



**Literacy Design  
Collaborative**

# 5B. Roots of American Democracy: Federalism

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or

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feedback you would like to give, please contact Dr. Judith Irvin at [jirvin@NLProject.org](mailto:jirvin@NLProject.org).

**In this module**, students explore the early development of American rights and read from primary and secondary source documents such as the *Federalist Papers*. Students uncover reasons that compromise was necessary to ensure a government that would last.

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GRADES

**5**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **9hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE3 - Informational or Explanatory

After reading primary and secondary source documents on the formation of the United States Government, write an essay in which you explain why compromise between federalists and anti-federalists was needed to form a government that has lasted over 200 years. Support your response with evidence from the text/s.

## Standards

### Social Studies Next Generation Sunshine State Standards

#### SS.5.C.1.1

Focus

Explain how and why the United States government was created.

#### SS.5.C.1.2

Focus

Define a constitution, and discuss its purposes.

#### SS.5.C.1.4

Focus

Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

#### SS.5.C.1.6

Focus

Compare Federalist and Anti-Federalist views of government.

### Florida Standards

#### LAFS.5.RI.1.3.

Focus

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### LAFS.5.W.1.2.

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Texts

 Tenth\_Amendment.docx

 What is the Constitution.docx

 Articles of Confederation Synopsis.docx

 Constitution Synopsis.docx

 Economic Problems Under the Articles of Confederation

 Liberty's Kids #40 We the People (Shay's Rebellion)

 Federalists and Anti-Federalists.docx

 Federlist Paper 21 Annotated.docx

-  **Anti Federlist Paper Annotated.docx**
-  **Articles of Confederation Synopsis 2.docx**
-  **Constitution Synopsis.docx**
-  **Articles of Confederation Annotated.docx**

## Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Introduces the topic and an unclear main idea.	Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.	Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.
<b>Use of Sources</b>	Includes <b>few</b> relevant details from sources.	<b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.
<b>Development</b>	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop the main idea</b> .	<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
<b>Organization</b>	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, <b>with a clear beginning, middle and end</b> . <b>Uses transitions (e.g., another, for example, also, because) to connect information</b> .	Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
<b>Conventions</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing. Uses language and domain-specific vocabulary <b>with minor errors</b> .	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .
<b>C3 Concept: Historical Empathy</b>	Uses personal knowledge of the present to explain the past.	Identifies difference in time or space that may matter to explaining past events, people, or processes.	Uses particular situation/ circumstances or ways people thought to explain a historical specific (event, process or person).	Explains specific situation/ circumstances and ways people thought to understand a historical specific (event, process or person).

## ***Background for Students***

In this module you will examine primary and secondary source documents to understand the thinking that served as the foundation for establishing our American rights. These rights have withstood the test of time. You will also study the background information necessary to understand these documents. The beginnings of American democracy were not always smooth, and many of our founders disagreed. By reading the documents, you will gain a deep understanding of the profound ideas that built our American democracy.

## ***Extension***

Four Federalist Papers are provided in this module. After reading Federalist Paper #21 which has spaces for student responses, you may wish to have students read one or more papers to further their understanding of the conflict between Federalists and Anti-Federalists.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

### ***Reading Process***

**BUILDING BACKGROUND KNOWLEDGE:** Ability to access prior knowledge to develop deeper understanding

**COMPARISON AND CONTRAST:** Ability to identify similarities and differences in historical documents

**NOTE-TAKING:** Ability to select important evidence from the text for use in responding to the task

**SUMMARIZING:** Ability to synthesize essential information from a text

**ANNOTATION:** Ability to annotate and summarize key information from text

### ***Transition to Writing***

**PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**DEVELOPMENT:** Ability to write a rough draft from an outline

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**PEER EDITING:** Ability to provide and benefit from helpful feedback from peers

**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
30 mins	<p><b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>1. DISCUSSION ON FEDERAL AND STATE POWERS</b> Explain the benefits of having certain powers given exclusively to the federal or state government.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>• read and highlight The Tenth Amendment</li> <li>• discuss what would happen if each state assumed powers granted to the federal government</li> <li>• discuss why state powers are best carried out locally</li> </ul>	<p><b>Background for Students</b></p> <p>What would happen if there was no school schedule for recess, and every class decided to go to recess at the same time? Just as there are some rules for the entire school and some rules for each classroom, there are powers that are reserved at the federal government and powers that remain at the state government.</p> <p><b>[Note: Since the Bill of Rights is covered in module 5C, you may need to review what an amendment is and how amendments are part of the Constitution.]</b></p> <p><b>Instruction</b></p> <p>A basic idea of Federalism is the division of power among the federal, the state, and local levels of government. Today you will read about the Tenth Amendment, which powers are granted to the federal government, and which powers are left to state and local governments.</p> <ol style="list-style-type: none"> <li>1. Give students a copy of the reading on the Tenth Amendment. <ul style="list-style-type: none"> <li>• Have them state in their own words what the 10th amendment says.</li> <li>• Have them highlight in one color the powers that are granted to the federal government.</li> <li>• Have them highlight in another color powers that are granted to state government.</li> <li>• Ask students to discuss in small groups what would happen if each state <ul style="list-style-type: none"> <li>• printed their own money</li> <li>• could declare war</li> <li>• established an army or navy</li> <li>• established post offices and issued postage</li> </ul> </li> <li>• Ask students to write a sentence or two on why it is important that the federal government retain certain powers that are granted to it in the Constitution.</li> <li>• Ask students to consider the exclusive powers granted to state governments. Why are these powers best done at the state or local level?</li> <li>• Ask students to think about what the writers of the Constitution knew about life in 1789. Could they have anticipated an issue such as voters' rights or medical use of marijuana?</li> </ul> </li> </ol> <p><b>Note to the teacher:</b> If you wish to expand this conversation, you may wish to mention gay marriage is something that is decided state by state as is the use of</p>

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				<p>medical marijuana. Segregation began as a state right because in 1789, slavery was allowed. The 13th amendment abolished slavery (1865). Schools and housing remained segregated until 1965 with the passage of the Civil Rights Act.</p>
<p>Standards:</p> <p><b>LAFS.5.SL.1.1.</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>LAFS.5.RI.1.3.</b> : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>				
<p>Additional Attachments:</p> <p> <b>Ideas Sheet.docx</b></p> <p> <b>Tenth Amendment.docx</b></p>				
20 mins	<p><b>TASK ANALYSIS:</b> Ability to understand and explain the task’s prompt and rubric.</p>	<p><b>2. TASK ANALYSIS</b> Complete the Prompt Reflection Sheet by analyzing the demands of the task.</p>	Not scored	<ol style="list-style-type: none"> <li>Share important background knowledge about the module with your students.</li> <li>Explain to the class that the goal of this module is to read primary and secondary source documents and learn more about the the ratification of the United States Constitution.</li> <li>Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like: <ul style="list-style-type: none"> <li>What will you have to do to successfully answer this part of the prompt?</li> <li>What do you need to learn to be able to do this?</li> <li>What parts of this seem easy; what parts seem hard?</li> <li>Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.</li> </ul> </li> </ol>
<p>Standards:</p> <p><b>LAFS.5.RI.1.1.</b> : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>				
<p>Additional Attachments:</p> <p> <b>Prompt Reflection.docx</b></p>				
Not provided	<p><b>ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>3. VOCABULARY LOG</b> In your Learning Log on your Vocabulary log page, list words and phrases during the reading process that are essential to understanding the texts. Add definitions as required to complete each column.</p>	<ul style="list-style-type: none"> <li>The Vocabulary Log will include at least 12 of the identified unit terms and a total of 20 words with definitions in student’s words, a formal</li> </ul>	<p>The Vocabulary Log will be an on-going activity for the duration of the Active Reading and Transition to Writing sections of the Module. The following terms are suggested as essential based on the texts but should not be considered a complete list:</p> <ul style="list-style-type: none"> <li>amendment</li> <li>delegate (verb)</li> <li>mint</li> <li>federalism</li> </ul>

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		<p>definition, and citation of location in text.</p>	<ul style="list-style-type: none"> <li>● levy</li> <li>● confederation</li> <li>● welfare</li> <li>● sovereignty</li> <li>● treason</li> <li>● diplomacy</li> <li>● ambassadors</li> <li>● treaties</li> <li>● treasury</li> <li>● alteration</li> <li>● compromise</li> </ul> <p>Dependent upon your students, you may elect to preview the essential vocabulary term(s) as they appear in the texts throughout the Module. A daily review of essential vocabulary from the previous mini-task at the beginning of each mini-task would be beneficial to ensure that all students are capturing the essential terms in their Learning/ Vocabulary Logs.</p> <p>Note: A chart paper, sticky-note, add-a-word poster, or any word collection strategy/technique that allows easy viewing and addition would allow you and the students to quickly note and reference vocabulary throughout the Module. For ideas, see <i>5 Easy Steps to Rockin' Word Walls</i> in Teacher Resources.</p>
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Standards:

**LAFS.5.L.3.4.C.** : Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**LAFS.5.L.3.4.** : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Additional Attachments:

 [Essential Vocabulary Log.docx](#)

 [{5 Steps Series} 5 Easy Steps to Rockin' Word Walls | Dr. Kimberly's Literacy Blog.pdf](#)

**Reading Process**

30 mins	<p><b>BUILDING BACKGROUND KNOWLEDGE:</b> Ability to access prior knowledge to develop deeper understanding</p>	<p><b>4. UNDERSTANDING THE CONSTITUTION</b> Discuss the purpose of the Constitution and how our federal government is structured.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● participate in the discussion of the U.S. Constitution</li> <li>● identify pertinent information from handout</li> </ul>	<p>The purpose of this mini task is to ensure an understanding of the Constitution by reviewing these questions:</p> <ul style="list-style-type: none"> <li>● What is the U. S. Constitution?</li> <li>● How is the government structured under the Constitution?</li> </ul> <ol style="list-style-type: none"> <li>1. Write the phrase "supreme law of the land" on the board or chart paper. Ask students to do a Think-Pair-Share. First they make some notes about what that phrase might mean, then they share their answers with a partner. Finally, they share answers with a group or the entire class. Capture students' thoughts.</li> <li>2. Play the video <i>The Constitution</i>. This document guides the structure, the function, and purpose of the U. S. government. As a class, discuss the following:             <ul style="list-style-type: none"> <li>○ purpose: to form a federal or national government</li> </ul> </li> </ol>
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				<ul style="list-style-type: none"> <li>o structure: the way government is organized (three branches)</li> <li>o function: the way the government works (rights and responsibilities or services they provide)</li> </ul> <p>3. Provide students with a copy of "What Is a Constitution" handout. Have students read the handout individually or with a partner. Have students circle, underline, and draw a box as directed on the handout. Then have students share their answers with a small group to make sure they are correct.</p> <p>4. <b>Ideas Sheet:</b> A note taking guide is provided for mini tasks 4 through 8. Have students discuss and fill out the answer to the question that corresponds to this mini task. When this Ideas Sheet is completed, it will help students address the final essay.</p>
<p>Standards:</p> <p><b>LAFS.5.SL.1.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b>LAFS.5.RI.1.3</b> : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>SS.5.C.1.2</b> : Define a constitution, and discuss its purposes.</p>				
<p>Additional Attachments:</p> <p> <a href="#">Ideas_Sheet.rev.docx</a></p> <p> <a href="#">What is the Constitution.docx</a></p> <p> <a href="#">The Constitution by Schmoop</a></p>				
40 mins	<p><b>COMPARISON AND CONTRAST:</b> Ability to identify similarities and differences in historical documents</p>	<p><b>5. COMPARISON OF THE ARTICLES OF CONFEDERATION AND THE U.S. CONSTITUTION</b></p> <p>Identify some of the similarities and differences between the Constitution and the Articles of Confederation.</p>	<p>Meets expectations if students complete the table and Venn Diagram.</p>	<p><b>Part 1: Unpacking the Articles of Confederation</b></p> <ol style="list-style-type: none"> <li>1. Provide students with the Comparison handout and review the 3 guiding questions.</li> <li>2. Read the attached synopsis of the Articles of Confederation aloud as students follow along. As you read, model locating and recording some of the answers. As a group, find some other answers. Have students work in pairs or small groups to complete the activity.</li> </ol> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● Under the Articles of Confederation,             <ol style="list-style-type: none"> <li>1. how is the federal government organized?</li> <li>2. what powers are given to the federal government?</li> <li>3. what powers are given to the states?</li> </ol> </li> </ul> <p><b>Part 2: Unpacking the Constitution</b></p>

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				<p>Explain that students will be using the same guiding questions to unpack the Constitution. Read the attached synopsis of the Constitution aloud as students follow along. Have students continue to work in pairs or small groups to complete the activity.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>● Under the Constitution,             <ul style="list-style-type: none"> <li>○ how is the federal government organized?</li> <li>○ what powers are given to the federal government?</li> <li>○ what powers are given to the states?</li> </ul> </li> </ul> <p><b>Part 3: Venn Diagram</b></p> <p>Have students use the information from their tables to complete a Venn Diagram of the similarities and differences between the two documents.</p> <p><b>Ideas Sheet:</b> A note taking guide is provided for mini tasks 4 through 8. Have students discuss and fill out the answer to the question that corresponds to this mini task. When this Ideas Sheet is completed, it will help students address the final essay.</p>
<p>Standards:</p> <p><b>LAFS.5.SL.1.1.</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>LAFS.5.RI.3.7.</b> : Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>LAFS.5.RI.1.3.</b> : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>SS.5.C.1.4</b> : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p>				
<p>Additional Attachments:</p> <p> <b>Ideas_Sheet.rev.docx</b></p> <p> <b>Articles of Confederation Synopsis 2.docx</b></p> <p> <b>Comparison of Articles and Constitution.docx</b></p> <p> <b>Constitution Synopsis.docx</b></p>				
<p>1 hr</p>	<p><b>NOTE-TAKING:</b> Ability to select important evidence from the text for use in responding to the task</p>	<p><b>6. NOTES ORGANIZER ON WEAKNESSES</b>            Explain some of the weaknesses in the <i>Articles of Confederation</i> that led to problems after the Revolutionary War, including Shays' Rebellion.</p>	<p>Students meet expectations if they point out the very limited powers of the federal government under the <i>Articles of Confederation</i>.</p>	<p>While watching two videos, collect notes to compose a response to the prompt.</p> <ol style="list-style-type: none"> <li>1. Provide students with the notes organizer. Read the prompt and review the individual questions to guide their viewing. Although they will be taking notes while viewing, stress that not every question will be addressed in each video.</li> <li>2. Show the "Economic Problems Under the Articles of Confederation." (If additional support is needed, pause the video after key information is shared and discuss as a class.) Have students share their notes with a partner and add any missing information.</li> <li>3. Repeat Step 2 for the video, "Liberty's Kids #40 We the People." <u>Only the first five minutes of this video</u> are needed. Again allowing students to review and adjust their notes with a partner.</li> </ol>

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			<ol style="list-style-type: none"> <li>4. As a class, review responses to the questions and discuss the weaknesses of the Articles of Confederation.</li> <li>5. Have students work independently to summarize their information and complete their written responses to the prompt.</li> <li>6. To ensure students are connecting this mini-task to the larger task, have them use an exit slip to identify one thing they learned that will help them write a strong response to the task.</li> <li>7. <b>Ideas Sheet:</b> A note taking guide is provided for mini tasks 4 through 8. Have students discuss and fill out the answer to the question that corresponds to this mini task. When this Ideas Sheet is completed, it will help students address the final essay.</li> </ol>
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Standards:

**LAFS.5.RI.3.7** : Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**LAFS.5.RI.1.3** : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**SS.5.C.1.4** : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

Additional Attachments:

 [Ideas\\_Sheet.rev.docx](#)

 [Notes Organizer.docx](#)

 [Liberty's Kids: #40 "We the People" \(1/2\)](#)

 [Economic Problems Under the Articles of Confederation \(5:51\)](#)

20 mins	<p><b>SUMMARIZING:</b> Ability to synthesize essential information from a text</p>	<p><b>7. SUMMARY OF FEDERALISTS AND ANTI-FEDERALISTS VIEWPOINTS</b> Explain how the Federalist and Anti-Federalist differed in their points of view regarding a strong national government.</p>	<p>Meets expectations if student participates in discussion and writes a clear and accurate summary.</p>	<ol style="list-style-type: none"> <li>1. Read the Federalists and Anti-Federalists handout aloud as students follow along.</li> <li>2. Discuss how the two perspectives differ on important issues. (Point out that the debate about how much power the federal government should have continues today.)</li> <li>3. Then have students reread and write a summary at the bottom independently.</li> <li>4. Have students share their answers with a partner, identifying the evidence to support their summary statement.</li> <li>5. <b>Ideas Sheet:</b> A note taking guide is provided for mini tasks 4 through 8. Have students discuss and fill out the answer to the question that corresponds to this mini task. When this Ideas Sheet is completed, it will help students address the final essay.</li> </ol>
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Standards:

**LAFS.5.SL.1.1.B** : Follow agreed-upon rules for discussions and carry out assigned roles.

**LAFS.5.RI.3.9** : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**SS.5.C.1.6** : Compare Federalist and Anti-Federalist views of government.

Additional Attachments:

 [Ideas\\_Sheet.rev.docx](#)

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🔗 Anti-Federalist vs. Federalist

📄 Federalists and Anti-Federalists.docx

40 mins

**ANNOTATION:** Ability to annotate and summarize key information from text

**8. SUMMARIES OF FEDERALISTS AND ANTI-FEDERALISTS PAPERS**

Summarize some of the thoughts of Federalists and Anti-Federalists on powers that should be included in the Constitution.

Meets expectations if students complete summaries that include the main ideas and engage in the discussion.

Provide students with the following background:

We will examine annotated excerpts from the *Federalist Papers and Anti-Federalist Papers*. *The Federalist Papers* is a collection of 85 articles and essays written by Alexander Hamilton, James Madison, and John Jay promoting the ratification of the United States Constitution. Seventy-seven essays were published serially in *The Independent Journal* and *The New York Packet* between October 1787 and August 1788.

The *Anti-Federalist Papers* is the collective name given to works written by Founding Fathers such as Patrick Henry, George Clinton, and Samuel Bryan who were opposed to or concerned with the merits of the United States Constitution of 1787. Texts from both of these collections can be complicated, as they were written with flowery language and often contain long and complicated sentences.

As we read through the text, consider the intent of these papers. The fiery language was intended to persuade the American people to either back the new constitution or to oppose it. These papers are political in nature, but intended to inform the “common man” about the best path forward to becoming a free nation.

1. Provide students with a copy of each excerpt, and have them cover the annotations.
2. Read the excerpts from the attached Federalist and Anti-Federalist papers aloud.
  - Pause occasionally to ask students what the writer's message is.
  - Model how you are able to reword some of the text to make meaning.
  - Explain that because of the challenge of these texts, annotations have been provided to help students comprehend the text.
  - Have students work in pairs to reread the text, this time using the annotations.
  - Students then write a summary for each text capturing the main ideas of each author.
  - Have students share their summaries as a class and discuss how these documents support the Federalist or Anti-Federalist perspective.

**Ideas Sheet:** A note taking guide is provided for mini tasks 4 through 8. Have students discuss and fill out the answer to the question that corresponds to this mini task. When this Ideas Sheet is completed, it will help students address the final essay.

Standards:

**LAFS.5.W.4.10.** : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**LAFS.5.RI.3.9.** : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**LAFS.5.RI.2.4.** : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

## 5B. Roots of American Democracy: Federalism

topic or subject area.

**SS.5.C.1.6** : Compare Federalist and Anti-Federalist views of government.

Additional Attachments:

 [Ideas\\_Sheet.rev.docx](#)

 [Lee's Objections to the Constitution Anti-Federalist.docx](#)

 [Other Defects of the Present Confederation Federalist.docx](#)

 [Anti Federlist Paper Annotated.docx](#)

 [Federlist Paper 21 Annotated.docx](#)

### Transition to Writing

20 mins

**PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

**9. BRAINSTORM WEB**  
Brainstorm reasons that made ratification of the Constitution necessary but difficult to achieve.

Students meet the expectations if their webs contain 3 or 4 challenges and ways they were overcome.

1. Have students return to the teaching task and be certain they understand what is expected.
  - After reading primary and secondary source documents on the formation of the United States Government, write an essay in which you explain why compromise between federalists and anti-federalists was needed to form a government that has lasted over 200 years. Support your response with evidence from the text/s.
  - As a class, have students brainstorm a list of reasons that made ratification of the Constitution necessary but difficult to achieve.
  - Using the Brainstorm Web, have students record 3 or 4 reasons and use the outer circles to explain their importance.

Standards:

**LAFS.5.W.3.9** : Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LAFS.5.W.2.5** : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SS.5.C.1.6** : Compare Federalist and Anti-Federalist views of government.

**SS.5.C.1.4** : Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

Additional Attachments:

 [Brainstorm Web.docx](#)

### Writing Process

30 mins

**DEVELOPMENT:**  
Ability to write a rough draft from an outline

**10. CONTROLLING IDEA**  
Using your Ideas Sheet, establish a controlling idea for your informational essay on why a compromise between the Federalists and the Anti-Federalists was needed to form a stronger government. Be certain your controlling idea is clear, can be supported with evidence from the texts we have examined,

Meets expectations if the controlling idea

- Addresses the task's prompt
- Is clear and focused
- Has a stated purpose
- Indicates the textual support that will develop the controlling

1. Review the task and its demands with students.
2. Review with students the definition of controlling idea. Provide examples of different controlling ideas.
3. Have students complete #5 through #8 on their Ideas Sheet to help the focus their controlling ideas.
4. Model the writing of a controlling idea for students.
5. Give students time to write a clear, focused, purposeful controlling idea for their essays. Circulate around the room and provide informal conferencing and support as needed.
6. Check to see that all students' controlling ideas meet expectations.

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		and focuses on the task.	idea	
Standards:				
<p><b>LAFS.5.W.1.2.A.</b> : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>				
Additional Attachments:				
<p> <b>Ideas Sheet.docx</b></p>				
40 mins	<p><b>DEVELOPMENT:</b> Ability to write a rough draft from an outline</p>	<p><b>11. OPENING PARAGRAPH</b> Write an opening paragraph that includes an attention grabber/hook to get the reader's attention, provides some background information, and establishes your controlling idea.</p>	<p>Student meets the expectations if they:</p> <ul style="list-style-type: none"> <li>• write a hook to get the reader's attention.</li> <li>• provide background information.</li> <li>• establish a controlling idea that provides a clear response to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Offer several examples of opening paragraphs.</li> <li>• Ask the class to discuss what makes the paragraph examples strong or weak.</li> <li>• Review the TEA Paragraph Builder.</li> </ul>
Standards:				
<p><b>SS.5.C.3.5</b> : Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p><b>LAFS.5.RI.3.9</b> : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>LAFS.5.W.1.2.A.</b> : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>				
Additional Attachments:				
<p> <b>TEA Paragraph Writing.docx</b></p> <p> <b>Supporting ELLs.pdf</b></p> <p> <b>Samples of opening paragraphs</b></p>				
1 hr	<p><b>DEVELOPMENT:</b> Ability to write a rough draft from an outline</p>	<p><b>12. BODY PARAGRAPHS</b> Each of your body paragraphs should focus on details that support your controlling idea. You will cite evidence to support these details in each paragraph. As you write, periodically reread the task to ensure that you address all of the important aspects of the task. Utilize your organizer and outline to guide you as write your body paragraphs.</p>	<p>Students will write at least three quality body paragraphs that develop the controlling idea, include evidence from the texts, and include an analysis of the evidence.</p>	<p>Directions for students:</p> <p>Each of your body paragraphs should focus on details that support your controlling idea. You will cite evidence to support these details in each paragraph. As you write, periodically reread the task to ensure that you address all of the important aspects of the task. Utilize your organizer and outline to guide you as write your body paragraphs.</p> <ol style="list-style-type: none"> <li>1. Write one body paragraph with the class to model how it is done, or analyze a body paragraph one of the module texts.</li> <li>2. Using their notes and text, students will write their body paragraphs, citing evidence from the text to support the key details.</li> <li>3. Students should include the following in their body paragraphs: <ul style="list-style-type: none"> <li>o Transitional words or phrases</li> </ul> </li> </ol>

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			<ul style="list-style-type: none"> <li>o A reference to the task</li> <li>o Key details</li> <li>o Evidence from the text to support each detail</li> <li>o Analysis of the evidence</li> </ul> <p>4. Have students share their work with partners.</p>
<p>Standards:</p> <p><b>LAFS.4.W.2.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>LAFS.4.W.1.2.D.</b> : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>LAFS.4.W.1.2.C.</b> : Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>LAFS.4.W.1.2.B.</b> : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>LAFS.4.W.1.2.</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
20 mins	<p><b>DEVELOPMENT:</b> Ability to write a rough draft from an outline</p>	<p><b>13. CONCLUDING PARAGRAPH</b> Write a conclusion to wrap up your essay including the following:</p> <ul style="list-style-type: none"> <li>● Transition</li> <li>● Restatement of your controlling idea</li> <li>● A powerful ending that leaves your readers with something to think about</li> </ul>	<p>Scored according to the LDC rubric</p> <ol style="list-style-type: none"> <li>1. Remind students that an effective conclusion begins with a transition, restates the controlling idea of the essay, and leaves the reader with something to think about.</li> <li>2. Have students write their conclusion, offering individual help as needed.</li> </ol>
<p>Standards:</p> <p><b>LAFS.5.W.1.2.E.</b> : Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>LAFS.5.W.1.2.C.</b> : Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>			
30 mins	<p><b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>14. DRAFTING AND REVISING</b> Revise your essay to make sure that you have a strong controlling idea, evidence to support it, and an explanation of how the evidence supports it.</p>	<p>Meets expectations if students complete a rough draft of their essays and make notes on needed revisions.</p> <ol style="list-style-type: none"> <li>1. Walk around the room and offer support as students work on their rough drafts.</li> <li>2. When students are finished with their rough drafts, have them read their writing aloud (quietly!). As they read, have students circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. They can also circle words and phrases that they wish to improve or that have been overused.</li> <li>3. As an option, students can use the <b>ARMS</b> Strategy: <ul style="list-style-type: none"> <li><b>A</b>dd words and sentences (be descriptive, capture all ideas).</li> <li><b>R</b>emove words and sentences (be concise).</li> <li><b>M</b>ove words and sentences (sentence fluency, organization).</li> <li><b>S</b>ubstitute words and sentences (word choice, voice).</li> </ul> </li> </ol>
<p>Standards:</p>			

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**LAFS.5.W.2.5** : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**LAFS.5.W.1.2** : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

45 mins

**PEER EDITING:**  
Ability to provide and benefit from helpful feedback from peers

**15. PEER GROUP WORKSHOP**  
In groups of three, help edit other students' essays.

Meets expectations if:

- includes at least three comments per page
- questions are asked to prompt the writer to provide more details and to get the author to reflect on his/her own writing.
- comments provide useful and constructive feedback for the writer
- positive comments are explained
- feedback avoids broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good"
- feedback targets aspects of the essay like organization, textual support, content, and focus, rather than editing for typos, misspellings, and grammatical errors.

1. Discuss the Peer Group Workshop Handout with students. (This handout is for teacher reference. You may or may not wish to use it with students.)
2. Arrange students into groups of three.
3. Have them comment on a paper for about 10 minutes, then pass the paper to the next group member for further commentary.
4. When all of the members of the group have read an essay, have them discuss their feedback.
5. The author will take notes silently on the discussion.
6. Then, when the discussion is over, the author asks clarifying questions and questions about any other aspect of the writing that did not come up in discussion.

**Post these steps for the class to see.**

**Step One:**

1. Read your group member's essay and add comments, suggestions, and questions in the margins.
2. Try to add *at least three comments* per page.
3. Use What? When? Why? Where? Who? or How? questions when you want the essay's writer to provide more details.
4. Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft.

**Step Two:**

1. Once you have read the entire essay and noted suggestions on post-its, provide oral feedback to the essay's writer; your goal should be to provide the writer with specific possibilities for revision.
2. Make your feedback as specific as possible so that the writer knows exactly which section of the essay you're addressing.
3. In your feedback, deal with areas such as *purpose, clarity, content, textual support, organization, and how well the essay addresses the task's prompt.*

Standards:

**LAFS.4.W.2.5** : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**LAFS.4.W.2.4** : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Additional Attachments:

 **Peer Group Workshop - Student Handout**

## 5B. Roots of American Democracy: Federalism

30 mins	<b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>16. FINAL DRAFT</b> Combine your edits and revisions into a final draft.	Evaluate student writing using the LDC Writing Rubric	Help students organize their edit and revision notes prior to writing. Have students write and submit their final draft.
Standards: <b>LAFS.5.W.2.4.</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				

### *Instructional Resources*

#### *Student Handout*

- 📄 **Task Analysis.docx**
- 📄 **Tenth Amendment.docx**
- 📄 **TEA Paragraph Writing.docx**
- 📄 **Anti Federlist Paper Annotated.docx**
- 📄 **Articles of Confederation Synopsis 2.docx**
- 📄 **Brainstorm Web.docx**
- 📄 **Comparison of Articles and Constitution.docx**
- 📄 **Constitution Synopsis.docx**
- 📄 **Essential Vocabulary Log.docx**
- 📄 **Federalists and Anti-Federalists.docx**
- 📄 **Federlist Paper 21 Annotated.docx**
- 📄 **Ideas Sheet.docx**

#### *Teacher Resource*

- 📄 **Stages of Second Language Development and ESOL Strategies.pdf**
- 📄 **Essential Vocabulary Teacher.docx**
- 📄 **Descriptive Matrix of All Modules.pdf**
- 📄 **Standards Matrix for All Modules.pdf**

## *Section 4: What Results?*

### *Student Work Samples*

#### *Advanced*

 **Sample 1**

 **Sample 2**

#### *Meets Expectations*

 **Sample 5**

#### *Approaches Expectations*

 **Sample 3**

 **Sample 4**

#### *Teacher Reflection*

The task and some of the mini-tasks and texts have been modified since these samples were written.

## All Attachments

- 📄 Tenth\_Amendment.docx : <https://s ldc.org/u/bdxyadp9umenqpgwjx8bwklgw>
- 📄 What is the Constitution.docx : <https://s ldc.org/u/6a0bp74z644qq4zz9gxzf0989>
- 📄 Articles of Confederation Synopsis.docx : <https://s ldc.org/u/d6c1mr7b103lyenoe713al12h>
- 📄 Constitution Synopsis.docx : <https://s ldc.org/u/353iejsgp7sois0y9od27282n>
- 🔗 Economic Problems Under the Articles of Confederation :  
<https://s ldc.org/u/3uon4pykx05benmcteytl5e5u>
- 🔗 Liberty's Kids #40 We the People (Shay's Rebellion) :  
<https://s ldc.org/u/3fifnan6zm3qqf6h2surkhm49>
- 📄 Federalists and Anti-Federalists.docx : <https://s ldc.org/u/3dz0vjfqwy9tfavkdxelpuzo>
- 📄 Federlist Paper 21 Annotated.docx : <https://s ldc.org/u/7wsxbtr8ybpzr3rh24u8hggad>
- 📄 Anti Federlist Paper Annotated.docx : <https://s ldc.org/u/af011kq6hdsew3wd8aaz0z7y7>
- 📄 Articles of Confederation Synopsis 2.docx : <https://s ldc.org/u/59tt2tfgjuz92j7z5thgmtr5m>
- 📄 Constitution Synopsis.docx : <https://s ldc.org/u/1f3dsj7bsl5f0vl5atsqqo4y6>
- 📄 Articles of Confederation Annotated.docx : <https://s ldc.org/u/9ih0wecn2qk1dwa8dlme5afzs>
- 📄 Sample 1 : <https://s ldc.org/u/5at9ykoph53j0fgyyk2juban5>
- 📄 Sample 2 : <https://s ldc.org/u/2v08s0hl5vv3baanrxg4m8zk2>
- 📄 Sample 5 : <https://s ldc.org/u/wl67xn7qe58mdhigrfrkx9j1>
- 📄 Sample 3 : <https://s ldc.org/u/8a1x858nd3rdqbw2pef3n538u>
- 📄 Sample 4 : <https://s ldc.org/u/6uqzahkogg13081ji23lqmprj>
- 📄 Task Analysis.docx : <https://s ldc.org/u/dhflc4crot7hg33o43ad4mx3>
- 📄 Tenth Amendment.docx : <https://s ldc.org/u/znvdmkw7knszoppdrf6jc64n>
- 📄 TEA Paragraph Writing.docx : <https://s ldc.org/u/d8r3yo7qcdb6e35m2eqk36k9q>
- 📄 Anti Federlist Paper Annotated.docx : <https://s ldc.org/u/er2mhpvfvqh11ic1zpj74o8y2>
- 📄 Articles of Confederation Synopsis 2.docx : <https://s ldc.org/u/129gnlkzf0h23nbsm1m79v7lv>
- 📄 Brainstorm Web.docx : <https://s ldc.org/u/5u6djg0qctbo7va6eneny1u8d>
- 📄 Comparison of Articles and Constitution.docx : <https://s ldc.org/u/6jl2vvej66yrqijx2okqo4psu>
- 📄 Constitution Synopsis.docx : <https://s ldc.org/u/576rwcrti6ohbb2sb04ay9q7z>
- 📄 Essential Vocabulary Log.docx : <https://s ldc.org/u/42wdxtskmkw31hm0v1lpq46md>
- 📄 Federalists and Anti-Federalists.docx : <https://s ldc.org/u/8d3a0fqmc65dhmti6yveqkdlg>
- 📄 Federlist Paper 21 Annotated.docx : <https://s ldc.org/u/af0behmd8gfydlzmawc1g9nj>
- 📄 Ideas Sheet.docx : <https://s ldc.org/u/bqjqxkqiqfivkzj93lc45lh1>
- 📄 Stages of Second Language Development and ESOL Strategies.pdf :  
<https://s ldc.org/u/7atbt0nzakytqdr0jrckdz8x>
- 📄 Essential Vocabulary Teacher.docx : <https://s ldc.org/u/4p0wsmgz0dh7e1burog7wubok>
- 📄 Descriptive Matrix of All Modules.pdf : <https://s ldc.org/u/1ftyo02w32vdy9s46ioi44c3q>
- 📄 Standards Matrix for All Modules.pdf : <https://s ldc.org/u/5fzzm9hidv5ynus4qr1d0sph0>