

The Application of the Integrative Model to Teach the Formation of American Political Parties

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MANY HIGH SCHOOL HISTORY TEACHERS often convey that time restraints impede their development of lesson plans.¹ However, additional issues hamper many history teachers' ability to develop engaging and motivating lessons. These barriers include a teacher's lack of historical content knowledge² and inability to implement instructional strategies other than the teacher-centered lecture model.³

The Integrative Model of instruction engages students in critical thinking while providing history teachers with an instructional strategy other than a traditional lecture format. The Integrative Model was used to develop an interactive lesson titled *The Formation of American Political Parties: Federalist versus Anti-federalist*. This article outlines essential content knowledge that teachers and high school students must know in analyzing the origins of the American political parties. Prerequisite content knowledge is further integrated and enhanced during this lesson with the use of technology and popular media, including video excerpts from the HBO series *John Adams* and The History Channel series *Founding Fathers*.

Teachers utilizing the Integrative Model can encourage students to develop a deep understanding of the birth of American political parties while developing critical thinking skills. This lesson was developed to integrate information learned from previous lessons with content from video excerpts while engaging students in critical thinking related to the

period from the end of the American Revolutionary War through George Washington's presidency. One way students develop critical thinking skills in this lesson is by exploring and answering carefully developed questions applied to the content of each video excerpt. The questions engage students in finding patterns, forming explanations, hypothesizing, making generalizations, and documenting findings with evidence. Teachers encourage students to explore the social, political, and economic factors that contributed to the formation of American political parties.

The high school history lesson is embedded within a PowerPoint presentation covering one 90-minute block period or two 50-minute class periods. Two handouts are included in the lesson, containing the questions applied to each of the five video excerpts shown throughout the lesson and a visual matrix contrasting the political philosophies of the Federalist and Anti-Federalist parties. The following sections outline the four phases of the Integrative Model while applying the video excerpts, guiding questions, and visual matrix to each stage of the instructional model.

The Integrative Model

The Integrative Model is designed to help students construct a deep and thorough understanding of organized bodies of knowledge while simultaneously developing critical thinking abilities.⁴ The organized body of knowledge in this lesson is the formation of American political parties. The lesson encourages students to develop critical thinking skills because this model requires practice in finding patterns, forming explanations, and hypothesizing from prior content knowledge and evidence in each video excerpt. Students are also engaged in critical thinking as they are encouraged to make generalizations and document findings with evidence from a visual matrix that contains political, economic, and social aspects pertinent to the formation of American political parties.

This article contains an outline of the prerequisite historical content knowledge that American history teachers must possess to present a successful lesson. Teachers must have a firm understanding of events surrounding the conclusion of the Revolutionary War and events that occurred as the new nation moved towards a new constitution and government. Additional content information is presented with multiple resources, such as popular media and technology, which greatly improve student involvement and motivation during instruction.⁵ Instructional resources also include a PowerPoint presentation, the visual matrix, and the use of questions. The development and organization of questions is an integral skill while implementing the Integrative Model. Teachers will encourage students to combine facts, concepts, generalizations, and the

relationship among them with well-developed and organized questions.

Implementing a lesson using the Integrative Model combines four closely related phases together with an emphasis on thinking and strategies for increasing student motivation.⁶ The four phases are:

- Phase 1: The Open-Ended Phase
- Phase 2: The Causal Phase
- Phase 3: The Hypothetical Phase
- Phase 4: The Closure and Application Phase

Each phase of the lesson is denoted by the type of questions asked during the phase.

As with all effective lessons, the teacher begins the lesson with an introduction communicating the lesson activity and how students will use the data. Transitioning into the open-ended phase, the teacher uses questions to lead the students to describe what is represented in the data and to make comparisons from the data. The open-ended phase promotes student involvement and ensures success because students are invited into the conversation with straightforward questions rather than complex questions that may deter students from participating in the lesson.⁷ After the students describe and compare what is represented in the data in the open-ended phase, the teacher leads students to explore causal relationships of that data in the next phase. Students begin critical thinking in this causal phase. Causality, “a relationship that links particular actions and specific outcomes,”⁸ is an especially important skill for history students to demonstrate. During the hypothetical phase, students consider the outcome of historical events if conditions were changed. Frequently, teachers engage students in hypothesizing with questions denoting “what if” situations.⁹ Closure and application is the final stage where students generalize to form broad relationships and summarize evidence from the lesson.

Eggen and Kauchak note that “The order of the phases does not imply a rigid sequence. The teacher may move from a comparison in Phase 1 to a hypothesis in Phase 3, and then return to another comparison. Students’ abilities to hypothesize in Phase 3 do not always require that they have first formed explanations in Phase 2. The order you follow should depend on learning objectives and the students’ responses.”¹⁰ The following section presents the application of each of the above-mentioned phases to the development of this lesson.

The Lesson: The Formation of American Political Parties: Federalist versus Anti-Federalist

This section presents the application of content knowledge and technology to the Integrative Model resulting in a lesson titled *The Formation of*

American Political Parties: Federalist versus Anti-Federalist. The lesson is embedded within a PowerPoint presentation, and five video excerpts are viewed throughout the lesson. Two handouts accompany the lesson. Handout #1 (see Appendix A) includes questions applied to each of the five video excerpts. Handout #2 (see Appendix B) includes a visual matrix contrasting the political philosophies of the Federalist and Anti-Federalist parties and questions to generalize relationships and summarize the “big ideas” of American history.

Prerequisite Historical Content Knowledge

This lesson is intended to integrate knowledge gained through previous lessons related to the period from the end of the American Revolutionary War through George Washington’s presidency. The success of this lesson is predicated on the teacher and students’ knowing the following historical content prior to this lesson:

Facts and Events at the Conclusion of the American Revolutionary War

- The French alliance and the Battle of Yorktown, October 1781;
- The Continental Congress and The Articles of Confederation ratification, 1781;
- The Treaty of Paris with Great Britain ending the war, September 1783;
- George Washington’s resignation as Commander-in-Chief of the Continental Army before Congress, December 1783;
- Thomas Jefferson’s assignment as Minister to France to replace Franklin, 1785; and
- John Adams’s assignment as Minister to Great Britain, 1785.

The teacher and students must also have essential historical knowledge regarding events and figures that contributed to a new constitution and government. Many of these events take place between the end of the American Revolutionary War and the establishment of Washington’s Presidency in 1789:

Moving Towards a New Constitution and Government

- Continental Congress and its lack of authority to regulate interstate trade, draft troops, and raise revenue through taxation;
- Debts to soldiers and foreign countries;
- 1786-1787 anti-tax rebellions; and
- May-September 1787 Constitutional Convention in Philadelphia.

While five video excerpts are presented in this lesson, the videos are intended to augment prior knowledge gained through lectures, supplemental readings, primary documents, and textbooks. Videos should not be the only source of content knowledge. Furthermore, while the use of videos may be engaging, not all videos are relevant or factually correct. Teachers must ensure that the video content is historically accurate and aligned with objectives and standards.

Lesson Introduction

The teacher begins the lesson with an introduction to communicate the lesson activity and how students will use the data:

Today we are going to integrate information we have learned about the American Revolution with content from the HBO series *John Adams* and The History Channel series *Founding Fathers*. The purpose of this activity is to help us better understand the formation of the national government and political parties in the United States. For example, we will use evidence from a video to identify the relationship between Thomas Jefferson's personal experiences and the emergence of his political beliefs.

In order to make the lesson more effective, the introduction also includes a review of the previously noted essential prerequisite historical content knowledge prior to showing the videos. Prior knowledge will be integrated with evidence gained from the videos throughout the lesson.

Phase 1: Open-Ended Phase

Phase 1: The Open-Ended Phase is the beginning point for student analysis and begins when the teacher encourages students to describe, compare, and search for patterns in the data. Questions are developed to be open-ended to promote student involvement. According to Eggen and Kauchak (2006), open-ended questions allow the teacher to quickly and easily involve a number of students by asking questions that increase student achievement.¹¹

From the introduction, the teacher transitions into Phase 1: The Open-Ended Phase by showing the five-minute Video Excerpt #1 from HBO's *John Adams* series.¹² The teacher distributes Handout #1 (see Appendix A) which includes the questions that accompany the five video excerpts shown throughout the lesson. The questions are also embedded throughout the PowerPoint presentation. Video Excerpt #1 portrays Benjamin Franklin, John Adams, and Thomas Jefferson in France discussing events occurring in the United States during the time between the end of the American Revolutionary War and The First Continental Congress. The purpose of Video Excerpt #1 is to present content pertinent to events leading to the establishment of a new American government. The video portrays John

Adams and Thomas Jefferson's opposing views regarding the purpose and role of a new Constitution prior to the Constitutional Convention in Philadelphia in 1787.

Examples of Phase 1 questions include:

- Based on evidence from the video, what are John Adams's views regarding the role of a new Constitution?
- Based on evidence from the video, what are Thomas Jefferson's views regarding the role of a new Constitution?
- How do Adams and Jefferson's comments reflect opposing views regarding the purpose and role of a new Constitution prior to the Constitutional Convention in Philadelphia in 1787?

The first two open-ended questions encourage students to describe information portrayed in the video. Once students feel comfortable with the first two questions, the teacher poses the third open-ended question for students to transition into interactive dialogue while comparing evidence gathered from the video and integrating previous knowledge. As students describe and compare opposing views regarding the purpose and role of government, the teacher often reminds them to record their responses and the discussion onto their handouts. The process of recording information continues in each phase and provides reference material for the student.

After the initial discussion, the teacher will embed additional essential historical content knowledge pertinent to an understanding of the factions forming in the newly created American government and its contribution to the emerging political parties, including:

- New Constitution— 1787 Convention in Philadelphia outlines the organization of a newly formed government;
- First President of the United States—George Washington's 1789 election and establishment of a new cabinet;
- First Secretary of State—Thomas Jefferson;
- First Secretary of Treasury—Alexander Hamilton;
- First Secretary of War—Henry Knox; and
- First Attorney General—Edmund Randolph.

The teacher will also display images of George Washington's first cabinet in the PowerPoint presentation.

Phase 2: The Causal Phase

Students begin critical thinking in Phase 2: The Causal Phase by linking the formation of the political parties to the underlying people, personal

beliefs, and historical events that formed their political philosophies. The teacher will pose causal questions to illicit responses from students that emphasize causality or the relationships that link particular actions and specific outcomes. In this sample lesson, causal questions provide students with a link between the personal experiences of the Founding Fathers and their emerging political beliefs, which in turn contribute to the forming of political differences.

The teacher transitions into Phase 2: The Causal Phase by reviewing previous content knowledge and presenting additional content with the use of two more video excerpts from The History Channel's *Founding Fathers* series. The excerpts include historical background knowledge about Thomas Jefferson and Alexander Hamilton, two major contributors to the formation of early American politics within Washington's first cabinet. Video Excerpt #2¹³ is a ten-minute video about the life of Thomas Jefferson and Video Excerpt #3¹⁴ is a seven-minute video about the life Alexander Hamilton. Presenting content from these videos reveals the relationship between personal background information and the political views of both characters.

The teacher will lead a discussion with students after each video excerpt. Before causal questions are introduced, the teacher has students identify evidence from each video with open-ended questions characteristic of Phase 1. The reintroduction of open-ended questions maintains student involvement and engagement in the lesson. These questions allow teachers to assess whether students have sufficiently described and compared personal background knowledge about Thomas Jefferson and Alexander Hamilton required to commence the causal phase. Examples of open-ended prompts used to uncover personal background knowledge about Jefferson and Hamilton prior to causal questions include:

- Describe Thomas Jefferson's personality and intellect. Describe Alexander Hamilton's personality and intellect.
- What kind of education did Thomas Jefferson receive? What kind of education did Alexander Hamilton receive?
- What was Thomas Jefferson's perspective of women and marriage? What was Alexander Hamilton's perspective of women and marriage?
- What was Thomas Jefferson's major contribution during the Revolutionary War? What was Alexander Hamilton's major contribution during the Revolutionary War?

The teacher then transitions to the causal questions of Phase 2. These causal questions are developed for students to uncover similarities and differences between Jefferson and Hamilton from evidence in each video excerpt and previous lessons. The questions are also developed for the

teacher to encourage students to identify evidence from each historical character's past that shaped their emerging political beliefs, which in turn, shaped the emerging American political parties:

- Into what environment and social class was Jefferson/Hamilton born? How did his upbringing shape his views on society?
- What role did Jefferson/Hamilton's parents play in his childhood? How did parental roles affect his future relationships?
- How did Jefferson/Hamilton's childhood experiences contribute to his views of slavery?
- How did Jefferson's peers in the Continental Congress treat him? How did his physical and emotional response to disagreement or discord affect his professional career?
- How did Hamilton's peers in the Continental Army treat him? How did his physical and emotional response to disagreement or discord affect his professional career?

In the causal phase, students demonstrate that they understand both the outcome (the underlying belief and philosophy of each political party) and the underlying conditions that created that outcome.

Phase 3: The Hypothetical Phase

In Phase 3: The Hypothetical Phase, the teacher encourages students to consider hypothetical outcomes of historical events for different presumed conditions. The teacher offers two more video excerpts to present content from the *John Adams* series. Video Excerpt #4¹⁵ portrays the disagreement that begins to surface within Washington's first cabinet regarding domestic and economic policy, underscored by differences in political theory. The teacher will also encourage students to apply previous knowledge and evidence gathered from the three videos to answer questions in the hypothetical phase.

As with the previous video excerpts, the teacher uses open-ended and causal questions characteristic of Phases 1 and 2. The purpose of utilizing open-ended and causal questions is to maintain student engagement in the lesson. Based on the students' responses, the teacher will assess whether students comprehend the basic principles of the emerging political parties before proceeding to the hypothetical phase. An example of an open-ended question applied to Video Excerpt #4 is:

- What economic policy does Alexander Hamilton propose?

The teacher then asks causal questions before beginning the hypothetical phase. Examples of causal questions include:

- What is Thomas Jefferson's chief concern with Alexander Hamilton's economic policy? How might Jefferson's background shape his economic beliefs?
- Does Hamilton propose more power in the national government or with the states? How might Hamilton's background shape his economic beliefs?

The teacher then encourages students to hypothesize or to consider the outcome of a historical event if conditions were changed. Examples of hypothetical questions related to economic policies emerging between the Federalist and Anti-Federalist parties include:

- If Thomas Jefferson was not a wealthy Southern land owner, how might his economic policies be different?
- If Alexander Hamilton had been introduced to an occupation other than trade and commerce as a young man, how might his economic policies be different?

Video Excerpt #5¹⁶ portrays essential content about foreign policy matters and the dissention that arises between Thomas Jefferson and Alexander Hamilton regarding their respective views of government. Open-ended and causal questions are also applied to this video before hypothetical questioning begins:

- Which European countries are at war during this time?
- What is George Washington's foreign policy proposal?
- Which post did Thomas Jefferson previously hold before accepting Secretary of State? How does this shape Jefferson's foreign policy?
- Which European country does Alexander Hamilton support and how does his background contribute to his European alliance?

Students' responses demonstrate whether they comprehend the opposing foreign policies emerging in Washington's cabinet. The teacher then poses the following hypothetical questions:

- If Thomas Jefferson had been selected as minister to England instead of France, do you think his foreign policy views would be pro-British?
- How might foreign policy have been different if Great Britain and France were not at war?

Phase 4: The Closure and Application Phase

Phase 4: The Closure and Application Phase is the final stage where students generalize to form broad relationships and summarize evidence from the lesson. In this stage, students' critical thinking will lead them

to understand the relevance of the lesson to other historical periods or contemporary America. Phase 4 begins with the distribution of a second handout (see Appendix B). The handout includes a visual matrix containing essential content knowledge about the two emerging American political parties. The teacher encourages students to summarize the content knowledge gained prior to and throughout the lesson and aids in the process with the support of the visual matrix to organize information. The teacher incorporates the following questions to encourage students to analyze the relationships and generalizations developed from evidence from both the video excerpts and previous content knowledge included in the matrix:

- How might the differences in Jefferson and Hamilton's backgrounds influence their views of the role of government?
- Which Founding Father thought the new national government should be central? Limited?
- How might one account for the geographic pattern of Jefferson and Hamilton's support?
- Whose domestic and economic policies did Washington rely on more heavily? What past events account for this relationship?
- Do you believe political parties would have formed if Hamilton and Jefferson were absent from Washington's cabinet? Why or why not?
- What political theories of Hamilton and Jefferson survive in today's political theories and policies and relate to our current two-party system?

Wiggins and McTighe define application as the ability to use knowledge effectively in new situations and diverse contexts.¹⁷ By applying knowledge of the history of emerging political parties in comparison to contemporary American political philosophies, students demonstrate an understanding of the foundation of American political discourse on today's social, economic, and foreign policies.

Conclusion

The Integrative Model is an instructional model used to develop an engaging and interactive lesson, as demonstrated by *The Formation of American Political Parties: Federalist versus Anti-Federalist* sample lesson. By implementing teaching tools such as video excerpts and a visual matrix, teachers guide their students through the learning process of the Integrative Model, analyzing history through the the Open-Ended Phase, the Causal Phase, the Hypothetical Phase, and the Closure and Application Phase. The four stages of the Integrative Model predetermine the types of

questions applied throughout the lesson. Phase 1, The Open-Ended phase, encourages students to describe what is represented in the video evidence to make comparisons and search for patterns. Phase 2, The Causal Phase, includes questions that encourage students to explain similarities and differences identified in the Open-Ended phase and to explain the causal relationships between the evidence in each video. The lesson transitions into Phase 3: The Hypothetical Phase as the teacher encourages students to hypothesize outcomes for different conditions. The lesson concludes with Phase 4: The Closure and Application Phase with evidence from both the video excerpts and information included in the visual matrix. The teacher encourages students to generalize to form broad relationships between evidence throughout the lesson. By applying knowledge of the history of emerging political parties in comparison to contemporary American political philosophies, students demonstrate an understanding of the foundation of American political discourse on today's social, economic, and foreign policies. In this manner, students not only learn about content matter, they learn about context and the nature of historical analysis. By applying the Integrative Model, they also demonstrate the critical thinking skills so crucial to historical thinking.

Notes

1. Terry Hayden, "History," in *Rethinking the School Curriculum: Values, Aims, and Purposes*, ed. John White (New York: RoutledgeFalmer Publishers, 2004), 96.
2. Diane Ravitch, "The Educational Backgrounds of History Teachers," in *Knowing, Teaching, & Learning History*, ed. Peter Stearns, Peter Seixas, and Sam Wineburg, (New York: New York University Press, 2000), 143-155. Sarah Drake Brown, "History Teacher Certification Standards in the States," *The History Teacher* 39, no. 3 (May 2006): 1-10.
3. Stephanie Van Hover and Elizabeth Yeager, "Making Students Better People? A Case Study of a Beginning History Teacher," *International Social Studies Forum* 3, no. 1 (2003): 219-232. Keith Barton and Linda Levstik, *Teaching History for the Common Good* (Mahwah, NJ: Lawrence Erlbaum Associates, 2004), 244.
4. Paul Eggen and Donald Kauchak, *Strategies and Models for Teachers: Teaching Content and Thinking Skills*, fifth ed. (Boston, MA: Pearson Education, 2006), 201.
5. Dawn Wilson and Linda Brupbacher, *Motivation Through Technology Enhanced Anticipatory Sets (TEASes): A Generic Technology Tool that can be Applied in any Content Area*, in Gibson et al., ed., *Proceedings of Society for Information Technology & Teacher Education International Conference 2009*, Chesapeake, VA: AACE 4175-4179.
6. Eggen and Kauchak, 221.
7. *Ibid.*, 222.
8. Mariana Achugar and Mary Schleppegrell, "Beyond Connectors: The Construction of Cause in History Textbooks," *Linguistics and Education* 16, no. 3 (Autumn 2005):

298-318.

9. William H. Honan, "Historians Warming To Games Of 'What If,'" *The New York Times*, 7 January 1998. Patrick T. Reardon, "Remaking History: 'What If' Questions Send Scholars on a Trip Down the Roads not Taken," *Chicago Tribune*, 30 January 1998.
10. Eggen and Kauchak, 222.
11. Ibid.
12. HBO's *John Adams* series (Disc 2, Part IV: Reunion, 25:23-28:58 min.).
13. The History Channel's series *Founding Fathers* (Volume 2: Chapter 3: 3:20-13:17).
14. The History Channel's series *Founding Fathers* (Volume 2: Chapter 5: 26:16-33:24).
15. HBO's *John Adams* series (Disc 2: Part IV: 8:47-13:19).
16. HBO's *John Adams* series (Disc 2: Part IV: 30:12-34:00).
17. Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 1998), 51.

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Appendix A

The Formation of American Political Parties Questions

Video Excerpt #1—John Adams Series

1. Based on evidence from the video, what are John Adams's views regarding the role of a new Constitution?
2. Based on evidence from the video, what are Thomas Jefferson's views regarding the role of a new Constitution?
3. How do John Adams and Thomas Jefferson's comments reflect opposing views regarding the purpose and role of a new Constitution prior to the Constitutional Convention in Philadelphia in 1787?

Documentary Excerpt #2—Thomas Jefferson

4. Into what environment and social class was Jefferson born? What role did his parents play in his childhood?
5. Describe Jefferson's personality and intellect.
6. What kind of education did he receive?
7. What was his perspective of women and marriage?
8. What was Jefferson's major contribution(s) during the Revolutionary War?
9. How did his peers in the Continental Congress treat him? What was his physical and emotional response to disagreement or discord?
10. What was his view of slavery?

Documentary Excerpt #3—Alexander Hamilton

11. Into what environment and social class was Hamilton born? What role did his parents play in his childhood?
12. Describe Hamilton's personality and intellect.
13. What kind of education did he receive?
14. What was his perspective of women and marriage?
15. What was Hamilton's major contribution(s) during the Revolutionary War?
16. How did Hamilton's peers in the Continental Army treat him? How did his physical and emotional response to disagreement or conflict affect his professional career?

Video Excerpt #4—John Adams Series

17. What kind of economic policy does Hamilton propose?
18. What is Jefferson's chief concern with Hamilton's economic policy? How might his background shape his economic beliefs?
19. Does Hamilton propose more power in the national government or with the states? How might Hamilton's background shape his beliefs?
20. If Jefferson was not a wealthy Southern land owner, how might his economic policies be different?
21. If Hamilton had been introduced to an occupation other than trade and commerce as a young man, how might his economic policies be different?

Video Excerpt #5—Foreign Policy

22. Which European countries were at war during this time?
23. What was Washington's foreign policy proposal?
24. Which post did Jefferson previously hold before accepting Secretary of State? How did this shape his foreign policy?
25. Which European country did Hamilton support and how did his background contribute to his European alliance?
26. If Jefferson had been selected as minister to England instead of France, do you think his foreign policy views would be pro-British?
27. How might foreign policy have been different if Great Britain and France were not at war?

Appendix B

Formation of American Political Parties Matrix

	Ratification of Constitution	Domestic Policy	Foreign Policy	Leaders	Supporters
Federalists	Alexander Hamilton John Adams James Madison Strong national government, checks and balances on three branches of government	Pro-national bank to assume all state and national debts Foster industry on a national scale Pro-trade and pro-industry; tariffs and taxes to support American industries	Pro-Britain	Alexander Hamilton John Adams	Bankers, merchants, Northeast
Anti-Federalists	Thomas Jefferson Patrick Henry Strong local [state] governments with limited national authority	Anti-national bank (unconstitutional) Pro-agrarian; a nation of small yeoman farmers independent of government (no taxes)	Pro-France	Thomas Jefferson James Madison James Monroe	Farmers, frontier settlers, artisans

**Relationships and Generalizations based on Evidence from the
Formation of American Political Parties Matrix**

1. How might the differences in Jefferson and Hamilton's backgrounds influence their view of the role of government?
2. Which Founding Father thought the new national government should be central? Limited?
3. How might one account for the geographic pattern of Jefferson and Hamilton's support?
4. Whose domestic and economic policies did Washington rely on more heavily? What past events account for this relationship?
5. Do you believe political parties would have formed if Hamilton and Jefferson were absent from Washington's cabinet? Why or why not?
6. How might foreign policy have been different if Great Britain and France were not at war?
7. What political theories of Hamilton and Jefferson survive in today's political theories and policies and relate to our current two-party system?