas between the Federalists and Anti-Federalists influence the ratification of the U.S. Constitution?

Summary

Students will listen to the lyrics from Hamilton to consider why the US Constitution needed to be defended. In collaborative groups, students will work to understand and create point-of-view statements for both Federalists' and Anti-Federalists' viewpoints on ratifying the U.S. Constitution. Next, students will discuss how these debates influenced government structure and policy in the United States throughout the nation's history. Finally, students reflect on what they have learned in this lesson to answer the essential question using the exit ticket strategy.

Snapshot

Engage

Students listen to the song "Non-Stop" from the musical Hamilton and consider why Hamilton would describe the U.S. Constitution as his "client" in need of defending.

Explore

Working in collaborative groups, students read the "Debate Over Ratification" article. Each group creates 3–5 statements from the Federalist and Anti-Federalist points of view regarding ratification of the Constitution.

Explain

Using a Card Sort strategy, student groups sort a series of statements into "Federalist" and "Anti-Federalist" categories, examining the evidence each statement gives for supporting or opposing ratification of the Constitution.

Extend

Students create social media posts to represent Federalist and Anti-Federalist views on ratifying the Constitution. Then, the class discusses how the Federalist and Anti-Federalist debate over ratification shaped the structure of the Constitution.

Evaluate

The class discusses major issues currently debated on social media or in other public forums. Students consider how these debates influence government structure and policy today. Lastly, students reflect on their learning by completing an exit ticket in response to the essential question of this lesson.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages
CLR401: Locate important details in somewhat challenging passages

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

8.3.7: Examine the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution as expressed in the Federalist Papers authored by James Madison, Alexander Hamilton,and John Jay and the writings of Anti-Federalists, such as George Mason, including concerns over a strong central government and the omission of a bill of rights.

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.2.4: Compare the points of view toward the structure and powers of government as expressed in the Federalist Papers, authored by Madison, Hamilton and Jay, as well as the writings of the Anti-Federalists.

Attachments

- Federalist vs. Anti-Federalists Card Sort for Teachers—Federalists vs. Anti-Federalists .docx
- Federalist vs. Anti-Federalists Card Sort for Teachers—Federalists vs. Anti-Federalists .pdf
- Federalist vs. Anti-Federalists Card Sort—Federalists vs. Anti-Federalists - Spanish.docx
- Federalist vs. Anti-Federalists Card Sort—Federalists vs. Anti-Federalists - Spanish.pdf
- Federalist vs. Anti-Federalists Card Sort—Federalists vs. Anti-Federalists.docx
- Federalist vs. Anti-Federalists Card Sort—Federalists vs. Anti-Federalists.pdf
- Lesson Slides-Federalists vs. Anti-Federalists.pptx
- Non-Stop Lyrics—Federalists vs. Anti-Federalists - Spanish.docx
- Non-Stop Lyrics—Federalists vs. Anti-Federalists - Spanish.pdf
- Non-Stop Lyrics—Federalists vs. Anti-Federalists.docx
- Non-Stop Lyrics—Federalists vs. Anti-Federalists.pdf
- Social Media Debate—Federalists vs. Anti-Federalists - Spanish.docx
- Social Media Debate—Federalists vs. Anti-Federalists - Spanish.pdf
- Social Media Debate—Federalists vs. Anti-Federalists.docx
- Social Media Debate—Federalists vs. Anti-Federalists.pdf
- Social Media Post—Federalists vs. Anti-Federalists - Spanish.docx
- Social Media Post—Federalists vs. Anti-Federalists - Spanish.pdf
- Social Media Post—Federalists vs. Anti-Federalists.docx
- Social Media Post—Federalists vs. Anti-Federalists.pdf
- The Debate Over Ratification—Federalists vs. Anti-Federalists - Spanish.docx
- The Debate Over Ratification—Federalists vs. Anti-Federalists - Spanish.pdf
- The Debate Over Ratification—Federalists vs. Anti-Federalists.docx
- The Debate Over Ratification—Federalists vs. Anti-Federalists.pdf

Materials

- Lesson Slides (attached)
- "Non-Stop" Lyrics (attached; one per student)
- The Debate Over Ratification (attached; one per student)
- Federalist/Anti-Federalist Card Sort (attached; cardstock; cut out; one per group of three to four students)
- Federalist/Anti-Federalist Card Sort for Teachers (attached)
- Social Media Debate: Alexander Hamilton and George Mason (attached; one per group of three to four students)

- Social Media Post (attached; one per group of three to four students)
- Sticky Notes
- Notebook Paper (one per group)
- Plastic bags or envelopes (optional; one per card sort)

25 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to the lesson, prepare the attached **Federalist/Anti-Federalist Card Sort** activity. Print on heavy paper or card stock and cut out a 10-card set for each group of 3–4 students. Place each set in individual plastic bags or envelopes, if possible.

Use the attached **Lesson Slides** to guide the lesson. Begin by introducing students to the essential question on **slide 3**, "How did the debate of ideas between the Federalists and Anti-Federalists influence the ratification of the United States Constitution?" Advance to **slide 4** and review the learning objectives of this lesson.

Next, display **slide 5** and pass out a copy of the attached **"Non-Stop" Lyrics** from the musical "Hamilton" to each student. Explain to students that the lyric sheet contains only a short portion of the song. Ask students to consider the question on the slide that is also printed at the bottom of the lyric sheet:

"Why does Alexander Hamilton describe the U.S. Constitution as his 'client' that needs defending?"

Ask students to underline statements or phrases that might answer the question as they listen. Direct students to their lyric sheet when that part of the song is playing. Display **slide 6** and play the song Non-Stop by clicking on the embedded video.

Embedded video
https://www.youtube.com/watch?v=_YHVPNOHySk

When the song is over, move to **slide 7** and give students 1–2 minutes to discuss the question using the Elbow Partner strategy. Ask students to share their responses. Based on those responses, facilitate a short class discussion and connect students' prior knowledge of the Constitutional Convention to the debate over ratification of the Constitution.

Sample Class Discussion Responses

The structure of the Constitution was heavily debated during the Constitutional Convention (for example, the debate over representation, powers to the national government, slavery, etc.) so it is not surprising that, once the Constitution was published, there were people who supported ratifying the Constitution and people who opposed it. Hamilton was a lawyer, so his language was largely persuasive and included terms like "defense" and "client." Hamilton recognized the need to explain and defend the Constitution to the public in order to garner enough support to ratify it. He would go on to write essays with John Jay and James Madison defending the Constitution and persuading people to support ratifying it. Those essays became known as *The Federalist Papers*.

20 minutes

Explore

Moving to **slide 8**, transition by explaining to the class that, once the Constitution was made public, two major groups developed: the Federalists and the Anti-Federalists. These groups influenced the public debate over whether or not the Constitution should be ratified, and as a result, helped to determine the ultimate structure of our current government.

Now, sort the class into groups of three to four students. Hand out the attached **Debate Over Ratification** article to all students. Moving to **slide 9**, ask students to work collaboratively with their group to explore different viewpoints of Federalists and Anti-Federalists as they read. Have students use a modified form of the Categorical Highlighting strategy in which they underline Federalist viewpoints and circle Anti-Federalist viewpoints.

After the class has finished reading, move to **slide 10**. Ask each group to reference the information they marked to create one point-of-view statement, or summary statement, for the Federalist viewpoint and one for the Anti-Federalist viewpoint. Each of these statements should be three to five sentences in length, written on a sheet of notebook paper with all group names listed.

Teacher's Note: Scaffolding Statement Structure

As students begin writing their point-of-view statements, remind them to state in their opening sentence whether or not each group supported or opposed ratification. Then, in their remaining sentences, they can explain why each group held that viewpoint.

Call on each group to share their point-of-view statements. As others read, have students correct any misinformation they might have in their own statements.

Sample Student Response for Federalists

Federalists supported ratification of the Constitution as it was written. They felt the Constitution did enough to limit the power of the government with federalism, separation of powers, and checks and balances. Therefore, the Constitution was ready to be ratified.

Sample Student Response for Anti-Federalists

Anti-Federalists opposed ratification of the Constitution. They felt the Constitution gave too much power to the national government. To further limit the power of the national government, they felt a Bill of Rights was needed to better protect the rights of individual citizens.

15 minutes

Explain

Move to **slide 11**. Have students use the Card Sort strategy and pass out the attached **Federalist/Anti-Federalist Card Sort** to each group. Ask students to work together and apply their knowledge of Federalist and Anti-Federalist perspectives on ratification to complete the activity. Each card contains a statement made by Federalists or Anti-Federalists, for or against ratification. Ask students to sort the cards into "Federalist" or "Anti-Federalist" viewpoint categories based on what they know. After all groups have finished the activity, call on each group to explain why a given statement supports the Federalist or Anti-Federalist point of view.

Optional: Digital Card Sort Preparation

If you would prefer a digital Card Sort activity, prepare the following Amplify Classroom activity.

Go to *Amplify Classroom: Federalist/Anti-Federalist Card Sort*. Sign up to create an account or log in. Select the "Assign" dropdown button, and then select "Create single session code." Adjust the settings as desired, then select "Create Invite Code." Prepare this session invitation code to distribute to students during the lesson. For help assigning an Amplify Classroom activity, see k20.ou.edu/AssignActivity.

Once students are ready to begin, provide your prepared session code. Have them go to student.amplify.com/join and enter the session code. Students do not need to sign in unless they intend to pause and resume the activity at a later time.

For more information about getting started with Amplify Classroom, go to k20.ou.edu/StartAmplify.

Possible Student Responses

Please see the attached **Federalist/Anti-Federalist Card Sort for Teachers** for the correct responses to the Card Sort.

Alternatively, use the teacher dashboard in Amplify to check student responses for accuracy.

Teacher's Note: Managing Group Discussion

When calling on groups to explain their answers, consider assigning each group one or two statements to explain to the class why the group categorized them as "Federalist" or "Anti-Federalist." If pressed for time, limit class discussion to only the statements deemed most important or relevant.

20 minutes

Extend

Move to **slide 12** and give each group a copy of the attached **Social Media Debate: Alexander Hamilton and George Mason** handout. Ask students to read the mock Social Media exchange between Alexander Hamilton (representing the Federalist side) and George Mason (representing the Anti-Federalist side) as they debate over ratifying the Constitution.

Either in groups or individually, have students use attached **Social Media Post** handout to create one new post for Alexander Hamilton and one for George Mason that accurately represent each view on ratifying the Constitution.

Once students have created their social media posts, ask two students from each group to represent the two opposing viewpoints. Have students who represent the Federalist viewpoint line up on one side of the room and students who represent the Anti-Federalist viewpoint line up on the opposite side. Ask students to share aloud their posts one at a time, alternating viewpoints to mimic a debate—first a Federalist post, then an Anti-Federalist post.

After sharing their posts, move to **slide 13**. Have students discuss the following question:

"How did the Federalist vs. Anti-Federalist debate over ratification impact the structure and function of our government today?"

Give each group 2–3 minutes to discuss how the arguments of both Federalists and Anti-Federalists influenced the structure and functioning of our government. Then call on different groups to share answers with the class. Move to **slide 14** for more examples that may be discussed as a class if they have not already been mentioned.

Possible Student Responses

Students might point out that our government is structured with federalism, separation of powers, and checks and balances—all structures explained and supported by the Federalists. Students might point out the importance of these structures in limiting the power of the national government and ensuring that our state governments and individuals have power as well. Additionally, students might note that we have a Bill of Rights today because of the arguments put forth by the Anti-Federalists. Students might also point to specific freedoms listed in the Bill of Rights that they feel are important to them as citizens, such as freedom of speech and freedom of the press.

10 minutes

Evaluate

Move to **slide 15** and ask the class to brainstorm issues debated on social media or in other public forums today, similar to the way ratification of the Constitution was debated in the late 1700s. With the class, make a list of these current issues by writing the responses on the board. Discuss how each issue influences or is influenced by government structure and policy and, by extension, our daily lives.

Possible Student Responses

Responses may include issues involving national government and state government policies, for example, ICE vs. sanctuary cities. Another example might be when the State of Oklahoma wanted to put a monument of the Ten Commandments on the grounds of the Capitol building. Many who protested this cited the separation of church and state in the Constitution's Bill of Rights. Other issues may include immigration, gun regulations, environmental regulations, health care, education, etc.

Proceed to **Slide 16**. Have each student complete an Exit Ticket at the end of class on a sticky note or a piece of paper that asks them to write an answer to the lesson's essential question.

How did the debate of ideas between the Federalists and Anti-Federalists influence the ratification of the U.S. Constitution?

Teacher's Note: Evaluations

Evaluations for this lesson may include the point-of-view summaries completed by each group in the Explore portion of the lesson, Social Media posts completed by each group or individual student in the Extend portion, and the exit ticket that students complete during the evaluate section.

Resources

- Brewer, S. (n.d.). *Federalist/anti-federalist card sort* [Interactive activity]. Amplify Classroom. https://classroom.amplify.com/activity/5e8dde3c051e5e0c7e4903b6
- Hamilton: Non-Stop. (2017, May 9). https://youtu.be/_YHVPNOHySk?si=cbp-K_XR3eqLABci
- K20 Center. (n.d.). Amplify classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Exit ticket. Strategies. https://learn.k20center.ou.edu/strategy/125
- We the People Resource Center. (n.d.). What was the anti-federalist position in the debate for ratification of the Constitution? *Center for Civic Education.* https://www.civiced.org/resourcecenter/level3/unit2/lesson13