



Federalists and Anti-Federalists Lesson	
Central Historical Question: What types of government did Federalists and Anti-Federalists prefer?	
California State Standard(s)	8.2.3: Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
Common Core State Standard(s):	
<p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i> 2. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6. Identify aspects of a text that reveal an author's point of view or purpose. 10. <i>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</i> 	<p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 2. <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i> <ol style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; including formatting, graphics, and multimedia when useful to aiding comprehension. b) Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about to explain the topic. e) Establish and maintain a formal style and objective tone. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from informational texts to support analysis, reflection, and research. 10. <i>Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.</i>