### Lesson Title
Federalist vs. Anti-federalist

### Teacher
Paul Pallagi

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Duration of Lesson</th>
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<tbody>
<tr>
<td>4th</td>
<td>60 mins.</td>
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### Lesson Topic
Differences between the two political parties formed during the 1790's

### SC Standards and Indicators
4-4.7 Compare the social and economic differences of the two political parties that began to form in the 1790's, led by Alexander Hamilton and Thomas Jefferson.

### Academic Vocabulary
- Political Cartoon
- Federalist
- Anti-federalist
- Thomas Jefferson
- Alexander Hamilton

### Lesson Materials
- Smartlesson “Federalist vs. Anti-federalist “
- Brainpop
- 1 copy of political cartoon entitled “Bloody Massacre”
- 1 copy of political cartoon entitled “Looking Glass for 1787”
- ** Note: copies of political cartoon can be found in attachments of smartlesson.

### Lesson Set

#### Content Objective(s)
- The student will be able to compare the social and economic differences between the Federalist and Anti-federalist

#### Literacy Objective(s)
- The student will create written pieces to entertain audiences.

#### Lesson Importance
- It is important for the students to understand the differences in ideas of the two major political parties formed during the creation of our government.

#### Connections to prior and future learning
- Previously the student has learned the fundamentals of the creation of our nation’s government. The creation of political parties has not only create competition within out government but is still present within out government today,
Anticipatory Set/ Hook (Engage)

1. The teacher will open the Smartlesson entitled Federalist vs. Anti-federalist and click to the anticipatory set icon displaying the anticipatory set activity to the class.
2. The teacher will read the following directions out loud to the class.
   - Examine the photo displayed on the smartboard.
   - This photo is called a primary source. A primary source is a document created or produced during a time period understudy. A primary source offers an inside view of a particular historical event.
   - This primary source is a political cartoon.
   - A political cartoon is a drawing which is designed to portray a social or political message.
   - This particular political cartoon depicts an important event of our nation's past.
   - Take the next five minutes to examine the photo and answer the questions about the photo.
3. After five minutes the teacher will go over the answers to the questions.
   ***Teacher take a few minutes to point out how to find answers from the cartoon.
4. After reviewing the first political cartoon the teacher will display the second political cartoon and have the students discuss the cartoon as a class
   ***Teacher does not give any input into student discussion. Teacher will explain cartoon during the skill development.

Skill Development

Initial "explain" portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
<th>“I do” Skill from literacy objective introduce/explain/model</th>
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<tbody>
<tr>
<td>• In order to introduce content components the teacher will play the federalist and anti-federalist videos found at <a href="http://www.brainpop.com">www.brainpop.com</a>. In order to view these videos you must have a valid brainpop account.</td>
<td>1. The teacher will begin the lesson by asking the class the following question. “What is a political party?” The teacher will allow the students a few moments for brainstorming and allow time for any ideas.</td>
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<td>2. The teacher will use the smartlesson to discuss the differences between federalist and anti-federalist. (click skill development on title page).</td>
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<td>3. In order to begin the political party discussion the teacher will play</td>
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the federalist and anti-federalist videos found on brainpop.com. (page 4)
4. Before beginning lesson the teacher will pass out federalist and anti-federalist note taking worksheet. (see smartlesson attachments)
5. The teacher will ask students “why are the framers rewriting the Articles of confederation?” (page 5)
   • To weak
   • States have to much power
   • To many forms of money
   • No taxes etc...
6. The teacher will use these answers to begin explaining the differences between federalist and anti-federalist. (page 6)
7. The teacher will ask the question to the class found on the top of smartlesson page 6 “What were the two major political parties during the creation of the constitution?”
8. The teacher will allow time for student answers and continue discussion by clicking on the two photos found on smartlesson page 6. Each photo will link to a page explaining the two different political groups. Start with the picture on the left hand of the screen (Alexander Hamilton) which will begin to explain the Federalist Party.
9. The student will fill out note sheet passed out by teacher during the discussion of federalist and anti-federalist.
10. The teacher will use smartboard page 7 to explain the issues the Federalist Party supported and opposed. ***Use South Carolina S.S. support documents to review issues supported and opposed by each political party.
11. The teacher will use smartboard page 8 to explain the issues the Anti-Federalist Party supported and opposed. ***Use South Carolina S.S. support documents to review issues supported and opposed by each political party.

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

<table>
<thead>
<tr>
<th>“We do” Activity Description</th>
<th>1. The teacher will begin guided practice by clicking the guided practice button on smartlesson title page.</th>
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<td>2. The teacher will revisit the second political cartoon from the anticipatory set activity. (Smartlesson page 9)</td>
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<td>3. The teacher will say “now that you have a background on political parties. Take a second look at this political cartoon.</td>
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<td>4. The teacher will allow the students a few minutes to examine the cartoon and then ask the question “what is happening in this</td>
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5. The students will discuss ideas of what they think is going on within the political cartoon.

6. The teacher will click to the next page and ask the students who are the people circled inside of the cartoon? ANSWER: Federalist and Anti-Federalist.

7. The teacher will click to the next page and ask the students what is the object circled and what does this object represent? POSSIBLE ANSWER: U.S. Constitution/Government. Each political party is trying to pull the vote their way.

8. The teacher will click to the next page and ask the students who are the other people circled within the cartoon? POSSIBLE ANSWER: Representatives of the different social classes. Religion, merchants, farmers, soldiers.

9. The teacher will click to the next page and allow the students one last look at the cartoon to see if they can see anything else within the cartoon.

### Checking for Understanding-“Informal” Assessment

- During the course of the guided practice the teacher will check for understanding based upon the examination of the political cartoon.
- The teacher will use the questions from the guided discussion to evaluate the understanding of student knowledge. (see guided practice #’s 2-9).
- It is important to make sure that the student is in understanding of the content found on the political parties note taking page. The teacher will use the notes from the note taking page to guide the discussion and make sure that the students are aware of and understand the content.

### Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

### Content Solidified

1. The teacher will begin the closure activity by clicking on the closure button found on the smartlesson title page.
2. The teacher will control the closure activity by reading the questions aloud.
3. The students will answer the eight multiple choice questions.

*****The questions can be answered in various ways, and can be used for an informal assessment.

### Independent Practice

**“You Do”**

1. The teacher will begin by clicking on the Independent Practice
button found on the title page.

2. The students will be creating their own personal political cartoon.
   The teacher will read the instructions.

3. The teacher will read aloud the following instructions.
   a. Choose a political party (federalist or anti-federalist)
   b. Choose a topic or issue supported or opposed by your party
   c. Create a political cartoon based around your political party
      and the topic you choose to oppose or support.
      i. Requirements
         1. Title
         2. Color
         3. Paragraph Explanation of your cartoon.

4. The teacher will pass out any supplies needed to complete the
   cartoon and stress to the students to be creative. Political Cartoons
   are creative and catchy.

5. Before the students begin the teacher will advance to the next
   smartlesson page and display an example of a political cartoon.

6. The teacher will explain that this cartoon supports the Federalist
   Party and expresses the importance of having a strong central
   government.

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**Summative/“Formal” Assessment**

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<tbody>
<tr>
<td>• The students will be assessed upon completion of their personal political cartoon.</td>
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<tr>
<td>• The teacher can find an explanation of the rubric by clicking the assessment button found on the title page.</td>
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<tr>
<td>• The teacher can leave this rubric displayed so students know how they will be assessed or can display a more detailed lesson by clicking on the rubric found on the assessment page.</td>
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**Differentiation**

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<td>• Differentiation can be found during lesson by answering questions from brainpop video and completing any brainpop activities.</td>
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<td>• Option 1 – The teacher will assign which political party and issue the student will address. The easiest option would be the federalist party and why they support the U.S. Constitution.</td>
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<td>• Option 2 – The teacher will assign the student both political parties and a major issue the two parties are debating about. The student will develop a political cartoon portraying the two parties debating over the issue. Example: strong central government vs. weak central government.</td>
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