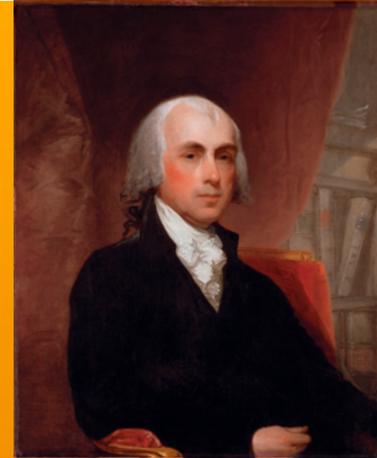


Socratic Seminar: The Federalist No. 10

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Wisconsin Model Academic Standards

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice

E.12.6 **Analyze the means by which and extent to which groups and institutions can influence people**, events, and cultures in both historical and contemporary settings

Common Core Standards (Grades 11-12)

Reading/History

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH 2: Determine the central ideas or information of a primary or secondary source; providing an accurate summary that makes clear the relationships among key details and ideas.

RH 4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term of the course of a text.

Writing

W1.B: Develop claims(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

W2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W2.C: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W2.E: Provides a concluding statement or section that follows form and supports the information or explanation presented.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W9: Draw evidence from informational texts to support analysis, reflection, and research

Overview

In the late 1780s, vigorous debate ensued as to what the new Constitution of the United States should look like. In the debate over what the Constitution should look like, two competing parties emerged: the federalists and the anti-federalists. The federalists believed in a strong national government, whereas the anti-federalists were fearful of giving too much power to the national government in the wake of being ruled by the British monarchy. To quell the fear of the anti-federalists, prominent federalists such as James Madison, Alexander Hamilton, and John Jay wrote 85 anonymous articles for the New York Journal in 1787 and 1788 explaining their position. In The Federalist, Paper No. 10, James Madison articulates why factions are a threat to civil society and also goes on to describe the differences between a direct democracy and a republic, while examining why a republic is better equipped to reduce the threat of powerful factions. The central question of this unit is: Why does James Madison believe factions are a threat to civil society? This Socratic Seminar allows students to discuss not only what factions are and if they feel they are a threat, but it also provides them with a forum for analyzing the differences between a direct democracy and a republic. Additionally, this exercise gives students the opportunity to examine different forms of government and explore their own conception of what a good form of government should look like while utilizing higher order thinking skills and deep knowledge.

A Republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect and promises the cure for which we are seeking.- James Madison

Objectives

Through this Socratic Seminar students will:

Academic:

- Explain what a faction is and describe why James Madison believes that factions threaten civil society.
- Articulate the difference between a democracy and republic.
- Explain at least two reasons that Madison cites as to why a republic is a better fit to prevent the threat of factions than a democracy.
- Describe who the intended audience of this text is and the texts larger historical context.

Intellectual:

- Analyze the text in order to find deeper knowledge and understanding.
- Engage in thoughtful discussion about an important text.
- Transfer their interpretation of the text into written form

Social:

- Listen attentively and take turns with classmates in a discussion.
- Build on and challenge each other's ideas.

Audience

This lesson is designed for use in a U.S. History class, but it could also be utilized in a Political Science course such as American government. This Socratic Seminar can be used for students in the 11th or 12th grade. It is developed for upper level high school students because they will need to ample background knowledge from previous classes on the subject and will be required to examine a complex political text from founder, James Madison. However, this lesson could be used for 9th and 10th grade students with modifications and scaffolding.

Acknowledgements

My deepest gratitude to Dr. James Hartwick for his support on this project and in helping me in my development as a teacher. His passion for the discipline of social studies and in cultivating world class teachers has been inspirational.

Rationale

Many Americans mistakenly believe that the United States is a democracy, when in reality it is a republic. Thus, this lesson serves to help students develop a clear understanding of how these two systems of government differ and why the founders established the United States as a republic. Additionally, this lesson examines the threat of factions to civil society and looks at the ways in which a republic can alleviate these concerns. By developing an awareness of what factions are and how they threaten civil society, students can use these skills to critically examine the current state of American politics, which some would argue has indeed become factionalized with two major political parties dominating America's political landscape. Therefore, students can make their own determination of whether factions are a threat to civil society and if the American political system has been factionalized. Fundamentally, a discussion of The Federalist, Paper Number 10 serves to enhance the political knowledge of students regarding the American system of government so that they become more knowledgeable citizens who can better articulate their political beliefs.

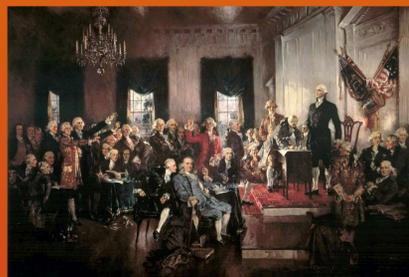
Materials

Students will be provided copies of:
The Federalist, Paper Number 10
<http://www.glencoe.com/sec/socialstudies/btt/celebratingfreedom/pdfs/045.PDF>
Discussion Guidelines sheet
Seminar Analysis sheet
Culminating Activity Holistic Rubric

Teacher will have and fill out:
Facilitator Evaluation sheet

Ticket

In addition to reading the text prior to the Socratic seminar, students will be required to complete a "ticket" in order to take part in the seminar. The ticket for this seminar requires the students to complete a Venn diagram that compares and contrasts a democracy and a republic.



Time

The approximate time required for this Socratic seminar will be two class periods, but it could possibly extend into a third class period. On the first day, the seminar will be introduced, the reading will be handed out, the ticket assignment will be given to students and explained, and the guidelines for proper discussion and student expectations will be handed out and discussed. On the second day, the seminar will begin and should take up 30-45 minutes. I anticipate debriefing the seminar would take about 10-15 minutes.

Assessment

There will be two forms of assessment for the Socratic seminar. The first is an informal of assessment of the seminar as a whole and of each individual student. Students will be expected to complete a seminar analysis sheet where they discuss their level of participation, behavior during the discussion, and what they took away from the activity. Additionally, student comments from the debrief further serve as a tool for this informal assessment.

The second is a formal assessment which will be a brief response paper where students are required to write a one page paper responding to the following questions: "Do you feel James Madison was correct in believing that factions are a threat to civil society? Do you agree or disagree with Madison's assessment that a republic is best equipped to counter the threat of powerful factions emerging? Explain your answers in detail. Students are expected to utilize the text and ideas from the seminar which support your point of view. Additionally, taken during the seminar may also be used to help write this paper. This paper will be graded on a 4-point scale, according to the holistic rubric that will be provided to the students.