

## **Jefferson's International Relevance: The Formation of American Political Parties**

**Title:** Jefferson's International Relevance: The Formation of American Political Parties

**Context:** Middle school class; 2-3 class periods (depending on "Choice Chart" work)

**Background:**

This lesson is designed for students in international or American schools abroad as well as students in the United States with limited exposure to American studies and history. It is designed for an American history class, but depending on the curriculum, it could be adapted to suit a world history classroom. Students who have been studying the beginnings of American republic and the Constitutional Convention will find this lesson relevant. A prior textbook reading on George Washington's presidency and exposure to 18<sup>th</sup> century primary sources are recommended prior to this lesson but not imperative.

In this lesson, students will draw connections between the formation of American political parties, political parties in other countries, and the concept of group work (its limitations and benefits). They will examine the tensions in early American history that led to the rise of political parties- the creation of a national bank, the relationship the young United States should have with its former enemy Great Britain, the size and strength of the national government versus the state government, agrarian society versus a manufacturing and commercial one, the Whiskey Rebellion, and perspectives on the French Revolution- and read primary source excerpts from the leaders of these nascent political parties- Thomas Jefferson, Alexander Hamilton, James Madison, and John Adams. Then students will bridge these rich details from early American history and apply some of the trends to political situations in other countries. They will end by considering the ramifications of political parties and deciding if they are worth the trouble.

**Standards:**

Virginia Standards of Learning: 6<sup>th</sup> Grade US History to 1865

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- a) identifying the weaknesses of the government established by the Articles of Confederation;
  - b) describing the historical development of the Constitution of the United States**
  - c) describing the major accomplishments of the first five presidents of the United States**

Common Core Social Studies: English/Language Arts Standards –History/Social Studies- Grades 6-8

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

**Objectives:**

Students will understand:

- that working collectively has its benefits and consequences.

Students will know:

- the characteristics of and issues of difference between the Federalists and the Republicans.
- the key people involved in the formation of American political parties, such as Thomas Jefferson, James Madison, Alexander Hamilton, and John Adams.
- the characteristics and issues of difference between political parties of another country.

Students will be able to:

- read and analyze primary sources documents.
- apply the concept of political parties to political situations in other countries.
- debate the value of political parties in government.

**Assessment:**

The “Choice Chart” serves as the assessment in this lesson. The teacher can focus on the formation of political parties portion if he/she chooses.

**Procedures:**

1. Warm-Up (10-15 minutes): Project slide three on the PowerPoint “JIR: Political Parties,” and pass out the half sheet of paper entitled “Warm-Up: Working in Group” for students to work on. Give them a few minutes to work on that and then discuss their answers. Tell students that the focus of today’s lesson will be on the benefits and challenges of working with other people but in terms of a specific process that occurred in early American history: the formation of political parties.

2. Notes (25-30 minutes): Pass out the fill-in-the-blank notes, and project slides four through eleven. Go through the events surrounding the formation of political parties. During the lecture and particularly the “actions of Jefferson and Hamilton” slide, ask students questions about what the effects of these actions would be on people working with them. Emphasize how people associated characteristics of political parties with politicians. Ask students if Hamilton or Jefferson could have done what they did without like-minded people.

3. Political Party Perspectives (20-25 minutes): Pass out the handout “Political Party Perspectives.” Tell students that they will be reading primary documents, each written by one of the founders of political parties. With the students, go through one excerpt. Model how to read a primary source. Then summarize the author’s perspective. Have students work in pairs or individually for the other three excerpts.

4. Political Thoughts- Processing Activity (20-25 minutes): Pass out the handout “Political Thoughts.” Tell students that they are to use their notes and worksheet on political party

perspectives to write in the big ideas and draw pictures inside of the head outlines. Students need to include at least three words or phrases and one image for each political party founder. This should be completed individually, but students should be encouraged to talk out their ideas with a neighbor. Present work if time permits.

5. Choice Chart (Timing depends): Pass out the worksheet “Choice Chart.” The teacher can divide this assignment into classwork, homework, or a long-term project. Students should select one task to complete from each category. The assignment is designed to allow students to complete tasks based on their interests but also ensure that all students meet the same content objectives.

### **Differentiation Strategies:**

- Allow students to pick items from the “Choice Chart” to complete based on their own interests.
- Use the “Check-In Ballot” to determine which students are struggling to grasp the information, and then modify the “Choice Chart” as necessary to meet their needs. For example, have the struggling learner focus more time on “Founding of American Political Parties” category.
- Have students work on summarizing primary source excerpts in groups (random or structured by the teacher).

### **Extension Activities:**

- Use the “Choice Chart” as a full-blown project rather than an in-class activity.
- Have students research the political parties in the United States and note the key issues of difference.
- Have students research the life of Jefferson, Adams, Hamilton, or Madison and decide if his future actions stayed true to the ideals of his political party.

### **Materials:**

- Computer and projector
- Scissors
- PowerPoint Presentation (“JIR: Political Parties”)
- Coloring Utensils
- Worksheets (“Warm-Up: Working in Groups,” “Notes: Formation of American Political Parties,” “Analyzing Perspectives,” “Processing Political Parties,” “Choice Chart,” and “Global Political Parties Current Events Guide”)

### **Sources:**

#### Texts:

Ferling, J. E. (2004). *Adams vs. Jefferson: the tumultuous election of 1800*. New York: Oxford University Press.

Percoco, J. A. (1998). *A passion for the past: creative teaching of U.S. history*. Portsmouth, NH: Heinemann.

### Primary Sources:

Alexander Hamilton, "Defense of the President's Neutrality Proclamation, May 1793." *The Papers of Alexander Hamilton*, Digital Edition. Retrieved August 7, 2013 from: <http://rotunda.upress.virginia.edu/founders/default.xqy?keys=ARHN-search-1-6&expandNote=on#match>

James Madison to George Nicholas, March 15, 1793 in Robert A. Rutland et al., eds. (1983). *The papers of James Madison*. (Vol. 14, pp. 472). Charlottesville: University of Virginia Press.

John Adams to John Taylor in Adams, J., & Carey, G. Wescott. (2000). *The political writings of John Adams*. (pp. 405) Washington, D.C.: Regnery Pub.

Thomas Jefferson to George Washington, February 15, 1791. "Opinion on Bill for Establishing a National Bank." *The Thomas Jefferson Papers*. The Library of Congress. Retrieved August 7, 2013 from: [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(tj060092\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(tj060092)))

### Images:

*Alexander Hamilton (1757–1804)* [Painting]. Retrieved on August 7, 2013 from: [https://www.nyhistory.org/web/crossroads/images/medium/alexander\\_hamilton\\_by\\_unid.jpg](https://www.nyhistory.org/web/crossroads/images/medium/alexander_hamilton_by_unid.jpg)

Blythe, B. *John Adams* [Painting]. (1766). Retrieved on August 7, 2013 from <http://www.nps.gov/adam/john-adams-biography.htm>

*BRMB 2 1D 15/08/2011* [Photograph]. (2011). Retrieved August 7, 2013 from: [http://www.onedirectionmusic.com/images/sized/images/sized/remote/www-onedirectionmusic-com-images-bin-photos-band-BRMB\\_Twitter\\_15th-559x420.jpg](http://www.onedirectionmusic.com/images/sized/images/sized/remote/www-onedirectionmusic-com-images-bin-photos-band-BRMB_Twitter_15th-559x420.jpg)

*Constitution of the United States* (Part 1 of 4) [Document]. (1787). Retrieved August 7, 2013 from: [http://www.archives.gov/exhibits/charters/images/charters\\_exhibit\\_zoom\\_images/constitution\\_1\\_of\\_4\\_630.jpg](http://www.archives.gov/exhibits/charters/images/charters_exhibit_zoom_images/constitution_1_of_4_630.jpg)

*DESTINY'S CHILD PHOTO 9* [Photograph]. Retrieved August 7, 2013 from: <http://www.destinyschild.com/sites/dchild/files/destinyschild009.jpg>

*Portrait of James Madison* [Painting]. Retrieved August 7, 2013 from: <http://www.monticello.org/site/jefferson/james-madison>

Stevens, Bradley. *George Washington* [Copy of Painting by John Trumbull and Joseph Wright]. (1998). Retrieved August 7, 2013 from: <http://www.monticello.org/site/house-and-gardens/george-washington-painting>

Trumbull, J. *Miniature Portrait of Jefferson* [Painting]. (1788) Retrieved August 7, 2013 from:  
<http://www.monticello.org/site/jefferson/miniature-portrait-jefferson-john-trumbull>

[Untitled image of Seneca Village, New York]. Retrieved August 7, 2013 from:  
<http://www.nyhistory.org/seneca/svsl31.gif>

[Untitled photograph of the band Mumford and Sons]. Retrieved August 7, 2013 from:  
<http://cdn.umg3.net/mumfordandsons/resized/cdn/uploads/galleries/mumford3-290x290.jpeg>

# Worksheets

## Warm-Up: Working in Groups

1. Why do people work in groups?
2. What are some benefits to working in a group?
3. What are some challenges to working in a group?
4. Describe a time when you worked in a group. Describe the purpose of working in a group as well as the benefits and challenges you faced.



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## Notes

### The Formation of American Political Parties

Directions: Fill in the blanks as you listen to the PowerPoint lecture. What you need to copy down is underlined in the PowerPoint.

#### Background

- Debates at the Constitution Convention in late 1780s
  - Federalists vs. anti-Federalists
  - \_\_\_\_\_
  - \_\_\_\_\_
  - Anti-Federalists: feared a strong central government would take away rights from individuals and states
- Constitution is approved of by states
  - \_\_\_\_\_
  - Federalists basically win
- 1<sup>st</sup> President of the USA- George Washington
  - \_\_\_\_\_
- 1<sup>st</sup> Vice President- John Adams
  - \_\_\_\_\_
- \_\_\_\_\_
  - Secretary of Treasury- Alexander Hamilton
  - Secretary of State- Thomas Jefferson
  - \_\_\_\_\_
  - Attorney General- Edmund Randolph

#### Disagreements

- Arguments about how US government should work began immediately
  - \_\_\_\_\_
  - \_\_\_\_\_
  - Hamilton (& John Adams): Powerful! We don't want to be so weak the new nation falls apart.
  - \_\_\_\_\_
  - \_\_\_\_\_

Hamilton's Thinking	Jefferson's Thinking
<ul style="list-style-type: none"> <li>Wanted to have a national bank that would help public credit</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Wanted to work with Great Britain for economic benefits</li> </ul>	<ul style="list-style-type: none"> <li>Didn't want to work with Great Britain as they were the enemy</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Thought the violence of the French Revolution was a natural part of a revolution</li> </ul>
<ul style="list-style-type: none"> <li>Wanted to tax whiskey</li> </ul>	<ul style="list-style-type: none"> <li>Knew whiskey tax would anger poorer populations</li> </ul>

Hamilton's Actions	Jefferson's Actions
<ul style="list-style-type: none"> <li>Had the national bank created</li> </ul>	<ul style="list-style-type: none"> <li>Went to New York with James Madison to stir up anger against Hamilton before 1792 elections</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Pointed out Jefferson's failures as Virginia's governor</li> </ul>	<ul style="list-style-type: none"> <li>Labels George Washington a Federalist after Washington attacks whiskey tax protestors</li> </ul>

**Results**

- Different ways of thinking about government turn into political parties
  - Jefferson and Madison- Republicans
  - Hamilton and Adams- Federalists
- \_\_\_\_\_
  - Jefferson is his vice-president
- Jefferson wins presidential elections in 1800
  - Marks a peaceful transfer of power between political parties
- Hamilton dies in a duel in 1804
- \_\_\_\_\_

## Analyzing Perspectives Translating Primary Sources

Directions: Below are documents written by some of the founders of American political parties. Your job is to translate what they are saying into modern English by summarizing the author's words and perspective.

Author:	Primary Source Excerpt:	Summary:
Thomas Jefferson	<p style="text-align: center;">“I consider the foundation of the Constitution as laid on this ground: That ‘all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people.’ [12th amendment.] To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition.”</p> <p style="text-align: center;">Thomas Jefferson to George Washington, February 15, 1791, Opinion on Bill for Establishing a National Bank</p>	
Alexander Hamilton	<p style="text-align: center;">“The design of the observations which have been made is merely to awaken the public attention to the views of a party engaged in a dangerous conspiracy against the tranquility and happiness of their country.”</p> <p style="text-align: center;">Alexander Hamilton, May 1793, Defense of President's Neutrality Proclamation</p>	

Author	Primary Source Excerpt	Summary:
John Adams	<p>“I do not say that democracy has been more pernicious on the whole, and in the long run, than monarchy or aristocracy. Democracy has never been and never can be so durable as aristocracy or monarchy; but while it lasts, it is more bloody than either.”</p> <p>John Adams in a letter to John Taylor</p>	
James Madison	<p>“It is still a problem whether war will take place between England &amp; France. The war in which the latter is at present engaged seems likely to be pushed by her enemies during the ensuing campaign. As yet her conduct has been great both as free and a martial nation. We hope it will continue so, and finally baffle all her enemies, who are in fact the enemies of human nature. We have every motive in America to pray for her success, not only from a general attachment to the liberties of mankind, but from a peculiar regard to our own.”</p> <p>James Madison in a letter to George Nicholas, March 15, 1793</p>	

Sources:

Alexander Hamilton, “Defense of the President’s Neutrality Proclamation, May 1793.” *The Papers of Alexander Hamilton*, Digital Edition. Retrieved August 7, 2013 from: <http://rotunda.upress.virginia.edu/founders/default.xqy?keys=ARHN-search-1-6&expandNote=on#match>

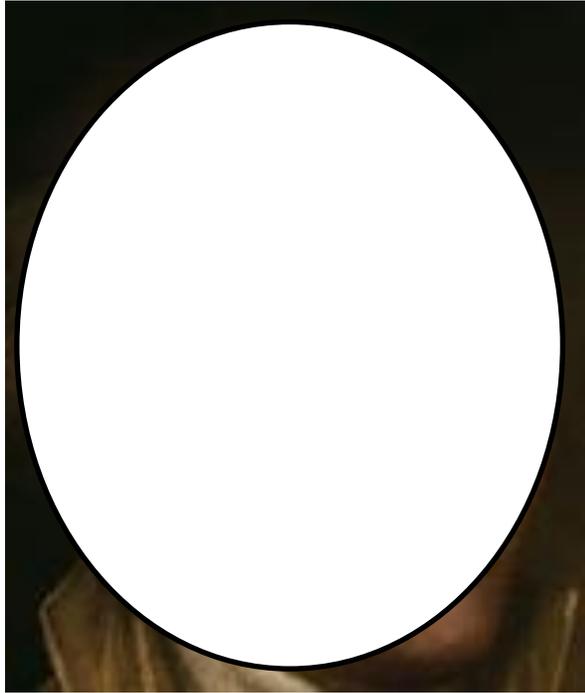
James Madison to George Nicholas, March 15, 1793 in Robert A. Rutland et al., eds. (1983). *The papers of James Madison*. (vol. 14, pp. 472). Charlottesville: University of Virginia Press.

John Adams to John Taylor in Adams, J., & Carey, G. Wescott. (2000). *The political writings of John Adams*. (pp. 405) Washington, D.C.: Regnery Pub.

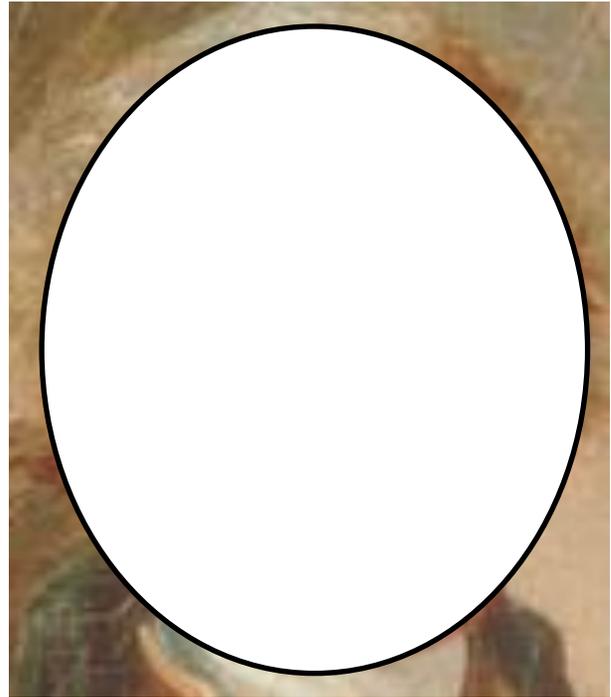
Thomas Jefferson to George Washington, February 15, 1791. “Opinion on Bill for Establishing a National Bank.” *The Thomas Jefferson Papers*. The Library of Congress. Retrieved August 7, 2013 from: [http://memory.loc.gov/cgi-bin/query/r?ammem/mj:@field\(DOCID+@lit\(tj060092\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mj:@field(DOCID+@lit(tj060092)))

## Processing Political Parties

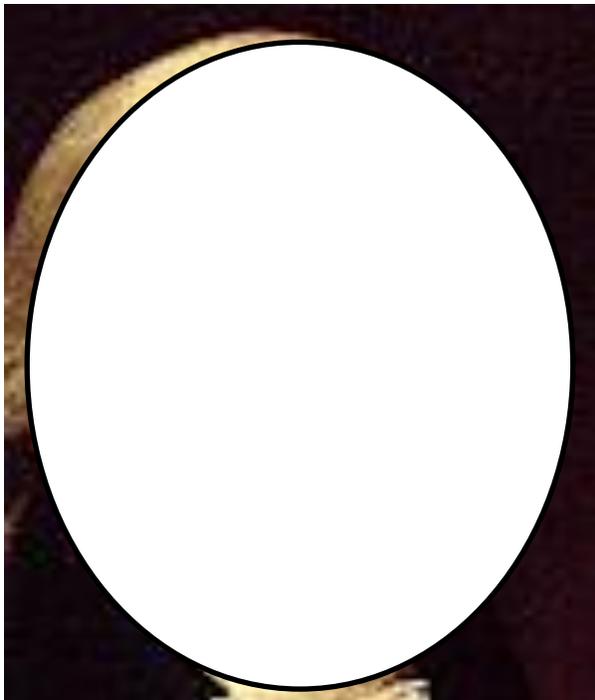
Directions: For each of the founders of political parties below, write in 3 words or phrases that describe his political opinions inside of his head. Draw at least one image that represents a characteristic about that founder.



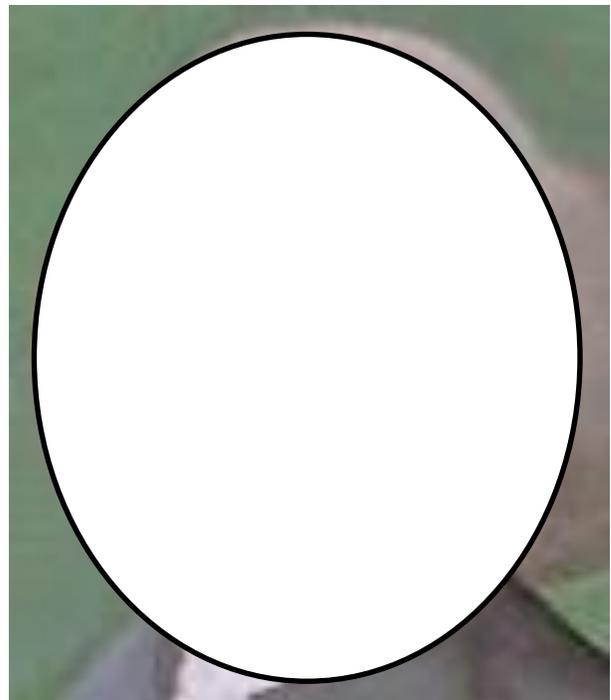
Alexander Hamilton



Thomas Jefferson



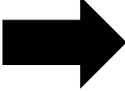
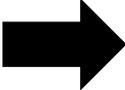
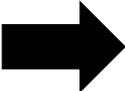
John Adams



James Madison

## Political Parties Choice Chart

Directions: For this mini-project, you need to select an option from each ROW below. You will have three final products.

<p><b>Founding of American Political Parties</b></p> <p>Pick One</p> 	<p>Create page for a Facebook group for either the Federalists or the anti-Federalists on paper. Include friends, people who are blocked, and a general description of the group. Does the group have any events coming up? Be creative!</p>	<p>Create a Twitter account on paper for either John Adams or Thomas Jefferson for the year 1800. Include at least 5 updates and have a few "followers."</p>	<p>Draw what Alexander Hamilton's or James Madison's iPad or iPhone would look like. What apps would they include? Include at least 5 apps. Below write a short paragraph about why they would have those apps.</p>
<p><b>Global Political Parties</b></p> <p>Pick One</p> 	<p>Complete a "Global Political Party Current Event Guide." Then make a collage with at least 5 images that represent the party. Describe how the images represent the party of the back of the collage.</p>	<p>Complete a "Global Political Party Current Event Guide." Create a flyer for the political party that would make someone want to join or share the same opinions of the political party. The flyer should focus on the party's key issues.</p>	<p>Complete a "Global Political Party Current Event Guide." Record a video on a camera or Smart phone that advertises your political party. The advertisement should focus on the party's key issues.</p>
<p><b>Debate: Are Political Parties Worth the Trouble?</b></p> <p>Pick One</p> 	<p>Write a newspaper editorial that either supports or rejects political parties. Your editorial should be about 3 paragraphs and should include three reasons why you support or reject them.</p>	<p>Write a script for a play in which characters argue for or against political parties. Your script should outline a logical story and include at least 4 reasons either for or against political parties (you can do a combination of reasons).</p>	<p>Write a letter to the President of the United States asking him/her to get rid of or continue having political parties. Then write a response letter from the President.</p>

## Global Political Party Current Events Guide

Directions: Go to <http://www.bbc.com> and type in a country's name and "political party." For example, you could type in "Egypt political party." Scan through the articles that come up and select one that mentions a political party.

1. What country did you select?
2. What political party is mentioned?
3. Does the article give any information about the party? If so, what?
4. What event(s) has happened in the news article? Summarize the event(s).
5. What do you think will happen next?
6. Do you agree with the political party's opinions or actions? Why or why not?