






Federalists and Republicans: Manufacturing vs. 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:

- | | |
|---|---|
|  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.)



Materials:

-  Handout 1: "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
-  Or, Thomas Jefferson's Sweet Potato Biscuits:
<https://www.foodnetwork.com/recipes/thomas-jeffersons-sweet-potato-biscuits-recipe-1938394>

- 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.
- 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.)
 - 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.)
 - 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 supported?
- 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 was the best.
 - 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 where Jefferson lived).
 - Tell students that their school garden is less than 1/2 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 Thomas Jefferson's Sweet Potato Biscuits or corn on the cob. Tell students that both were major crops grown at 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 from your classmates, would you rather have been a factory owner or worker or a farm owner or worker? Why?

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:

Common Core State 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.



Thomas Jefferson's Views on Agriculture in Early America

Thomas Jefferson:

My name is Thomas Jefferson. I am the first Secretary of State of the United States under President George Washington. I am helping him develop a vision for the future of the country, and I think the answer is agriculture!

My home is a huge plantation in Virginia called Monticello. I own many slaves that help me grow many crops. I have been known to say things like, "Civilization itself rests upon the soil." I also said, "Those who labor in the earth are the chosen people of God, if he ever had a chosen people."

My political party is known as the Democratic-Republicans. We believe that the government should be small and should strictly follow the Constitution. I think citizens can make good decisions for themselves and their country.

I think an agrarian society (where citizens cultivate and live off their land) is the key to success. We can grow everything we need to survive and thrive. Like many other Southern plantations, Monticello grows tobacco, wheat, and corn. We also make wine and olive oil.

I believe that Hamilton's idea of manufacturing is unethical. Manufacturing means turning raw materials into products and selling them for more than they are worth. This is what the British did when they taxed our stamps and tea! Making a profit depends on supply and demand. If the supply is low, we will have to pay high prices for goods. Instead, I propose we keep the supply high by growing our own goods!



Alexander Hamilton's Views on Manufacturing in Early America

Alexander Hamilton:

My name is Alexander Hamilton. I am the first Secretary of the Treasury under President George Washington. I am helping him develop a vision for the future of the country and I think the answer is manufacturing!

I am an immigrant from the West Indies. I came to this country with nothing and I worked my way up. While Jefferson was in France, I fought in the Revolutionary War. I saw that most people always acted in their best interests and did not fight for the good of the country. Therefore, I think the people who own the country should govern it.

My political party is known as the Federalists. We believe that it is necessary for the government to make big decisions for the country, and the Constitution should be left open to interpretation to change as our country changes.

We borrowed a lot of money during the Revolutionary War from other countries that we need to pay back if we want to be respected in the world. It is important for each state to help the national government pay back the debt- even if their individual debts are already paid.

The best way to grow our economy is to start producing manufactured goods. Building factories to do this will promote businesses and trade. Companies can sell new and innovative products to the people and become rich. It will allow our country to diversify its skills, develop new technologies, and advance! Jefferson thinks that making a profit is immoral, but I think that claiming to grow your own crops when really slaves are doing it for him is immoral!