

**CONSTITUTION MODULE  
LESSON PLAN**

**TITLE:** **UNDERSTANDING *FEDERALIST #10***

Reading comprehension  
Cooperative learning  
Analyzing the significance

**UNIT OF STUDY:** **CREATING A NEW GOVERNMENT**

**SUB-TOPIC:** **RATIFICATION OF THE U.S. CONSTITUTION**

**CONNECTION TO FRAMEWORKS:**

- (USI.8) Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism and factions.
- Seminal Primary Document to read: Federalist Paper number 10.
- (Concepts and skills H,G,C,E) Show connections, causal and otherwise, between particular historical events and ideas and larger [social, economic, and] political trends and developments.

**CONNECTION TO THE GRANT OBJECTIVES:**

- Students will apply a variety of reading skills and strategies to examine print materials.
- Students will write with clarity, purpose and understanding of audience.
- Students will describe the basic principles stated throughout the Constitution: Federalism, [separation of powers with a system of checks and balances, adaptability, and the protection of individual liberties].

**LESSON OBJECTIVES:** This lesson is both a content and skills-based lesson, primarily intended for students with above average reading skills, although the Mass. Frameworks claim that all students should read and understand *Federalist #10*.

- Having already studied the Constitutional Convention and its principle issues, students will understand the reasons why *Federalist #10* was written.
- Students will read a document that was widely read by citizens of the U.S. in the late 1700s.
- Through the use of a study guide, students will recognize that, in interpreting a difficult document, it is useful to look for the main idea of each paragraph.

- Students will recognize the value of working with others to interpret and analyze a difficult document.
- Students will be able to summarize (in writing) the thesis and important arguments of *Federalist #10*.
- Students will consider (in writing) the significance of this document in U.S. History.

**MATERIALS:**

- Copies of *A Brilliant Solution: Inventing the American Constitution* by Carol Berkin (Orlando: Harcourt, Inc., 2003) on reserve in the school library and available in the classroom.
- Handout: *Federalist #10*
- Handout: Study guide for reading and analyzing *Federalist #10*

**STRATEGIES:**

- Homework assignment two nights prior to classwork: Students will write the answers to the “Background research” section of the study guide and read the document *Federalist #10*.
- Students will work in groups of two or three to complete the study guide. Each student is required to write the answers on his/her own study guide.
- The teacher will circulate as groups are working and assist as necessary.
- A class discussion will follow, focusing on the following:
  - the problem that Madison addresses in this essay
  - the structure of his argument(s)
  - the conclusion that Madison draws
- Students will write their responses to the two open-response questions under “Conclusions” on the study guide.