

FEDERALISTS AND ANTI-FEDERALISTS



LESSON SUMMARY

BENCHMARK
SS.5.CG.1.2 Explain how and why the U.S. government was created by the U.S. Constitution.
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will identify the strengths and weaknesses of the Articles of Confederation.■ Students will explain the goals of the 1787 Constitutional Convention.■ Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).■ Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.5.F.1.3: <i>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</i>■ ELA.5.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>■ ELA.5.V.1.3: <i>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</i>■ SS.5.A.5.2: <i>Identify significant individuals and groups who played a role in the American Revolution.</i>■ SS.5.A.5.10: <i>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</i>
ESSENTIAL QUESTION
What were the arguments of the Federalists and Anti-Federalists?
VOCABULARY
Federalist, Anti-Federalist, ratification
MATERIALS
<ul style="list-style-type: none">■ Ratifying the Constitution slides■ Federalists vs. Anti-Federalists viewpoint cards■ Federalists vs. Anti-Federalist response sheet (optional)

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

Teacher Note: *This benchmark contains three lessons which should be taught in sequential order to aid students' understanding of the historical events leading up to the creation of the United States government we have today.*

1. Remind students that in the last lesson, we left off on September 17, 1787 with a finished and signed U.S. Constitution. Have students raise their hands if they think that this is the end of the story and our government is officially created.
2. Have students again raise their hands if they can think of a time when they have turned in work, but then it was given back to them to fix or make changes.
3. Project the image on slide 1 of the "Ratifying the Constitution" slides.
4. Explain to students that the answer is no, the U.S. Constitution and government is not finished quite yet. Just like in school, when you turn in a 'sloppy copy'/'rough draft' and the teacher gives it back for you to revise, the American people did the same thing to the Framers.

ACTIVITY

5. Explain to students that in order for the U.S. Constitution to be ratified (formally approved), nine of the thirteen state legislatures had to vote to accept it.
6. Two groups of people emerged, known as the Federalists and Anti-Federalists, sharing their thoughts about whether or not the Constitution as written should be ratified.
7. Display slide 2 of the "Ratifying the Constitution" slides. Read through the slide as a whole class and discuss the arguments established by both sides.
8. Hand out the "Federalists vs. Anti-Federalists" viewpoint cards.

Teacher Note: *The cards will need to be pre-cut or you can have the students cut them. Students can do the viewpoint cards in small groups, pairs, individually, or as a whole class.*

9. Work through the cards in numerical order. After each card is read aloud, instruct students to vote for whether the statement was a Federalist or Anti-Federalist viewpoint.

Teacher Note: *Students may sort the cards into a Federalist and Anti-Federalist stack, write directly on the cards, or use the "Federalists vs. Anti-Federalists" response sheet. The method should be determined by the needs and set-up of your classroom.*

CLOSURE/FORMATIVE ASSESSMENT

10. Display the "U.S. Constitution Discussion" slides, focusing on slide #4.
11. As a class, fill in the anchor chart with the main arguments of the Federalists and Anti-Federalists.

Teacher Note: *Potential answers are noted in the speaker notes of the slide.*

Extension Suggestion: As this is the final lesson in the 5.CG.1.2 series, have students complete the culminating task/activity on slide #5 of the “U.S. Constitution Discussion” slides. Answers and discussion questions are noted in the speaker notes of the slide.

ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

Supporting Florida State Statutes:

- [Florida State Statute 1003.42: Required Instruction](#)

ANSWER KEYS

“Federalists vs. Anti-Federalists” viewpoint cards sample answers

SOURCES

n/a