

# FOUNDING FATHERS' FEUD

COURTNEY WHEELER AND GIGI WOLF, FEDERAL RESERVE BANK OF KANSAS CITY

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## LESSON DESCRIPTION:

Throughout this lesson, students will review the origins of the United States Constitution and compare it to its predecessor, the Articles of Confederation. Additionally, students will learn about the differences between those who identified as Federalists and Anti-Federalists, specifically Alexander Hamilton and Thomas Jefferson, as well as their respective opinion on the creation of a central bank. Students will demonstrate their understanding of the differences between Federalists and Anti-Federalists and their stance on central banks by creating a song or poem to be performed in front of the class.

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**GRADE LEVEL:** 9-12

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**CONCEPTS:** Central bank, Federal Reserve System, Federalist, Anti-Federalist, Articles of Confederation, United States Constitution

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## ESSENTIAL QUESTION:

Why did opinions on the creation of a U.S. central bank vary?

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## OBJECTIVES:

The students will be able to:

1. Compare and contrast the Articles of Confederation and the Constitution
  2. Demonstrate understanding of the ideologies of Federalists and Anti-Federalists
  3. Defend the perspective of either a Federalist or Anti-Federalist concerning the existence of a central bank
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**TIME REQUIRED:** Three class periods (50 minutes each)

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## MATERIALS:

- The United States Constitution and Bill of Rights video (5:52), <https://www.youtube.com/watch?v=oMoymqXB4Cs>
- Handout 1: A New Form of Government, one per student
- Handout 1: A New Form of Government Answer Key
- Visual 1: Founding Fathers and Foes
- Handout 2: Federalists vs. Anti-Federalists, one per student
- Handout 2: Federalists vs. Anti-Federalists Answer Key
- Federalist vs. Anti-Federalist video (2:00), <https://www.youtube.com/watch?v=VV6yOTq04zc>
- *The First Bank of the United States: A Chapter in the History of Central Banking*, pages 1-5, 8-10, and 12, for every student, <https://www.philadelphiafed.org/-/media/publications/economic-education/first-bank.pdf?la=en> (print copies are available free of charge in classroom quantities and can be ordered from the Federal Reserve Bank of Philadelphia website).
- Visual 2: Federal Reserve System
- The Federal Reserve and You, Segment 204: Creation of the Federal Reserve video (4:19), <https://www.philadelphiafed.org/education/federal-reserve-and-you/chapter-2>.

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- Handout 3: A Central Bank – To Be or Not To Be?, one per student and one copy for each student group for evaluation

## DAY ONE PROCEDURE:

1. Ask students: can you name the document that established the functions of the U.S. government after our independence was gained from Great Britain in 1776? (*Answer: Articles of Confederation*)
2. Inform students that the **Articles of Confederation** were created in 1781 as a governing document for the United States. This document put more power in the hands of individual states than in the federal government, including the ability to collect taxes and possess a standing militia\*. Ask students the following:
  - Why aren't we still using the Articles of Confederation for governance today? (*Answers may vary, but may include: they don't apply to all of the newer states that have joined the Union; they allowed too much control at the state level; they made it hard to fund national expenses and debts; etc.*)
  - What document is now used instead of the Articles of Confederation? (*Answer: the U.S. Constitution*)

*Teacher note: \*Library of Congress primary source: <https://guides.loc.gov/articles-of-confederation>*
3. Tell students that the **United States Constitution** established the government as it exists today. It was ratified at a meeting called the Constitutional Convention, held in Philadelphia in 1787, where fifty-five men from 12 different states gathered to create a new, centralized national government\*\*.

*Teacher note: \*\*Library of Congress – Teacher's Guide for the Constitution, [http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/teacher_guide.pdf)*
4. Distribute a copy of Handout 1: A New Form of Government to each student.
5. Ask students to complete the handout as they watch a video.
6. Show The United States Constitution and Bill of Rights video (5:52), <https://www.youtube.com/watch?v=oMoymqXB4Cs>.
7. After the video, review student responses to the handout as a class using Handout 1: A New Form of Government Answer Key.
8. Remind students that there were several men involved with writing the U.S. Constitution and that they are sometimes referred to as our nation's "founding fathers".
9. Ask students if they can name any of the founding fathers. (*Answers may vary, but may include: John Adams, Thomas Jefferson, George Washington, James Madison, Alexander Hamilton, Aaron Burr, etc.*)
10. Display Visual 1: Founding Fathers and Foes.
11. Ask a student to read aloud the text by Alexander Hamilton's picture. Then, ask another student to read aloud the text next to Thomas Jefferson's photo.
12. Distribute a copy of Handout 2: Federalists vs. Anti-Federalists to every student.
13. Tell students to write the perspective of Federalists on the left and Anti-Federalists on the right of their handout as they watch the next video.
14. Show the Federalist vs. Anti-Federalist video (2:00), <https://www.youtube.com/watch?v=VV6yOTg04zc>.
15. After the video, ask students to pair up with another student to discuss the differences between Federalists and Anti-Federalists and their responses on the handout.
16. Invite students to add or change their written responses if they'd like during the discussion. Allow 5-7 minutes for discussion.
17. As a class, discuss responses to the handout using Handout 2: Federalists vs. Anti-Federalists Answer Key.

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## DAY TWO PROCEDURE:

18. Ask students what the difference is between a **Federalist** and an **Anti-Federalist**: (*Answer: a Federalist is an individual who is in favor of a stronger central (federal) government and an Anti-Federalist is an individual who is in favor of a stronger network of state governments*).
19. Read aloud the introduction to *The First Bank of the United States: A Chapter in the History of Central Banking* (page 1, first three paragraphs).
20. Distribute a copy of *The First Bank of the United States: A Chapter in the History of Central Banking* to each student and ask them to silently read pages 1-5, 8-10, and 12. Allow 8-10 minutes for students to finish.
21. Show the class Visual 1: Founding Fathers and Foes again.
22. Ask students which one is most likely a Federalist and which is an Anti-Federalist. Invite students to re-read the text again if needed. (*Answer: Alexander Hamilton exemplified qualities of Federalism whereas Thomas Jefferson displayed Anti-Federalist opinions*).
23. Ask students if they know what a central bank is. (*Answers will vary, but may include: a big bank, the main bank, the government's bank, etc.*)
24. Tell students that generally, a **central bank** is a national bank that provides financial and banking services for the country's government.
25. Ask students what they think the benefits of a central bank might be. (*Answers may vary, but may include: streamlining or consolidating banking services, uniformity in currency, ability to run a deficit and help allocate a national budget, providing accounting for federal spending, etc.*)
26. Explain that in the reading, the First Bank had several roles, including collecting taxes, managing the Treasury's interest payments, serving as the government's fiscal agent and accepting deposits and lending to private citizens and businesses.
27. Ask students why there might be controversy surrounding the creation of a central bank. (*Answers may vary, but may include: people were afraid the government would be too powerful, people were scared it wouldn't benefit everyone, etc.*)
28. Share that the current central bank of the United States is called the Federal Reserve Bank. The **Federal Reserve System** (or the Fed) is made up of 12 regional Reserve Banks situated across the country and the Board of Governors in Washington D.C. The Fed is our nation's third attempt at a central banking system and has been in existence since 1913.
29. Explain that the Federal Reserve is similar to the First Bank in that it serves as a fiscal agent for the Treasury and also accepts deposits and makes loans, but only to financial institutions and not private citizens or businesses.
30. Show Visual 2: Federal Reserve System.
31. Refer to the visual and explain that although the Federal Reserve is the nation's central bank, it is also considered decentralized because it has many branches and offices, as indicated on the map.
32. Play the Federal Reserve and You, segment 204: Creation of the Federal Reserve video, <https://www.philadelphiafed.org/education/federal-reserve-and-you/chapter-2>.  
*Teacher note: To provide more information about the Federal Reserve System, refer to In Plain English: Making Sense of the Federal Reserve at <https://www.stlouisfed.org/in-plain-english/introduction> or a more in-depth look through The Federal Reserve and You video series at <https://www.philadelphiafed.org/education/federal-reserve-and-you>.*
33. Inform students that they will divide into pairs and creatively argue from the perspective of a Federalist or an Anti-Federalist concerning the existence of the Federal Reserve System. Explain that each pair should pick one of these viewpoints and form an argument defending that perspective in the form of a song/rap or poem to be shared with the rest of the class.
34. Distribute Handout 3: A Central Bank – To Be or Not To Be? to each student. Read the directions aloud and review the scoring rubric outlined on the handout.

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35. Divide students into pairs or allow students to pair up. Give them time to begin work on the activity (as time permits).

## DAY THREE PROCEDURE:

36. Ask students the following:

- Why were the Articles of Confederation replaced by the U.S. Constitution? (*Answer: They were replaced because the national government had limited power as opposed to the states; the power between state government and national government was imbalanced*)
- How do Federalists and Anti-Federalists differ? (*Answer: A Federalist is an individual who is in favor of a stronger central (federal) government and an Anti-Federalist is an individual who is in favor of a stronger network of state governments*)
- Which type of banking structure would Federalists prefer? How about Anti-Federalists? (*Answer: Federalists would prefer a central bank and Anti-Federalists would prefer a more decentralized structure*).

37. Have student groups present or read their song or poem in front of the class.

38. Following each presentation, ask the class to identify if the point of view aligned with Federalists or Anti-Federalists. Allow the presenters to verify if the rest of the class guessed correctly.

39. Ask each pair to turn in a copy of their song or poem.

*Teacher note: Use additional copies of Handout 3: A Central Bank – To Be or Not To Be? to evaluate each pair's work based on the scoring rubric. Content presented will vary, but should include: references to Federalist/Anti-Federalist sentiments, a centralized or decentralized bank and/or the perspectives of Hamilton or Jefferson.*

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## ASSESSMENT:

- Completed song/rap or poem, along with the teacher evaluation using Handout 3: A Central Bank – To Be or Not To Be?

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## EXTENSION

- Have students research the Second National Bank and write a summary of how it differs from the First National Bank and the Federal Reserve Bank.
- Have students track and explore the change in political parties in the United States over time, beginning with the Federalists and Anti-Federalists, comparing them to the modern Republican and Democratic parties of today.
- Have students read the History of Central Banking at <https://www.philadelphiafed.org/education/teachers/resources/history-of-central-banking> and create a visual timeline of central banking including key dates and catalysts for change.

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## CONTENT STANDARDS:

### Voluntary National Content Standards in Economics

- Standard 10: Institutions
- Standard 16: Role of Government and Market Failure
- Standard 17: Government Failure

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- Standard 20: Fiscal and Monetary Policy

## Common Core Standards

- CCSS.ELA-Literacy.RH.9-10.1; CCS.ELA-Literacy.RH.11-12.1  
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.RH.9-10.2; CCS.ELA-Literacy.RH.11-12.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.

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## HANDOUT 1: A NEW FORM OF GOVERNMENT

Name:

Hour:

Date:

*Directions: As you watch the United States Constitution and Bill of Rights video, respond to the following.*

**What was a major flaw in the Articles of Confederation?** \_\_\_\_\_

\_\_\_\_\_

**Name the three branches of government created under the U.S. Constitution and their primary function.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How can changes be made to the U.S. Constitution?**

\_\_\_\_\_

**What rights are included within the Bill of Rights?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Do you think the U.S. Constitution would still exist if there hadn't been a Bill of Rights? Why?**

\_\_\_\_\_

\_\_\_\_\_

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## HANDOUT 1: A NEW FORM OF GOVERNMENT ANSWER KEY

*Directions: As you watch the United States Constitution and Bill of Rights video, respond to the following.*

**What was a major flaw in the Articles of Confederation?** *The central government had limited power, less than individual states*

**Name the three branches of government created under the U.S. Constitution and their primary function.**

*Legislative – to create proposals for new laws; Executive – to veto or approve proposals so they can become law; Judicial – to settle arguments regarding the application of laws*

**How can changes be made to the U.S. Constitution?** *Through amendments*

**What are two rights included within the Bill of Rights?** *The right to believe what you want, say what you want, carry a weapon and to have defense in court if accused of a crime*

**Do you think the U.S. Constitution would still exist if there hadn't been a Bill of Rights? Why?**

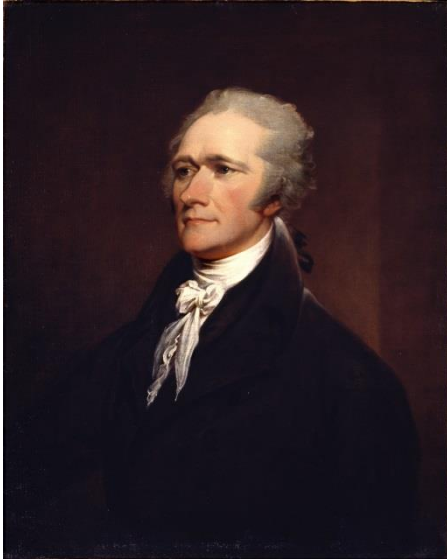
*Answers will vary*

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## VISUAL 1: FOUNDING FATHERS AND FOES

### ALEXANDER HAMILTON



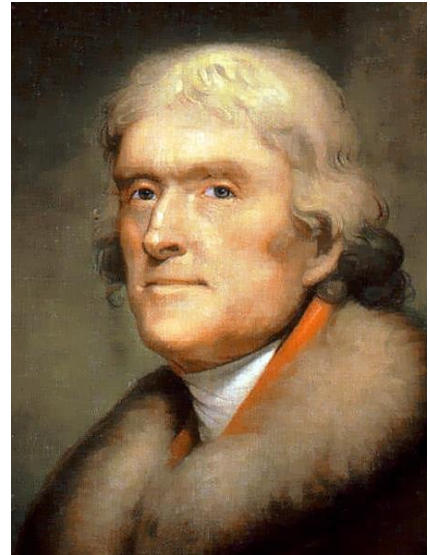
John Trumbull [Public domain], via Wikimedia Commons

Born on the island of Nevis in the British West Indies, he was the illegitimate son of Rachel Faucette Lavien and James Hamilton. After working as a clerk for a New York-based import-

export firm, Hamilton made his way to the United States in 1772, landing in Boston. Eventually making his way to New York, he enrolled in King's College (now Columbia University). Sympathetic to the American cause for independence, he joined a militia company in 1775, and two years later General George Washington was elected the nation's first president. In 1789, Washington appointed Hamilton the first Secretary of the Treasury. The following year, Hamilton wrote "Report on a National Bank," in which he laid out his plans to establish a single national bank. One year later, Hamilton's proposed financial institution materialized in the form of the Bank of the United States.

Source: Federal Reserve Bank of Philadelphia. *The First Bank of the United States*. Philadelphia: Federal Reserve Bank of Philadelphia, 2009. Print.

### THOMAS JEFFERSON



Matthew Harris Jouett [Public domain] via Wikimedia Commons

Born in Virginia, he had a distinguished career as a member of the Continental Congress, drafter of the Declaration of Independence, minister to France, secretary of state under George Washington, and vice president under John Adams.

Jefferson, who believed that the United States should remain primarily a nation of farmers, argued that Alexander Hamilton's proposed national bank was unconstitutional. In 1800, Jefferson was elected the country's third president. As president, he secured the purchase of the Louisiana Territory from France and sent Meriwether Lewis and William Clark on their famous expedition to the Pacific coast. He died in his home, Monticello, on July 4 1826, just a few hours before John Adams died in Massachusetts.

Source: Federal Reserve Bank of Philadelphia. *The First Bank of the United States*. Philadelphia: Federal Reserve Bank of Philadelphia, 2009. Print.



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## HANDOUT 2: FEDERALISTS VS. ANTI-FEDERALISTS

Directions: As you watch the *Federalist vs. Anti-Federalist* video, respond to the following.

<b>Federalists</b>		<b>Anti-Federalists</b>
	<b>What should be done with the Articles of Confederation?</b>	
	<b>Who should have more power?</b>	
	<b>What is the stance on the Bill of Rights?</b>	

1. In your own words, explain Federalism and give an example.

2. How might the views of Federalists affect the regional and national economy? How might Anti-Federalists?

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## HANDOUT 2: FEDERALISTS VS. ANTI-FEDERALISTS

### ANSWER KEY

<b>Federalists</b>		<b>Anti-Federalists</b>
<i>Get rid of it</i>	<b>What should be done with the Articles of Confederation?</b>	<i>Fix it</i>
<i>U.S. government or central government</i>	<b>Who should have more power?</b>	<i>Individual states</i>
<i>It is already included within state constitutions</i>	<b>What is the stance on the Bill of Rights?</b>	<i>It will threaten our liberty</i>

**1. In your own words, explain what Federalism is and give an example.**

*Answers will vary, but should include: When power is divided between federal and state government; the governmental principle that power is delegated to multiple state governments that function under a central federal governing body.*

*Examples include: the fact that there is a federal minimum wage, but states can choose to set their minimum wage higher than the federal minimum; the fact that elections are run by each individual state; taxes are collected at the state level and the national level; etc.*

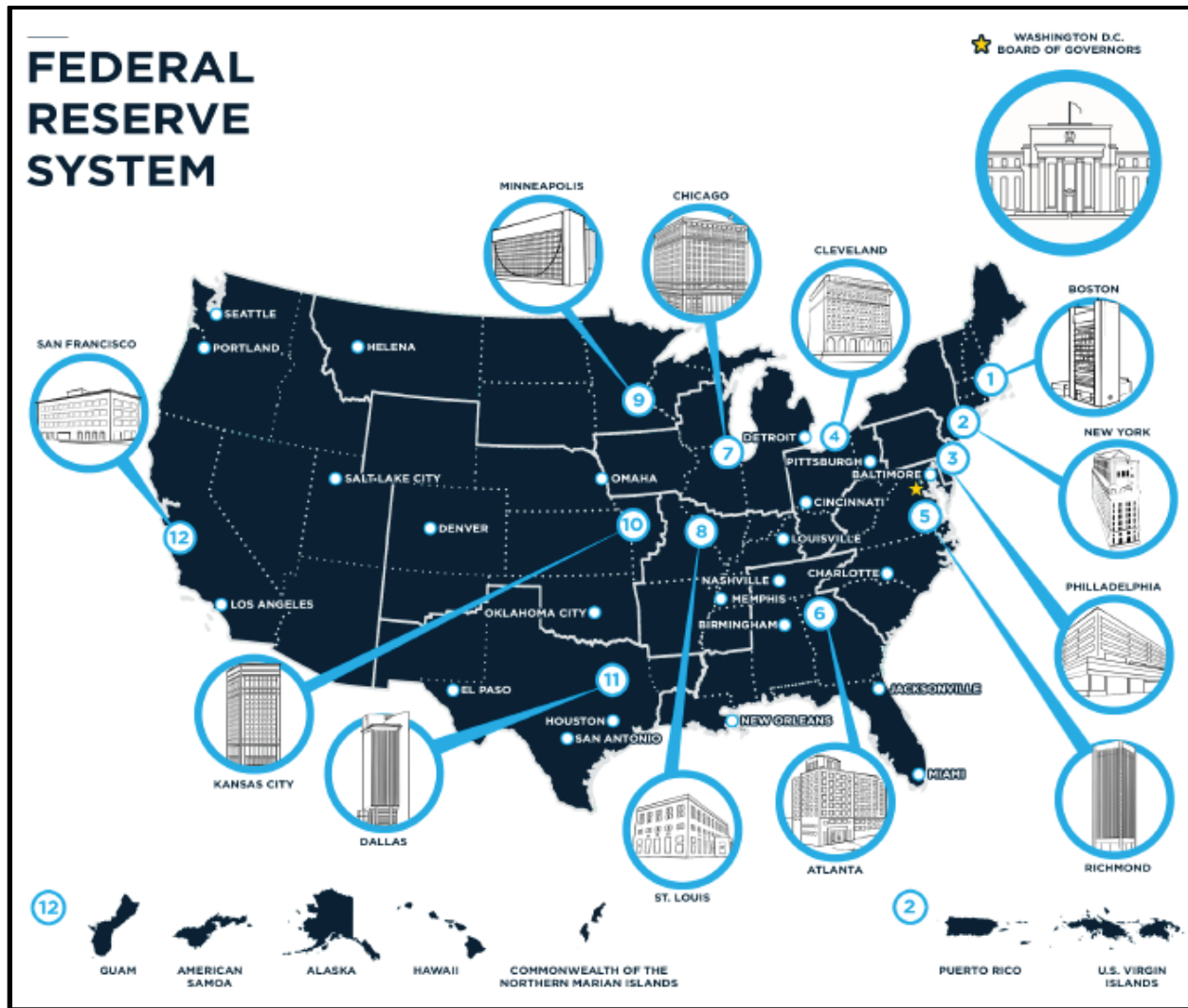
**2. How might the views of Federalists affect the regional and national economy? How might Anti-Federalists?**

*Answers will vary, but may include: Federalists would focus on the national trends and overall issues of the country and Anti-Federalists would focus more on regional data and more local concerns that may be specific to a particular region or industry within a region.*

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## VISUAL 2: FEDERAL RESERVE SYSTEM (THE FED)



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## HANDOUT 3: A CENTRAL BANK – TO BE OR NOT TO BE?

Name:

Date:

Partner Name:

*Directions: With a partner, write a song/rap or poem from either the perspective of a Federalist or Anti-Federalist concerning the continuation of the Federal Reserve System as the nation's central bank. Include at least three reasons for your point of view without specifically stating if you chose Federalist or Anti-Federalist. Prepare to present your finished work, ensuring that everyone has a speaking part. The song/rap or poem can be sung or read, according to your comfort level, and must be at least two minutes in length when presented. Each presentation will be evaluated based on the scoring rubric below.*

Presentation	Excellent (5-4 points)	Good (3-2 points)	Fair (1-0 point)
Content/Viewpoint  <b>Points:</b>	The perspective is clear and includes three or more reasons for the chosen point of view.	The perspective is clear and includes two reasons for the chosen point of view.	The perspective is clear and includes one reason for the chosen point of view.
Accuracy  <b>Points:</b>	The perspective taken was clear and true to historical facts.	The perspective taken was somewhat clear and mostly true to historical facts.	The perspective taken was not clear and not true to historical facts.
Format  <b>Points:</b>	The content followed a pattern or rhyme that was consistent.	The content followed a pattern or rhyme somewhat.	The content did not follow a clear pattern or rhyme.
Collaboration/Teamwork  <b>Points:</b>	Both partners participated equally in the presentation.	Both partners participated in the presentation, but not equally.	One partner dominated the presentation.

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