

## Lesson 8.3.4

### The Origins of Political Parties in America

#### **Standard**

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

#### **Enduring Understanding**

Upon completion of this four day lesson students will have the enduring understanding that elements of conflict (violent or nonviolent) are catalysts for change.

#### **Language Objective**

Students will use complex sentences to compare and contrast the perspectives of Thomas Jefferson and Alexander Hamilton and explain how these differences lead to the creation of a two party political system in the United States.

#### **Common Core State Standards**

##### **Reading Standards for Literacy in History/Social Studies 6-12**

###### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

###### Craft and Structure

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts.)

###### Integration of Knowledge and Ideas

9. Analyze the relationship between a primary and secondary source on the same topic.

###### Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

##### **Writing Standard for Literacy in History/Social Studies 6-12**

###### Text Types and Purpose

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationship among claim (s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal writing structure.

###### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

###### Range of Writing

10. Write routinely over extended time frames (time for 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.

## Materials

**Student Handout 1:** Quick Write

**Student Handout 2:** Hamilton Reading Notes

**Student Handout 3:** Jefferson Reading Notes

**Student Handout 4:** Writing Prompt

**Document 1:** Background Reading on Hamilton

**Document 2:** Background Reading on Jefferson

**Document 3:** Close Reading Procedures

**Document 4:** Who is the Speaker?

## Performance Task/Essential Question

Based on evidence compiled from a background reading and primary sources, students will craft an argument in response to the prompt:

**Is conflict necessary for change?**

Claims will be supported by three pieces of evidence, selected and cited, from primary and secondary sources. Students are required to outline a five paragraph essay and write the first two paragraphs.



## Vocabulary

Students may need frontloading of the following terms:

### Tier 2 Words

- Human nature
- Public spirited
- Quarreling
- Delegate
- Construed
- Tranquility

- Asylum
- Subsistence

### Tier 3 Words

- Loose construction
- Strict construction
- Ploughman

Tier 2 words will be defined for students within text. Teachers are encouraged to teach these terms within the context of the document.

<b>Day 1</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b><u>Introduction of Essential Question/Performance Task</u></b> Distribute <b>Student Handout 1</b> to students. Ask them to write a few sentences in response to the question, "Is conflict necessary for change?"</p> <p>Explain to students that this is the question they will examine over the next few days and will have to write an essay in response to upon completion of the lesson.</p>	10 minutes
<p><b><u>Begin Background Reading</u></b> Distribute <b>Documents 1 and 2</b> and <b>Student Handouts 2 and 3</b> to students.</p> <p>Tell students that they are going to read of two documents that explain the differences between Thomas Jefferson and Alexander Hamilton.</p> <p>Begin by reading the entire document to students. As you read, have</p>	40 minutes

students circle any parts of the text that are confusing to the student. Next, have students work with a partner to talk through any confusing aspects of the reading.

Students will re-read Section 2 closely, using the following procedure:

### **First Read**

While reading, students should:

1. Circle any words they do not know.
2. Highlight or underline anything they read connected to concepts/issues that may cause conflict (violent and nonviolent).
3. Put a plus in the margin for paragraphs they understand and a question mark next to any paragraph that causes confusion.

**Document 3** should be used as a reference for students as they read closely.

### **Second Read**

Next, the teacher should read the text aloud to the students, defining words through content based examples, when needed. Clarify any areas of student confusion, and double checking that students have been able to correctly identify the concepts related in equality in the reading.

### **Third Read**

Students should partner read the document.

Ask students how the author defines human nature.

When the students have finished the third reading have them work together to complete the **Student Handouts 2 and 3**.

After students have completed the notes, have a few students share their thoughts with the class to check for understanding. When students share, the teacher should have them refer explicitly back to the text.



- Read the document to the students and have the students complete the second reading independently.
- Chunk the reading into smaller sections.
- Create a word wall for students out of the words in the reading that are confusing. Students may use the word wall as a reference when writing.
- Provide sentence stems for students to complete answers (the first has been provided as an example).
- Take notes on post its as they are reading.

<b>Day 2</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Quick Write</b> Using <b>Student Handout 1</b> to students. Ask them to write a few sentences in response to the question, “Based on Jefferson and Hamilton’s backgrounds, explain why they disagreed on the purpose of government.”</p>	10 minutes
<p><b>Primary Source Analysis</b> Students will analyze quotes from Jefferson and Hamilton, <b>Document 4</b>. Students will use evidence from the background reading to determine whether the quote can be attributed to Jefferson or Hamilton.</p> <p><b>First Read</b> The teacher should begin by selecting an excerpt and working with the whole class, modeling the thinking needed to analyze the source.</p> <p><b>Second Read</b> Next, have students work in partners or groups to analyze a quote. Note that the third question asks the students to reflect on their own opinion and it is best for students to independently complete this question before sharing with a partner.</p> <p><b>Third Read</b> Finally, have students analyze a quote on their own.</p> <p>Upon completion of the primary source analysis, have students share out their answers to check for understanding.</p> <p style="text-align: center;"></p> <p style="text-align: center;"><input checked="" type="checkbox"/> Provide sentence stems for students to complete answers.</p>	40 minutes

<b>Day 3</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<p><b>Introduce the Prompt/Task</b> The teacher should review <b>Student Handout 4</b>, the prompt, with students, pausing to ensure that students are clear that while they are to outline the arguments for each paragraph, they are only to write the first two paragraphs of the essay.</p> <p>Additionally, the teacher should review the grading rubric with the students, ensuring that students are clear on the expectations for their writing.</p>	10 minutes
<p><b>Writing</b> The teacher should allow the students the remainder of the class period to complete the writing task.</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Have students outline the essay with a partner or small group.</li> <li><input checked="" type="checkbox"/> Structure the writing time by chunking the task into smaller sections and providing students time to complete each chunk.</li> </ul>	40 minutes

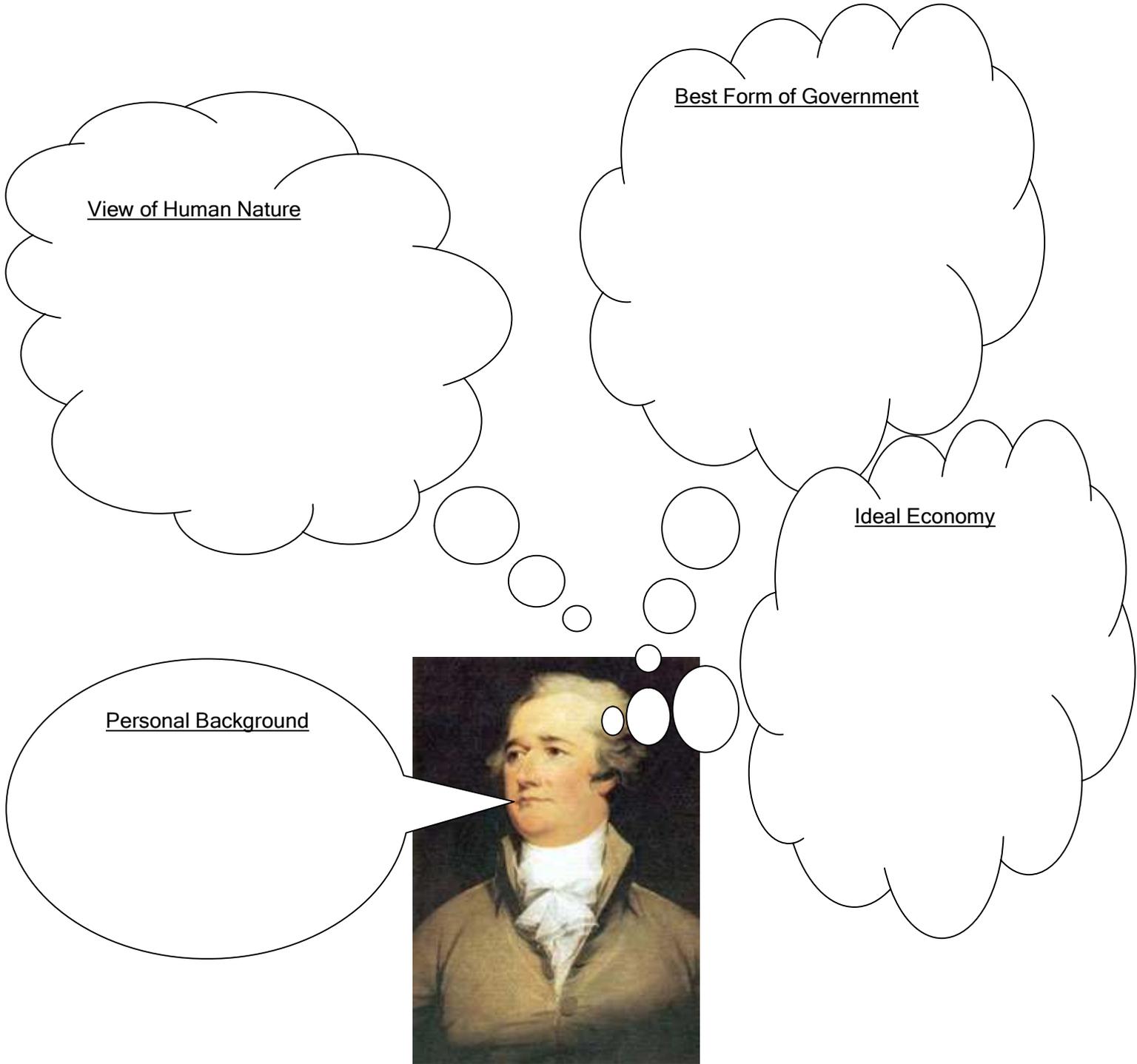
<b>Day 4 (if needed)</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<u><b>Writing</b></u> Provide the students with the class period to work on their essays.	50 minutes

<b>Optional Day 5 Extension</b>	
<b>Teacher/Student Activities</b>	<b>Helpful Hints</b>
<u><b>Editing Arguments</b></u> Have students work with a partner to evaluate one another's use of evidence based claims.  Students should: <ul style="list-style-type: none"> <li>• Read to determine the claim in response to the prompt.</li> <li>• Determine which evidence has been selected to support the claim.</li> <li>• Determine if:               <ul style="list-style-type: none"> <li>○ The evidence selected is relevant to the claim.</li> <li>○ The evidence selected supports the claim.</li> </ul> </li> <li>• Student should then make recommendations to make claim/argument stronger based on the available evidence.</li> </ul>	50 minutes



# Student Handout 2

## Alexander Hamilton's ideas about government and the Federalist Party



Based on Hamilton's background, would he have had conflicts with Thomas Jefferson? Explain your answer.

# Student Handout 3

Thomas Jefferson's ideas about government and the Democratic-Republican Party

View of Human Nature

Best Form of Government

Personal Background

Ideal Economy

Based on Jefferson's background, would he have had conflicts with Alexander Hamilton? Explain your answer.

## Student Handout 4

### The Origins of Political Parties

#### **Background:**

Thomas Jefferson and Alexander Hamilton had conflicting ideas on the nature and purpose of government. It was through this conflict that political parties originated in the United States.

#### **Prompt:**

Is conflict necessary for change?

#### **Task:**

Using the background essay and primary source documents you are to:

1. **Outline** an essay that builds an argument in response to the prompt.
  - a. Using the prompt as a stem, make a claim that determines whether or not conflict is necessary for change.
    - i. Provide three pieces of evidence from the documents to support your argument.
      1. Evidence may be selected from any of the documents or visual sources.
    - ii. Provide citations for each piece of evidence selected.
  - b. If you state that conflict is not necessary for change, provide a current example of a change that occurred without conflict.
  - c. If you state that conflict is necessary for change, provide a current example of a change that occurred as a direct result of either a nonviolent or violent conflict.
2. **Write** the essay.

#### **Your writing should contain some of following words:**

- Human nature
- Public spirited
- Quarreling
- Delegate
- Construed
- Tranquility
- Asylum
- Subsistence
- Loose construction
- Strict construction
- Ploughman

#### **Content Standard:**

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

#### **Common Core Writing Standard for Literacy in History/Social Studies 6-12**

##### Text Types and Purpose

1. Write arguments focused on *discipline-specific content*.
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# Document 1

## Background Information Reading Alexander Hamilton

### Personal Background (Section 1)

Hamilton was born in the West Indies and raised on the Caribbean island of St. Croix. When Hamilton was 13, a devastating hurricane struck the island. Hamilton wrote a vivid description of the storm that impressed all who read it. A few St. Croix leaders arranged to send the talented teenager to New York, where he could get the education he deserved.

With no money or family connections to help him rise in the world, he made his way on ability, ambition, and charm. George Washington spotted Hamilton's talents early in the Revolutionary War. Washington made the young man his aide-de-camp or personal assistant. Near the end of the war, Hamilton improved his fortunes by marrying Elizabeth Schuyler. His new wife came from one of New York's richest and most powerful families. With her family's political backing, Hamilton was elected to represent New York in Congress after the war. Later, he served as a **delegate** from New York to the Constitutional Convention.

**delegate** somebody chosen to represent their state

### View of Human Nature (Section 2)

Hamilton's view of **human nature** was shaped by his wartime experiences. All too often, he had seen people put their own interests and personal profit above patriotism and the needs of the country.

**human nature** human behavior that does not change over time

Most Federalists shared Hamilton's view that people were basically selfish and out for themselves. For this reason, they distrusted any system of government that gave too much power to "the mob," or the common people. Such a system, said Hamilton, could only lead to "error, confusion, and instability."

### Best Form of Government (Section 3)

Federalists believed that the country should be ruled by "best people" - educated, wealthy, **public-spirited** men like themselves. Such people had the time, education, and background to run the country wisely. "Those who own the country," said Federalist John Jay bluntly, "ought to govern it."

**public-spirited** motivated by or showing concern for others in the community

Federalists favored a strong national government, they believed in **loose construction** - broad or flexible interpretation - of the Constitution. They hoped to use the new government's powers under the Constitution to unite the **quarreling** states and keep order among the people. In their view, the rights of the states were not nearly as important as national power and unity.

**loose construction** broad or flexible interpretation of the Constitution

**quarreling** a disagreement

### Ideal Economy (Section 4)

Hamilton's dream of national greatness depended on the United States developing a strong economy. In 1790, the nation's economy was still based mainly on agriculture. Hamilton wanted to expand the economy and increase the nation's wealth by using the power of the federal government to promote business, manufacturing, and trade.

In 1790, Hamilton presented Congress with a plan to pay off all war debts as quickly as possible. If the debts were not promptly paid, he warned, the government would lose respect both at home and abroad.

Hamilton's plan for repaying the debts was opposed by many Americans, especially in the South. Most southern states had already paid their war debts. They saw little reason to help states in the North pay off what they still owed.

## Document 2

### Background Information Reading Thomas Jefferson

#### Personal Background (Section 1)

Jefferson was born in Virginia to an old and respected family. One of ten children, he was gifted with many talents. As a boy, he learned to ride, hunt, sing, dance, and play the violin. Later, he carried a violin with him in all his travels.

With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Once he was established as a planter, Jefferson entered Virginia politics. As a politician, he lacked the ability to make stirring speeches. Instead, Jefferson spoke eloquently with his pen. His words in the Declaration of Independence and other writings are still read and admired today.

#### View of Human Nature (Section 2)

Jefferson's view of **human nature** was much more hopeful than Hamilton's. He assumed that informed citizens could make good decisions for themselves and their country. "I have so much confidence in the good sense of men." Jefferson wrote when revolution broke out in France, "that I am never afraid of the issue [outcome] where reason is left free to **exert** her force."

Jefferson had great faith in the goodness and wisdom of people who worked the soil - farmers and planters like himself. "State a problem to a **ploughman** and a professor," he said, and "the former will decide it often better than the latter."

#### Best Form of Government (Section 3)

Democratic-Republicans had no patience with the Federalists' view that only the "best people" should rule. To Democratic-Republicans, this view came close to monarchy, or rule by a king.

Democratic-Republicans believed that the best government was the one that governed the least. A small government with limited powers was most likely to leave the people alone to enjoy the blessings of liberty. To keep the national government small, they insisted on a **strict construction**, or interpretation, of the Constitution. The Constitution, they insisted, meant exactly what it said, no more and no less. Any addition to the powers listed there, was **unconstitutional** and dangerous.

#### Ideal Economy (Section 4)

Like most Americans in the 1790s, Jefferson was a country man. He believed that the nation's future lay not with Federalist bankers and merchants, but with plain, Democratic-Republican farm folk. "Those who labor in the earth," he wrote, "are the chosen people of God, if ever He had a chosen people."

Democratic-Republicans favored an economy based on agriculture. They opposed any measures designed to encourage the growth of business and manufacturing.

**human nature** human behavior that does not change over time

**exert** to make a strenuous physical or mental effort

**ploughman** farmer

**strict construction** limited interpretation of the Constitution

**unconstitutional** not allowed by the Constitution

## Document 3

### Procedures for Close Reading

#### First Read

While reading:

1. Circle any words you do not know.
2. Highlight or underline anything they read connected to the concept of equality.
3. Put a plus in the margin for paragraphs you understand and a question mark next to any paragraph that causes confusion.

#### Second Read

Your teacher will read the text aloud to you, defining any words you do not know.

#### Third Read

You will read the document again with a partner and answer the text dependent questions.

Performance Task/Essential Question

**Is conflict necessary for change?**

# Document 4

## Who Is the Speaker?

**Directions:** Read the quotations and answer the following questions for each quote. These quotes and your analysis will help you answer the writing prompt.

Quotation	Analysis
1. "Those who <b>labor</b> in the earth are the chosen people of God..."	1. What is the main idea of the quotation? _____ 2. Who do you think is the speaker? _____ 3. What evidence from the background reading leads you to the conclusion about the speaker? _____ _____ _____
2. "All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people..."	1. What is the main idea of the quotation? _____ 2. Who do you think is the speaker? _____ 3. What evidence from the background reading leads you to the conclusion about the speaker? _____ _____ _____
3. "Laws are made for men of ordinary understanding and should, therefore, be <b>construed</b> by the ordinary rules of common sense."  <b>construed</b> - understood	1. What is the main idea of the quotation? _____ 2. Who do you think is the speaker? _____ 3. What evidence from the background reading leads you to the conclusion about the speaker? _____ _____ _____
4. "A fondness for power is <b>implanted</b> , in most men, and it is natural to abuse it, when acquired."	1. What is the main idea of the quotation? _____ 2. Who do you think is the speaker? _____ 3. What evidence from the background reading leads you to the conclusion about the speaker? _____ _____ _____