



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:



7th Grade US History
Standard # – Do Now – Day #80

Aims: SWBAT identify and describe the difference in the Federalists and Anti-Federalists' perspective of government
SWBAT explain how the Bill of Rights resolved the conflict between the two groups

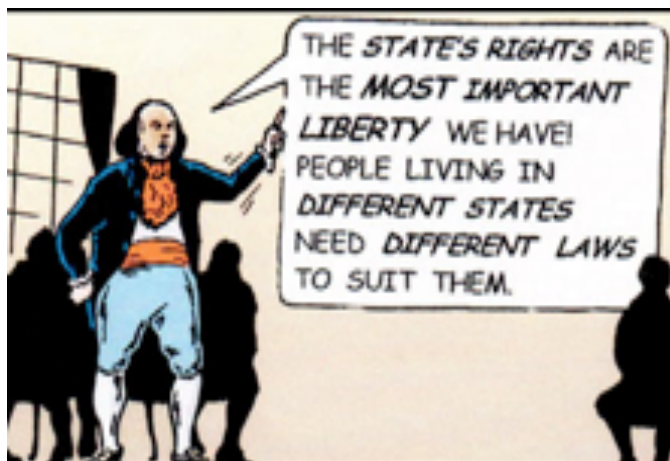
DO NOW

Directions: Answer the following questions in complete and historically accurate sentences. Use your notes and knowledge of history. You **MUST** annotate your answers, which means cross off the question stem, capitalize the first letter, and cross off the question mark.



1. The person on the left represents either a federalist or an anti-federalist. Which position does he represent and how do you know?

2. The person on the right represents either a federalist or an anti-federalist. Which position does he represent and how do you know?





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- 3. What does the Constitutional Framers on the left mean when he says that "a government that is TOO WEAK...is just as DANGEROUS as a government that is TOO STRONG

I. Think Pair Share

- 1. For what reason did Americans declare their independence from England?

- 2. How do checks and balances protect democracy?

- 3. How does federalism protect democracy?

II. Vocabulary

- 1. Federalist: _____

- 2. Anti-Federalists: _____

- 3. Bill of Rights: _____



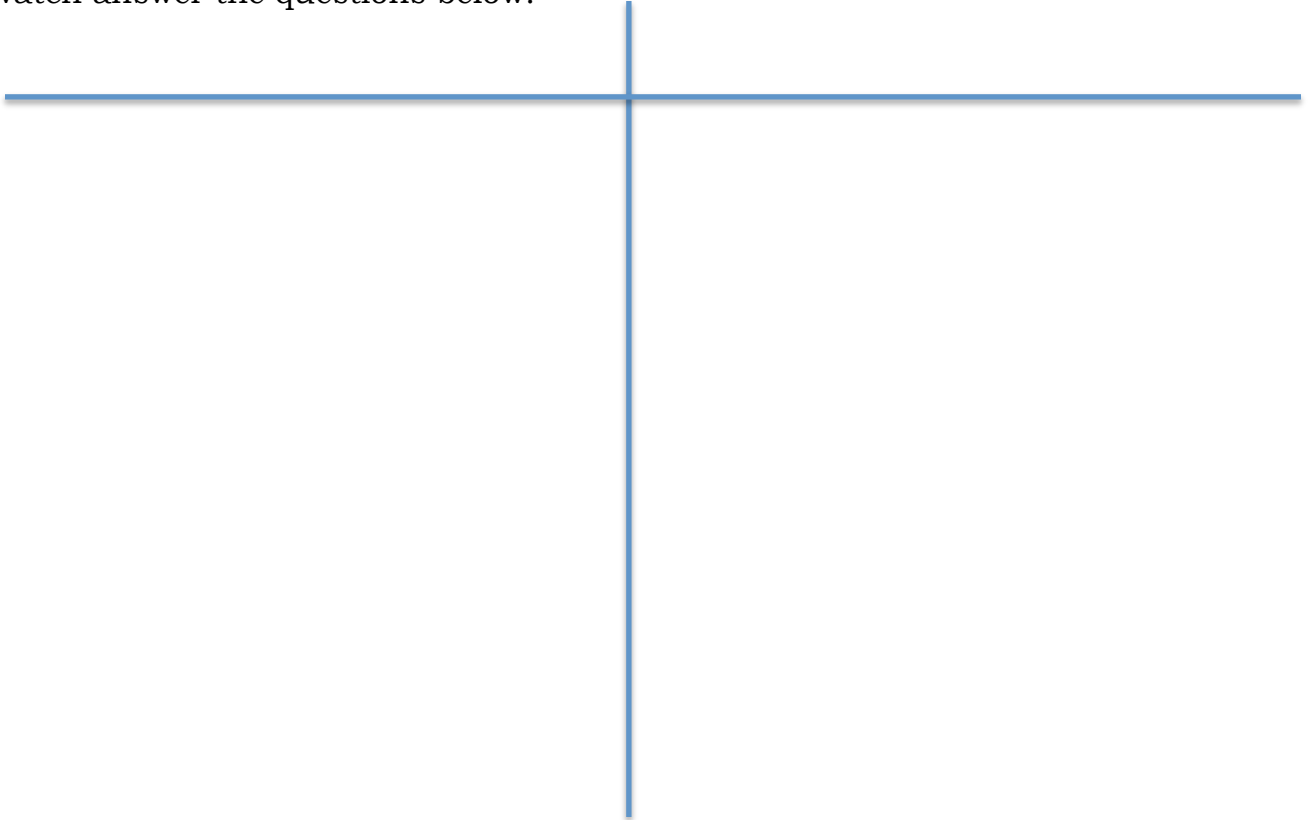
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III. Video

Directions: Watch the video and take notes while you are watching. The second time we watch answer the questions below.



I. What are two points the anti-federalists made opposing the Constitution?

a. _____

b. _____

II. What are two points the federalists made supporting the Constitution?

a. _____

b. _____



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IV. Document Work

	<u>Federalists</u>	<u>Anti-federalists</u>
<u>Who</u>	Merchants, shippers, plantation owners, upper classes	Rural farmers, lower classes
<u>Why</u>	Wanted stability and order	Feared too much power; no guarantee of individual rights; thought power would go to a small aristocratic group
<u>Where</u>	Coastal trading town, middle states (example: New York), and the south	New England, frontier areas in all states

1. According to the chart, why did the Federalists support the Constitution?

2. According to the chart, why were the Anti-Federalists suspicious of the Constitution?

3. CHALLENGE (Must Attempt!): In what ways do you think that the class differences between federalists and anti-federalists influence their perspective on the Constitution?



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V. Resolving the Conflict

Both the Federalists and Anti-Federalists made many arguments for and against the Constitution. However, the most intense arguments were about three basic issues:

- Whether the Constitution would maintain republican government
- Whether the national government would have too much power
- Whether a bill of rights was needed in the Constitution

A compromise was reached on the issue of a bill of rights. The Federalists made this compromise to get enough support for the Constitution so that it would be ratified [passed]. They agreed that when the first Congress was held, it would draft a bill of rights

The argument to add a bill of rights was victory for the Anti-Federalists. It was an important addition to the Constitution and has been of great importance in the protection of the basic rights of the American people.

1. What compromise did the Federalists and Anti-Federalists come to? How did this compromise appease both sides?

2. Do you think that this was a successful compromise? Why or why not? Explain.

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I. Goldilocks and the Constitution: A Historical Fairy Tale



Once upon a time, there was a little girl named Goldilocks. She went for a walk in Philadelphia in 1787. Pretty soon she came upon Carpenter’s Hall. She knocked and when no one answered, she walked right in.

At the table in the Great Room, there were three documents, each a draft or part of the Constitution. She read the first document. “This document is too strong! It would not give individuals like me enough rights!” She wrote “veto” on the document.

So she read the second document. “This document is too weak! All the states will not cooperate with one another and our new nation will surely fall apart!” She wrote “veto” on this document also.

So she read the last document. “Ahhh, this document is just right. It has a strong national government AND will include a Bill of Rights to protect my rights as an individual.” She happily signed the document.

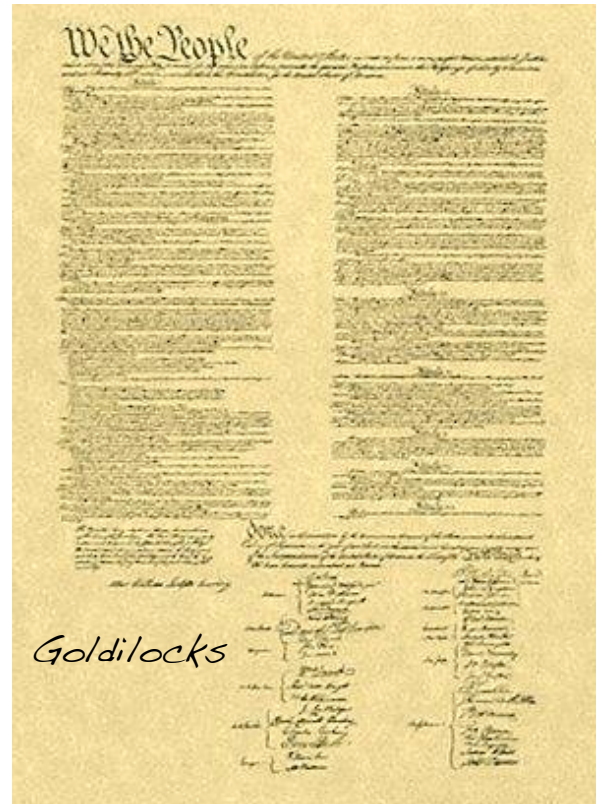
As she was putting the feather pen back in the ink well, the Framers of the Constitution returned to Carpenter’s Hall. Apparently they were at the Tavern for lunch.

“Someone’s been writing on my Constitution” growled James Madison.

“Someone’s been writing on my document” grumbled Thomas Jefferson.

“Someone’s been writing on my document and they signed their name!” cried Benjamin Franklin. “She’s still here!”

Just then, Goldilocks looked up and saw the Constitutional Framers. She screamed “Help!” And she jumped up and ran out of the room. Goldilocks ran right out of Carpenter’s Hall and onto Chestnut Street. And she never returned to Carpenter’s Hall again (except to celebrate the Fourth of July!)



THE END



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EXIT TICKET

_____/5 Mastered/Passing/Not Mastered

1. What perspective did the first document in the story represent? What clues from the story brought you to that conclusion?

2. What perspective did the second document in the story represent? What clues from the story brought you to that conclusion?

3. What did the document that Goldilocks thought was “just right” represent? How do you know?





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HOMEWORK

_____/10 Mastered/Passing/Not Mastered

I. Vocabulary

Directions: Using the definitions from class, explain in your own words what each of the following terms mean. Be sure to provide an example to support your definition

1. Federalist:

2. Anti-Federalist:

3. Bill of Rights:

II. Taking a Perspective: Which side, federalist or anti-federalist, do you agree with? Why? Please explain.

III. Critical Thinking: Why did adding a Bill of Rights to the Constitution make Anti-Federalists more comfortable with approving the Constitution?
