



Federalists and Republicans: Manufacturing or Agriculture?

Overview:

Students will learn the major differences between the Federalist's and Democratic-Republican's political views, particularly their disagreement about whether the early U.S. economy should focus on manufacturing or agriculture.

Objectives:

At the end of the lesson, students will be able to:

-  **List** the major differences in political platforms between the Federalists and the Democratic-Republicans.
-  **Explain** why Hamilton and Jefferson advocated for a manufacturing vs. an agrarian economy, respectively.
-  **Describe** elements of agrarian economy still present in modern times.

Vocabulary:

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|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  agrarian |  manufacturing |
|  agriculture |  industry |
|  unethical |  economy |
|  factory |  supply and demand |

Preparation:

-  Prior to the lesson, decide which classroom activity students will participate in.

Learning Activities:

- I. Role Play: Manufacturing or Agriculture? (20 min.)
 - A. Ask students to recall what they have learned in their U.S. history classes about the beliefs of the Federalists and the Democratic-Republicans.

Materials:

-  Handout: "Jefferson's Views on Agriculture in Early America"
-  Handout 2: "Hamilton's Views on Manufacturing in Early America"
-  Visual Aids: charts detailing the main points of manufacturing vs. agriculture

On the Board:

-  A two column chart with "Federalists" and "Democratic-Republicans" as headings
-  Student Reflection Questions
-  Vocabulary

Suggested Snack:

-  Corn on the cob

- B. Ask two students to volunteer to act out a role play between Hamilton and Jefferson.
- Give one student a copy of Handout 1: “Jefferson’s Views on Agriculture in Early America.”
 - Give the other student a copy of Handout 2: “Hamilton’s Views on Manufacturing in Early America.”
 - Tell the class the year is 1792.
 - As the actors read their scripts aloud to the class, jot down the major points in each politician’s vision for America on the board.
 - Jefferson should go first.
- C. After the role play, tell students that today’s discussion will focus on the debate between manufacturing and agriculture in early America.
- Ask students: Based on what you know about life today, who do you think the country ended up siding with? (Hamilton, the Federalists and their ideas about manufacturing.)
 - Ask students: What did we manufacture first? Mostly textiles (from cotton). Then the invention of the steam engine powered ships, trains, sawmills, flour mills and printing presses.
 - Ask students: How do you think life in the U.S. would be different today if the country had decided to focus on agriculture instead of manufacturing like Jefferson suggested?
- D. Review the vocabulary words:
- *agrarian*: rural; agricultural
 - *agriculture*: the science, art, or occupation concerned with cultivating land, raising crops, and feeding, breeding, and raising livestock; farming
 - *unethical*: lacking moral principles; unwilling to adhere to proper rules of conduct
 - *factory*: a building with facilities for the manufacture of goods
 - *manufacturing*: the making of goods or wares by manual labor or by machinery, especially on a large scale
 - *industry*: the aggregate of manufacturing enterprises in a particular field, often named after its principal product (e.g. the textile industry or the steel industry)
 - *economy*: the management of the resources of a community, country, etc., especially with a view to its productivity
 - *supply and demand*: an economic theory that states the relation between these two factors determines the price of a commodity (e.g. If there is a wheat shortage, the price of wheat will go up. If there is an abundance, the price will go down.)

2. Classroom Activity, Option 1: Preparing for a Debate (20 min.)

- A. Ask the class to vote by raising their hands if they believe that manufacturing or agriculture was best for the economy of early America.
 - B. Divide the class into two groups based on their beliefs.
 - C. In their groups, students will prepare three arguments for why they believe their choice is the best way.
 - D. If time allows, have students hold their debate at the end of class in the garden. Or, hold the debate in a follow-up lesson.
3. Classroom Activity, Option 2: Living Off Your Own Farm (20 min.)
- A. Tell students to imagine that America had decided to follow Jefferson's suggestion and focus on agriculture.
 - They, like Jefferson own a huge plantation and have to decide how they will sustain it.
 - Their plantation is 5,000 acres (the size of Monticello).
 - Tell students that their school garden is less than 1/2 of an acre.
 - B. Have students work in small groups to determine:
 - how they will maintain so much land.
 - what crops they will grow and why?
 - how they will make money to keep their farm and estate running.
4. Snack: Serve corn on the cob. Tell students that corn was a major crop grown on Monticello. (5 min.)
5. Have students answer the reflection questions in their garden journals. (5 min.)

Student Reflection Questions:

1. Describe what you think your life would be like if America had followed Jefferson's advice and stayed an agrarian society.
2. After hearing all the arguments brought up by your classmates, would you rather have been a factory owner or a farmer?

Assessment Questions:

1. What was NOT a major belief of the Democratic-Republicans?
 - A. It is important to keep the government small. Citizens can make their own decisions.
 - B. Manufacturing is the key to having a profitable country.**
 - C. The constitution should be strictly followed.
2. What was NOT a major belief of the Federalists?
 - A. Manufacturing is unethical. It would serve the country better to focus on agriculture.**
 - B. The constitution should be left open to interpretation.

- C. The government should make important decisions for the rest of the country.

Standards:

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.