



Federalists verses Anti-Federalists

Overview

In this lesson, students will explore the Articles of Confederation and the revisions that created the Constitution of 1787. Students will analyze and assume the views of Federalists and Anti-Federalists by participating in a partner debate over North Carolina's ratification of the Constitution as either North Carolina Federalist James Iredell or Anti-Federalist Willie Jones. The lesson will culminate with students writing and delivering a persuasive speech as a historical Framer with Federalist or Anti-Federalist views.

Courses

Civics and Economics

US History

North Carolina Standard Course of Study for Civics and Economics

- Objective 1.02: Trace and analyze the development of ideas about self-government in British North America.
- Objective 1.05: Identify major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.
- Objective 1.06: Compare viewpoints about the Federalist and the Anti-Federalist Papers.
- Objective 1.07: Evaluate the extent to which the Bill of Rights extended the Constitution.
- Objective 1.08: Compare the American system of government to other forms of government.
- Objective 2.02: Explain how the United States Constitution defines the framework, organization, and structure of the three branches of government at the national level.
- Objective 2.07: Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.

North Carolina Standard Course of Study for US History

- Objective 1.01: Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.

Essential Questions

- What is a constitution?
- What was the purpose of individual states creating constitutions?
- What was the Articles of Confederation?
- How was state and national power divided under the Articles of Confederation?
- What was the purpose of the Constitutional Convention of 1787?
- How does the Constitution provide for separation of powers, a federal system, and a republic?
- How was state and national power divided under the Constitution of 1787?
- How do Federalists and Anti-Federalists compare and contrast to one another?
- Why did North Carolina refuse to ratify the Constitution of 1787?
- What was the purpose of the Bill of Rights?

Materials

- Textbook
- We the People, the Citizen and the Constitution, Lessons 10-12; 15-17 (optional)
- "A New Nation Grows," worksheet attached
- Signing of the Magna Carta, image attached
- Image of Daniel Shays' Rebellion, attached
- Federalists verses Anti-Federalists, handout attached
- Federalist and Anti-Federalist Roles, attached
- Articles of Confederation verses the Constitution, worksheet attached
- Federalist verses Anti-Federalists Speech Rubric
- Writing Assignment: Articles of Confederation verses the Constitution, attached



Duration

One block period

Preparation

Students should have completed the attached “A New Nation Grows” for homework prior to this lesson.

Procedure

Day 1

1. As a warm up, project the following quote from **John Locke’s *Second Treatise of Government***, sec. 202, for students to consider.

“Wherever Law ends, Tyranny begins.”

Discuss, either as a class or in writing:

- What is your interpretation of this quote? What message is John Locke trying to convey?
- How might this quote be applicable to the situation the new American states are in after declaring independence from Britain?

2. Remind students that during the **Revolutionary War**, the 13 colonies became independent states. Believing the states would be stronger together, the 13 states joined together to form the **United States of America**. Since British law would no longer be in effect, Congress asked states to set up their own governments. By 1780, all of the 13 states had drafted their own **constitutions**. Discuss:

- What is a constitution? Why did each state need one? (Facilitate answers such as: constitutions are written plans of government that declare what can and cannot be done, as well as what rights citizens should have; state constitutions gave the power of the government to the people)

Remind students that while each state worked on its individual Constitution, the **Second Continental Congress** was working on a plan for a **national government**. Ask:

- Why was a national constitution needed? (Facilitate answers such as: this would explain what the state and national governments could and could not do; this would link all of the states together)
- If you were a member of the Second Continental Congress, what do you feel the national Constitution should address and why?
- What will the Second Continental Congress rely upon to influence the way in which they set up the national government? (Discuss philosophers such as John Locke, colonial government, certain pieces of British government, etc.)

3. Project the attached image, **King John Signing the Magna Carta** and continue to discuss:

- What do you see here? What do you think is happening in this picture?
- Why did nobles rebel against King John, and force him to sign this agreement?
- What rights did the Magna Carta ensure?
- How might the Magna Carta influence the government that the Continental Congress sets up?
- Why do you think the United States of America organized as a republic, when most countries in 1783 were ruled by a monarch?
- What risk did the United States take in choosing to be a republic? Looking back, do you think this was a good decision? Why or why not?

4. Explain that the Second Continental Congress finished a plan for a national government, called the **Articles of Confederation**, on November 15, 1777. Ratified into law in March of 1781, the Articles of Confederation set up a system of government in which power was divided between the national government and the state governments. The articles granted most of the power to the states, giving Congress little power. Ask students:

- Based on your reading and homework (see the attached “A New Nation Grows”) what problems existed in the division of power as outlined in the Articles of Confederation?

Project the attached pictures of **Shays’ Rebellion** and discuss:

- What do you see here? What do you think is happening?



- In January of 1787, American Revolution veteran Daniel Shays led a revolt against high taxes. Attempting to seize guns stored in Springfield, MA and taking over a courthouse in Massachusetts, the Governor of Massachusetts was faced with the problem of crushing Shays' Rebellion. However, when the Governor requested assistance from Congress, they had no power to help. Why could Congress not assist the Governor?
- How does Shays Rebellion illustrate the problems some believed existed in the Articles of Confederation?

5. Explain that the Continental Congress organized a **Constitutional Convention** to take place in Philadelphia in May, 1787. The purpose of this meeting would be to discuss how to make the national government stronger. So that delegates could "debate their ideas freely," the discussions were kept secret. After three long, hot months debating and compromising, the delegates were finished in September and ready to send their new Constitution to the 13 states for approval. However, debate ensued about the powers the new Constitution outlined.

Explain to students that they will be examining the Constitution through the eyes of **Federalists** and **Anti-Federalists**. Let them know that they will be first reading more on this issue, then preparing for a debate in which they assume the role of a North Carolina Federalist or Anti-Federalist. Allow students to partner up and hand out the attached Federalists verses Anti-Federalists reading. Remind students to read closely, since this information will help them in their next activity.

6. When students are finished, have them discuss in partners or as a class:
- Explain the major differences between the Articles of Confederation and the Constitution.
 - Who were the Federalists, and what were their views regarding the government and the Constitution?
 - Who were the Anti-Federalists, and how did their views compare and contrast to Federalists?
7. While discussing the Federalists and Anti-Federalists, project or handout the following quotes and discuss for each one:
- Do these views represent those of Federalists or Anti-Federalists? Use evidence from the quote to back up your answer.
 - Do you agree or disagree with this view? Explain.

Quote 1:

I go further, and affirm that bills of rights, in the sense and to the extent in which they are contended for, are not only unnecessary in the proposed Constitution, but would even be dangerous. They would contain various exceptions to powers not granted; and on this very account, would afford a colorable pretext to claim more than were granted. For why declare that things shall not be done which there is no power to do?

Alexander Hamilton, Federalist No. 84, 1788

If mankind were to resolve to agree in no institution of government, until every part of it had been adjusted to the most exact standard of perfection, society would soon become a general scene of anarchy, and the world a desert.

Alexander Hamilton, Federalist No. 65, 1788

*Ensure students understand that **The Federalist Papers** are a series of 85 articles arguing for the ratification of the United States Constitution. They were published serially in New York City newspapers beginning in October 1787. A compilation, called *The Federalist*, was published in 1788. The Federalist Papers serve as a primary source for interpretation of the Constitution, as they outline the philosophy and motivation of the proposed system of government. The authors of the Federalist Papers, **Alexander Hamilton**, **James Madison**, and **John Jay**, wanted to both influence the vote in favor of ratification and shape future interpretations of the Constitution.

Quote 2:

Whoever seriously considers the immense extent of territory comprehended within the limits of the United States, together with the variety of its climates, productions, and commerce, the difference of extent, and number of inhabitants in all; the dissimilitude of interest, morals, and policies, in almost every one, will receive it as an intuitive truth, that a consolidated republican form of government therein, can never form a perfect union, establish justice, insure domestic tranquility, promote the general welfare, and secure the blessings of liberty to you and your posterity, for to these objects it must be directed: this unkindred legislature therefore, composed of interests opposite and dissimilar in their nature, will in its exercise, emphatically be, like a house divided against itself.

Cato no. 3, most likely George Clinton



8. Divide students into partners and explain they will explore the differing perspectives of North Carolina Federalists and Anti-Federalists by participating in an experiential exercise in which they play either North Carolina Federalist **James Iredell** or Anti-Federalist **Willie Jones** as they debate whether or not North Carolina should ratify the Constitution without a Bill of Rights. Hand out the attached roles and project/explain the instructions located in the following box.

Once the Constitution was sent to each of the 13 states for approval, North Carolina's state convention met in Hillsborough on July 21, 1788 to discuss the new plan for a national government and to decide whether or not to ratify the Constitution. At this convention, James Iredell and Willie Jones lead the debate on whether or not the Constitution created too powerful a central government or not.

Assuming the personality of either Iredell or Jones, you will participate in a meeting in which you try to convince your opposing partner to ratify or not ratify the Constitution.

1. Read the bio given to you and interpret how your person felt as a Federalist or Anti-Federalist about the Constitution and why. You may also use your book or other classroom resources to further explore the views of Federalists or Anti-Federalists, depending on who you are playing. Also infer what your person's personality and style of communicating would have been like.
2. When you begin your meeting, you will debate and try to convince each other of your views. Each of you will have 3 minutes to introduce yourself to your opponent and state your opinions and reasoning regarding the Constitution. After both of you have had your 3 minutes, you may question each other and debate, with the goal of convincing your partner to change his/her opinion and believe as you do.

Allow students sufficient time to study their bio and research further beliefs of Federalists and Anti-Federalists (you may wish to refer students to a reading in their text, and or to Lessons 15-17 in *We the People, the Citizen and the Constitution*.)

Once students have had sufficient preparation time, allow 10-15 minutes for their partner discussions in character. Circulate and monitor partners as they work to ensure that they are on task while announcing and timing the following:

- **3 min.** - Federalist James Iredell (When you begin, give a verbal announcement that all students playing James Iredell may begin.)
- **3 min.** - Anti-Federalist Willie Jones (After 3-5 min., call time and tell students playing Willie Jones they may now respond.)
- **10 min.** - Open discussion/partner debate (Let students know when they may speak with each other freely, in character.)

9. Once sufficient time has passed for the meetings, call the class back together and discuss:

- What was it like participating in that activity?
- What were the differences in perspectives among Federalists and Anti-Federalists? How did the two of you specifically differ?
- Was it difficult to convince your partner to agree with you? Why or why not? Was anyone successful in swaying the other person?
- In actuality, do you agree with the role you played or the role your partner played and why?
- Why is it important to consider different perspectives?
- How is understanding the perspectives of the Federalists and Anti-Federalists important for understanding democracy?
- What are the dangers of a federal government that is either too strong or too weak? Explain.
- How does the Constitution protect the rights of Americans in its organization of governmental branches and powers?

10. Explain to students that when the North Carolina convention ended on August 4, 1788, North Carolina's Anti-Federalists had won. The state decided not to ratify the Constitution because it created too powerful a central government. By the end of July 1788, 11 states had voted to approve the Constitution, with North Carolina and Rhode Island being the only two states rejecting it. Discuss:

- What did it take for North Carolina to finally ratify the Constitution?
- Do you think North Carolina made the right choice in holding out for the **Bill of Rights**? Why or why not?



- Why is the Bill of Rights important to us today?
- What modern debates exist that compare to the debates between Federalists and Anti-Federalists?

11. Assign the attached Articles of Confederation verses the Constitution for review and further understanding.

Culminating Activities/Assessments

- Any questions in the above lesson can be used as written response assessments.
- Create and Deliver a Federalist or Anti-Federalist Speech:
Assign students a Federalist or Anti-Federalist such as those listed below. Instruct them to research this person and their views on the Constitution and then prepare a speech as this person to present to class. Their goal is to persuade others to view the Constitution as they see it, arguing for or against ratification. Go over the attached speech rubric so that students understand what is expected. Let them know how you have chosen to allocate points on the sheet. While the rubric does not address costumes, you may wish to include this as part of the assignment requirement as well.

Federalists

James Madison
Alexander Hamilton
John Jay

Anti-Federalists

Patrick Henry
Richard Henry Lee
George Mason

- Assign the attached writing assignment on the Articles of Confederation verses the Constitution

Resources

<http://www.foundingfathers.info/federalistpapers/>

Differentiation

Students with special needs

- Allow students to work with a learning partner when reading; modify the written responses and/or worksheets as needed
- During the partner debate, allow two students to share a roll, thus creating mixed-ability groups of four
- Modify the speech assignment as needed

AIG Students

- After students have delivered their speeches as either a Federalist or Anti-Federalist, organize students into teams and hold a debate.

Multiple Intelligences Addressed

Linguistic
Logical-mathematical
Visual-spatial
Body-kinesthetic
Interpersonal
Intrapersonal



Name: _____

A NEW NATION GROWS

I. Continental Congress creates the Articles of Confederation, 1777

- Started in 1777 by the Continental Congress to set up a government in which power was divided between the national government (referred to as Congress) and the state government. This was approved by all states by 1781.
 - **Granted majority of the power to the states.**
 - **Created one body, the Congress, to serve as the national government.**

Powers given to the states:

Powers given to Congress (national):

Problems this division of power created:

- George Washington said, *"We cannot exist long as a nation without having some power which will govern the whole union."* **What message was he trying to convey?**

II. Constitutional Convention creates the United States Constitution, 1787

- Since the Articles of Confederation created a national government that was too weak, a Constitutional Convention was held on May 25, 1787. 55 delegates from each state (except Rhode Island) secretly began a three month meeting to discuss how to make the national government stronger.

Powers given to national government:



Congress	
Senate	House of Representatives

Electing the President:

The Constitution was completed on September 17, 1787, and delegates to the Constitutional Convention sent their new Constitution to the 13 states for approval. Voters in each state elected people to represent them in state conventions where these representatives debated the pros and cons of the Constitution.

III. Approving the Constitution

<div>Federalists:</div> <div>Which states immediately adopted the Constitution?</div>	<div>Anti-Federalists:</div> <div>Which states rejected the Constitution? Why?</div>
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- On November 21, 1789, North Carolina became the _____ state to approve the Constitution. Rhode Island approved it finally in May, 1790. These states finally approved the Constitution with the addition of the _____.
- Once the Constitution had been accepted, the Continental Congress asked the states to hold elections for Senators, Representatives, and Electors. The electors would vote for the President.
- _____ was elected the first president of the United States on _____.

IV. The Bill of Rights, 1791

- To gain support of the Anti-Federalists, Federalists had promised to add a Bill of Rights. In 1791, Congress formally added ten amendments, or changes, to protect the basic rights of citizens.
- The **Bill of Rights (the First Ten Amendments)** guarantees rights such as:

V. Federal system of government

- The seven parts of the Constitution, called articles, explain the way government should be set up and how power should be divided.

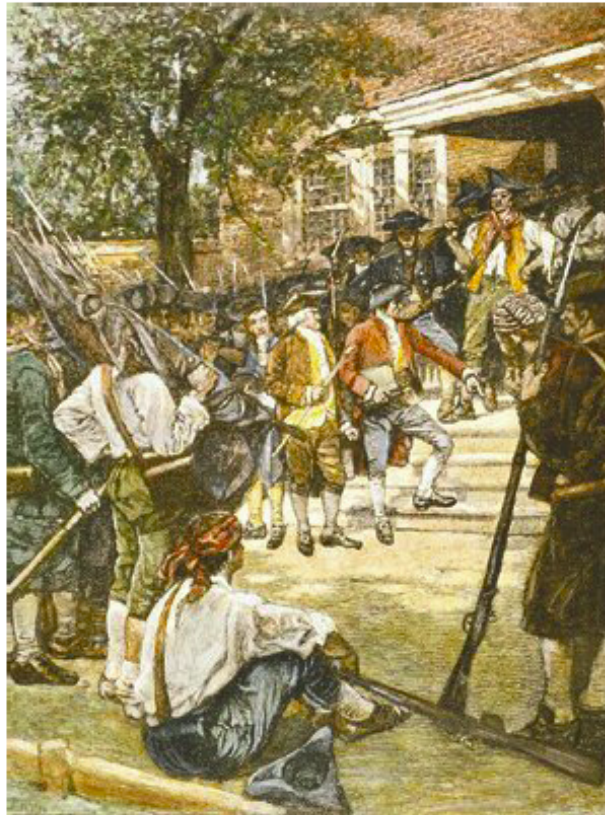
Legislative Branch Congress Senate House of Representatives	Executive Branch The President	Judicial Branch The Supreme Court & other Federal Courts
Checks and balances:		



King John Signing the Magna Carta, 1215



Daniel Shays' Rebellion



Federalists verses Anti-Federalists

During the Revolutionary War, the 13 colonies became independent states. Believing they would be stronger together, the 13 states joined to form the United States of America, which would operate as a **republic**. Congress asked states to set up their own governments. By 1780, all of the 13 states had drafted their own constitutions.

Meanwhile, the **Second Continental Congress** finished a plan for a **national government**, called the **Articles of Confederation**, on November 15, 1777. Ratified into law in March of 1781, the Articles of Confederation set up a system of government in which power was divided between the national government and the state governments. The articles granted most of the power to the states, giving Congress little power.

Once the Revolutionary War ended in 1783, the United States was struggling as a joined entity. The US was in severe debt, and trade among the states was difficult. Some feared that the states might break into 13 separate countries. Many believed that the Articles of Confederation was partly responsible for these problems, as the national government it outlined was too weak.

In response to such concerns, the Continental Congress organized a **Constitutional Convention** to take place in Philadelphia in May, 1787. The purpose of this meeting would be to discuss how to make the national government stronger. So that delegates could "debate their ideas freely," the discussions were kept secret. After three long, hot months debating and compromising, the delegates were finished in September and ready to send their new Constitution to the 13 states for approval. However, debate ensued about the powers the new Constitution outlined, and whether or not the required 9 of 13 states would ratify the Constitution was questionable.

Federalists



Federalists supported the new Constitution, and favored the strong central government it created. They felt the new Constitution was a great improvement over the Articles of Confederation, since it would provide a better balance between the national government and the state governments. In an attempt to sway others to support the Constitution, **Alexander Hamilton** wrote an essay defending the Constitution in October of 1787. Other essays soon followed, written by fellow Federalists such as **James Madison** and **John Jay**. This series of 85 essays became known as the Federalist Papers. Today, these essays serve as a look into the minds of the Framers who drafted the Constitution, as the document details many of the issues addressed in the Constitution.

The Federalist Papers

The Federalist Papers serve as a primary source for interpretation of the Constitution, as they outline the philosophy and motivation of the proposed system of government. The authors of the Federalist Papers wanted to both influence the vote in favor of ratification and shape future interpretations of the Constitution.

The main goals of the Federalist Papers were to set up a national government. As James Madison commented, "If men were angels, no government would be necessary," but since men were not angels, he felt a strong government was needed. Federalists felt the national government should:

- Provide for the "**common defense**" (protecting law and order at home, as well as protection the country from foreign attacks)
- Control trade between states and other nations
- Deal with "foreign countries"



The Federalist papers outlined how the Constitution should be set up. Federalists believed that the powers of the national government should be separated (the Congress makes laws, the president carries them out, and the courts interpret the laws). They also believed these separate powers should be able to “check” thus “balance” one another. No one branch should have too much power.

Federalists also felt that the government should be organized with a system of **federalism**, a dual system of state and national governments. Under a federal system, the Constitution lists the powers of the national government, and all other powers are reserved for states.

Finally, the Federalist Papers emphasized the need for the Constitution to organize America as a **republic**. A republic is a representative democracy in which citizens elect their governing officials. The Constitution set the process for elections and the terms of officials.

Anti-Federalists

Opponents of the Federalists, known as Anti-Federalists, feared that the new Constitution created too powerful a central government. They felt that Congress, the president, and the courts would have too much control over states. Having just rebelled against and defeated the British for crushing American freedoms, the Anti-Federalists were nervous that the Constitution would do the same.

Anti-Federalists believed that only small governments, close to the people, could ensure rights and freedoms. They thus believed that states should keep their power.

Perhaps their most pressing point was that the Constitution did not have a **bill of rights** to protect the liberty of individual citizens. Federalists however, felt a bill of rights was unnecessary.

Approval

By the end of July 1788, the Federalists were winning. Eleven out of the thirteen states had approved the Constitution. North Carolina however, was not one of them. On July 21, 1788, North Carolina’s state convention met in Hillsborough, NC to debate ratification of the Constitution. Federalist James Iredell and Anti-Federalist Willie Jones led the debate. When the convention ended on August 4, the Anti-Federalists had won. North Carolina would not approve the Constitution and would remain totally independent of the United States.

To get North Carolina and Rhode Island, to approve the Constitution, **James Madison** drafted a bill of rights which Congress approved. Listing many freedoms and rights (freedom of speech, freedom of religion, right to trial by jury, etc.), the Anti-Federalists finally agreed to ratify the Constitution.

While the Constitution was not perfect, and has since undergone **27 amendments**, it created a **democratic** government that has lasted more than 200 years.

Discuss:

1. What were the problems with the Articles of Confederation?
2. What are the major differences between the Articles of Confederation and the proposed Constitution?
3. Who were the Federalists, and how did they believe the government should be organized?
4. Who were the Anti-Federalists, and how did they differ from Federalists?
5. Do you agree with Federalists or Anti-Federalists in their views of the Constitution? Explain.



James Iredell
Federalist

You immigrated to Edenton, North Carolina from England at age 17 in 1767. There, you worked as a deputy collector for the port of Edenton. While working at the customs house, you developed an interest in law and were admitted to the bar in 1771. You feel this success has occurred largely with the help of God, since you are a devout Anglican. Although your job at the port was supplied by the British government, you were a strong supporter of independence and the Revolution. After the Revolution began, you helped organize the court system of North Carolina and were elected a judge of the superior court in 1778. Your political career advanced from there.

Most recently, you have become a prominent leader of the Federalists in North Carolina, and you are a strong supporter of the proposed United States Constitution. In order for the Constitution of the United States to be ratified, 9 of the 13 states must approve it. As a Federalist, and due to your love of your country and the law, you passionately believe that the new government as outlined in the Constitution will provide the perfect balance between the national government and the state's governments. It makes no sense to you that anyone would reject the new Constitution, when everyone seemed to agree that the Articles of Confederation created too weak of a national government. If the national government isn't given some kind of power, Congress will always have trouble raising money for defending the United States. Also, how will disputes between the states ever be settled without a national government having the ability to do so? The poor Governor of Massachusetts had a mess on his hands with Shays's Rebellion, and you are surprised everyone hasn't learned the lesson in that. You feel that North Carolina needs to join the states of Pennsylvania, Delaware, Connecticut, New Jersey, and Georgia, who quickly voted to adopt the Constitution.

Today, July 21, 1788, you are attending the North Carolina state convention in Hillsborough, NC, where you hope to convince North Carolina to accept and ratify the Constitution. Your opponent at the debate will be Anti-Federalist Willie Jones.



Willie Jones
Anti-Federalist

You were born in Northampton County, N.C. and after attending college, became an American planter and statesman in Halifax County, North Carolina. You represented North Carolina as a delegate to the Continental Congress in 1780. For a brief time in 1776, as the head of North Carolina's *Committee of Safety*, you were the head of the state's revolutionary government, until Richard Caswell was elected as Governor. Afterwards you served in the North Carolina House of Commons and were elected to the United States Constitutional Convention in 1787 but declined to accept.

Most recently, you have become a prominent leader of the Anti-Federalists in North Carolina, and you are a strong opponent of ratifying the proposed Constitution. As an Anti-Federalist, you passionately believe that the new Constitution creates a central government with too much power. Giving the federal government too much power might result in a situation as bad as Britain's unfair control over the colonies. The country had to endure a war to over throw the tyrant King George. Now, the Constitution as it stands can give the federal government the same kind of power. It makes no sense to you why anyone would ratify this document unless they wish to give up their state's rights. Also, you are disturbed by the fact that the Constitution has no bill of rights to protect the liberty of individual citizens.

Today, July 21, 1788, you are attending the North Carolina state convention in Hillsborough, NC, where you must convince delegates to refuse to ratify the Constitution. Your opponent at the debate will be Federalist James Iredell.



Comparing the Articles of Confederation and the Constitution

	Articles of Confederation	The Constitution
Legislative Branch	Congress; Each state had one vote; Congress elected a president to preside over Congress	
Executive Branch	None	
Judicial Branch	None; each state had its own individual court system	
Passing laws	9 of 13 states had to vote in favor of a proposed law	
Power over States	Created a federal government since it had certain limited powers over the states	
Amendments	Every state had to agree to any change made in the Articles	
Raising and Army	Articles did not have the power to raise and army, only to request states to send soldiers	
Taxation	Articles did not have the power to tax; could only request tax money from states	
Trade	No power to control trade between states or nations	
Bill of Rights	None	



Comparing the Articles of Confederation and the Constitution
ANSWER KEY

	Articles of Confederation	The Constitution
Legislative Branch	Congress; Each state had one vote; Congress elected a president to preside over Congress	Article I; Sets up two houses of Congress 1. Senate-each state has 2 senators 2. House of Representatives-representation is based on a state's population
Executive Branch	None	Article II; electoral college elects President; has checks on the legislative and judicial branches
Judicial Branch	None; each state had its own individual court system	Article III; US Supreme Court heads the federal courts; each state has its own court system
Passing laws	9 of 13 states had to vote in favor of a proposed law	A majority of each house must pass it and the president must sign it.
Power over States	Created a federal government since it had certain limited powers over the states	Created both a federal and a national government by having power over states and individuals
Amendments	Every state had to agree to any change made in the Articles	Two ways of amending: 1. Changes must be passed by both houses of Congress and 2/3 of state legislatures. 2. Constitutional Convention called by ¾ of legislatures.
Raising and Army	Articles did not have the power to raise and army, only to request states to send soldiers	Power to raise an army is granted in the Constitution
Taxation	Articles did not have the power to tax; could only request tax money from states	Power to tax is granted in the Constitution
Trade	No power to control trade between states or nations	Power to control trade
Bill of Rights	None	While the original Constitution did not contain a Bill of Rights, the first 10 amendments were added for this purpose.



Federalist verses Anti-Federalists Speech Rubric

Aspect	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D)	Score Points possible/Points Received
Introduction	(1) Gains the attention of the audience in character (2) Clearly identifies stance as Federalist or Anti-Federalist (3) Establishes credibility as this character (4) Previews the rest of the speech	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria	
Preparation	Completely prepared, has obviously rehearsed the speech, makes an attempt to represent this historical persona	Prepared, but could use additional rehearsals	Somewhat prepared, but it seems that the speech was not rehearsed	Unprepared	
Eye Contact	Eye contact with audience virtually all the time (except for brief glances at notes)	Eye contact with audience less than 75% of the time	Eye contact with audience less than 50% of the time	Little or no eye contact	
Use of Language	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting	Use of language does not have negative impact, and vocalized pauses ("um uh er etc.") not distracting	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting	Use of language is inappropriate	
Clarity	Speaks clearly and distinctly all the time, no mispronounced words	Speaks clearly and distinctly nearly all the time, no more than one mispronounced word	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Often mumbles or can not be understood, more than one mispronounced word	
Topic and accuracy	Well focused, creative and appropriate; accurate representation of Federalist and/or Anti-Federalist views	Appropriate and reasonably focused	Topic is appropriate but lacks some focus or strays a bit	Inappropriate topic	
Conclusion	(1) Cues the audience that the end of the speech is at hand (2) Brings closure (3) Memorable	Cues the audience and brings closure	Brings closure	Does not bring closure; the audience is left hanging	
Time	Speech is at least 3 minutes.	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	
Questions	Able to answer all questions	Able to answer most questions	Able to answer some questions	Unable to answer most questions	





Civics and Economics and the Tenth-Grade Writing Test

The Articles of Confederation versus The United States Constitution

Competency Goal 1.05 – Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.

By 1776, Americans' desire for independence from England was growing rapidly, and on July 4th, 1776, the Second Continental Congress approved the Declaration of Independence. Although true freedom would not come until the end of the Revolutionary War, American colonies were now free states in theory.

Soon after, the individual states began drafting their own constitutions; eventually, each state realized there were some things it would not be able to do on its own. In 1777, the Second Continental Congress made plans to unite the states and laid out these plans in a document titled the "Articles of Confederation," America's first constitution. Within three years, all states had ratified the Articles of Confederation; however, the states acknowledged that many weaknesses existed.

The Facts:

- Congress could not pass a law unless nine of the thirteen colonies ratified it.
- Any effort to change or amend the Articles of Confederation required all thirteen states to agree upon the change.
- Even when Congress managed to get the necessary votes and pass laws, it did not have the power to enforce those laws.
- The Articles of Confederation did not provide for a governor or for courts.
- If a state decided to ignore a law, there was not a thing Congress could do.

Assignment:

Use the information provided in addition to your knowledge to write a letter to William Blount, a North Carolinian who signed the United States Constitution. The purpose of your letter is to convince William Blount that the Articles of Confederation is far too weak to govern a nation and that a new constitution addressing the problems will positively impact America and its people.

Sources:

Clayton, Gary E., John J. Patrick, Richard C. Remy, David C. Saffell, and Gordon P. Whitaker. Civics Today: Citizenship, Economics, and You. New York: Glencoe McGraw-Hill, 2003.

As you write, consider the following:

- Positive effects
- Audience
- Organization
- Supporting details
- Clarity
- Grammar and Style

