

## Social Studies Education

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Lesson Title: Federalists vs. Anti-Federalists: A Debate that Rages On (Roles and Systems of Government #20)

Grade Level: 8th

Essential Question: Is the best government the government that governs least?

### Lesson Foundations

Content Standards	<p>Social Studies #20: Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>		
Learning Objective(s)	<ol style="list-style-type: none"> <li>1. Students will be able to understand the viewpoints of federalist and anti-federalists.</li> <li>2. Students will be able to analyze federalist and anti-federalists ideas present in modern day political cartoons.</li> </ol>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<ol style="list-style-type: none"> <li>1. Graphic Organizer/Guided Notes (LO1)</li> <li>2. Political Cartoon Analysis (LO2)</li> <li>3. Exit Ticket (LO1, LO2)</li> </ol>
Materials & Resources	<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>- Origins Article: An Enemy Until You Need A Friend: The Role of “Big Government” in American History <a href="https://origins.osu.edu/article/enemy-until-you-need-friend-role-big-government-american-history">https://origins.osu.edu/article/enemy-until-you-need-friend-role-big-government-american-history</a></li> <li>- PowerPoint presentation</li> <li>- 35 copies of guided notes/graphic organizer</li> <li>- Political Cartoon</li> <li>- Political Cartoon Analysis Handout</li> <li>- Index Cards</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>- Pencil</li> </ul>		

## Instructional Procedures/Steps

	Teacher will...	Student will...
Opening ___5___ Minutes	<ol style="list-style-type: none"> <li>The teacher will hand students an index card and have them sit at the table that matches it, while having the following question written on the board when students come into the classroom: <b>Why did the Article of Confederations fail?</b> The teacher will then lead a short discussion, asking the students to share their written responses.</li> <li><b>Review learning objectives and agenda:</b> The teacher will have the learning objectives written on the first slide of the powerpoint. The teacher will also read the learning objectives aloud to the students.</li> </ol>	<ol style="list-style-type: none"> <li>Students will sit at their desks and begin answering the question on the board on a separate sheet of paper. <b>Under the Articles of Confederation, the powers of the federal government were limited. The federal government had no ability to raise money by taxing citizens, thus causing the government to declare bankruptcy.</b> Students will then participate in a short discussion about their ideas.</li> <li>Students will read the learning objectives and listen to the teacher present them.</li> </ol>
Instruction ___35___ Minutes	<ol style="list-style-type: none"> <li><b>Federalists (A1):</b> Slide #4</li> <li><b>Anti-Federalists(A1):</b> Slide #5</li> <li><b>Famous Federalists(A1):</b> Slide #6 <b>What did these people believe? Were they pro big or small government?</b></li> <li><b>Famous Anti-Federalists(A1):</b> Slide #7 <b>What did these people believe? Were they pro big or small government?</b></li> <li><b>Big Government vs. Small Government:</b> Slide #8</li> <li><b>Political Cartoon Analysis (A2):</b> Slide #9 The</li> </ol>	<ol style="list-style-type: none"> <li>Students will listen as the teacher introduces Federalists. They will take notes on their guided notes sheet.</li> <li>Students will continue to take notes on their guided notes sheet.</li> <li>Students will continue to take notes on their guided notes sheet. <b>They believed in strong federal government, supported the Constitution. Pro-big government</b></li> <li>Students will continue to take notes on their guided notes sheet. <b>They believed in a less powerful Federal government, opposed the Constitution. Anti-big government.</b></li> <li>Students will listen as the teacher relates how the debate over big government vs. small government is still relevant today.</li> </ol>

	<p>teacher will explain to students that in pairs they will be analyzing modern political cartoons. The teacher will then give a cartoon to each pair. Each cartoon will have two generic questions attached to it: <b>A. What elements in the political cartoon make you think this?</b> <b>B. What is the main idea of the political cartoon?</b> Each cartoon will have additional, cartoon specific questions, also listed. While students are working, the teacher will be walking around to monitor student work and understanding.</p> <p><b>A. What do you notice about the political cartoon?</b></p> <p><b>B. With the things you do notice, what could they represent?</b></p> <p>For students who may get done analyzing their political cartoons early, the teacher will provide an extension question. <b>Taking on the role of a federalist, how would you view this political cartoon? And why? Then take on the role of an anti-federalist.</b></p> <p><b>7. Class Discussion:</b> Slides #10-18 After students have all had a chance to analyze their political cartoons, the teacher will begin a whole class discussion, where students will share out their analyses of the cartoons. <b>What elements are addressed across multiple political cartoons? What modern day political parties align with small government and big government?</b></p>	<p>6. Students will listen as the teacher introduces the political cartoon analysis. They will begin their assigned political cartoon analysis, making sure to answer the provided questions.</p> <p>7. Students will share out their analyses of their political cartoons and answer the questions posed by the teacher.</p> <p><b>Economy, taxes, health care, natural disasters</b></p> <p><b>Democrats: big government Republicans: small government</b></p>
<p>Closure ____5____ Minutes</p>	<p><b>1. Exit Ticket (A3):</b> Teacher will instruct students to answer the following question on the back of their</p>	<p>1. Students will complete the exit tick on the back of their index card. <b>Students will relate the ideas of the political</b></p>

	<p>index card: <b>In what ways does the federalist/anti-federalist debate of big government vs. small government still exist today? (apply)</b> Teacher will tell students to hand in their index card on the way out the door.</p>	<p><b>cartoons, including economy, health care, natural disasters, to the debate over big government vs. small government. Students will recognize that there is still debate over which is better, just as the federalists and anti-federalists debated these ideas over 200 years ago.</b> Students will hand in their exit ticket on the way out the door</p>
<p>Modifications/Accommodations/Enrichment</p>	<p>IEP Students: Students with IEPs will provided with political cartoon analysis questions with underlined key words, so they know what to focus on specifically when answering these questions.</p> <p>504 Plans: Students with 504 Plans will be given preferential seating. Certain students will be given a notecard that has them sit at a table close to the teacher’s desk, so that they can be redirected more easily if necessary</p> <p>ELL Students: ELL students will be provided with political cartoon analysis questions that will have key words underlined so they know where to focus their attention. Their guided notes will have pictures for each section which will emphasize key ideas, helping them to visualize the information.</p> <p>Gifted/Talented: Asking extension questions if they finish early: <b>Taking on the role of a federalist, how would you view this political cartoon? And why? Then take on the role of an anti-federalist.</b></p> <p>Struggling Students: Struggling students will be provided with guided notes that have lines to write on and the number of details they should have in each section.</p>	