

## Performance Task

### Federalist or Anti-Federalist? Take a Position

#### Introduction

The debate over the ratification of the Constitution lasted for months. The two groups opposing each other over this issue were loosely named the Federalists and Anti-Federalists. Both the federalists and the Anti-Federalists wrote articles and speeches supporting their positions. Following are two arguments supporting each side:

#### Federalists

1. Separation of powers, a major principle in the Constitution, prevents any one branch of government from gaining too much power at the expense of the other two branches.
2. It would be dangerous to list rights in the Constitution because that would imply that the government may violate any rights that are not listed.

#### Anti-Federalists

1. The Constitution gave too much power to the national government at the expense of the state governments.
2. The Constitution needs, but does not have a bill of rights.

#### Instructions

In this exercise, you will conduct research on the context in which the United States government emerged. To understand that context, including the perspectives of the Constitution's advocates and opponents, you will do the following:

1. Create a T chart that illustrates the beliefs and perspectives of the Federalists and the Anti-Federalists.
2. Choose either the Federalist or anti-Federalist side.
3. Carry out research on the philosophies, ideas, and arguments associated with that position.
4. Write a speech or article designed to persuade the public to agree with the position you chose.

You may be called to deliver your presentation to the members of the assembly, who are about vote on whether or not your state will adopt the proposed United States Constitution; so make sure your presentation is clear, persuasive, and logical.

## Evaluation

The presentation will be scored using the scoring guide on page 3.

	<b>Reasoned Persuasion Skills &amp; Processes</b>	<b>Content Evidence &amp; Support</b>	<b>Communication &amp; Presentation</b>	<b>Conceptual Understanding</b>
<b>1</b>	<p><i>A pattern of deductive or inductive reasoning supporting the persuasive effort is not evident.</i></p> <ul style="list-style-type: none"> <li>The position is not evident, or is unreasonable or unsubstantiated.</li> <li>Most points are not logically supported.</li> </ul>	<p><i>Minimal information is provided to support the topic.</i></p> <ul style="list-style-type: none"> <li>Information may be irrelevant to the topic.</li> <li>Most information is inaccurate, non-credible, or unverifiable.</li> <li>The content and scope of information are inadequate for the topic.</li> <li>Sources of information are not communicated.</li> </ul>	<p><i>The presentation is not effective.</i></p> <ul style="list-style-type: none"> <li>The presentation is not appropriate for the purpose or topic.</li> <li>Ideas are poorly developed and disorganized.</li> <li>Errors in sentence structure, grammar, mechanics, word choice, and usage seriously interfere with the clarity and effectiveness of the communication.</li> </ul>	<p><i>Minimal conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> <li>Concepts and important ideas pertinent to the topic are seldom or never used.</li> <li>Little or no logic or language appropriate to the topic is evident.</li> <li>Few, if any, examples are used to illustrate the concepts presented.</li> <li>Conclusions, if offered, are largely illogical or inaccurate.</li> </ul>
<b>2</b>	<p><i>A pattern of deductive or inductive reasoning supporting the persuasive effort is somewhat evident.</i></p> <ul style="list-style-type: none"> <li>The position may not be clear, or is somewhat unreasonable or unsubstantiated.</li> <li>Some points are logically supported.</li> </ul>	<p><i>Some information is provided to support the topic, but it is inadequate.</i></p> <ul style="list-style-type: none"> <li>Some information relevant to the task is employed.</li> <li>Some information is inaccurate, non-credible, and unverifiable.</li> <li>The content and scope of information are somewhat inadequate for the purpose.</li> <li>Sources of information may be inadequately communicated.</li> </ul>	<p><i>The presentation is somewhat effective.</i></p> <ul style="list-style-type: none"> <li>The presentation is somewhat appropriate for the purpose and topic.</li> <li>Ideas are partially developed but somewhat disorganized.</li> <li>Errors in sentence structure, grammar, mechanics, word choice, and usage may sometimes interfere with the clarity and effectiveness of the communication.</li> </ul>	<p><i>Some conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> <li>Some concepts and important ideas pertinent to the topic are used.</li> <li>Some use of logic and language appropriate to the topic is evident.</li> <li>Some examples are used to illustrate the concepts presented.</li> <li>Conclusions may be somewhat illogical or inaccurate.</li> </ul>
<b>3</b>	<p><i>A pattern of deductive or inductive reasoning supporting the persuasive effort is evident.</i></p> <ul style="list-style-type: none"> <li>The position is clear and substantiated.</li> <li>Most points are logically supported.</li> </ul>	<p><i>Adequate information is provided to support the topic.</i></p> <ul style="list-style-type: none"> <li>Information relevant to the topic is provided.</li> <li>Although minor inaccuracies may be present, most information is accurate, credible and verifiable.</li> <li>The content and scope of information are adequate for the topic.</li> <li>Most sources of information are adequately communicated.</li> </ul>	<p><i>The presentation is effective.</i></p> <ul style="list-style-type: none"> <li>The presentation is appropriate for the purpose and topic.</li> <li>Ideas are adequately developed and generally well organized.</li> <li>Errors in sentence structure, grammar, mechanics, word choice, and usage seldom interfere with the clarity and effectiveness of the communication.</li> </ul>	<p><i>Adequate conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> <li>Concepts and important ideas pertinent to the topic are accurately used.</li> <li>Logic and language appropriate to the topic are evident.</li> <li>Examples are used to adequately illustrate the concepts presented.</li> <li>Conclusions are generally logical and accurate.</li> </ul>
<b>4</b>	<p><i>A clear pattern of deductive or inductive reasoning enhancing the persuasive effort is evident.</i></p> <ul style="list-style-type: none"> <li>The position is clear and well substantiated.</li> <li>All points are logically supported.</li> </ul>	<p><i>Information to support the topic is carefully selected and skillfully utilized.</i></p> <ul style="list-style-type: none"> <li>Information highly relevant to the topic is provided.</li> <li>Information is detailed, accurate, credible, and verifiable.</li> <li>The content and scope of information fully support the topic.</li> <li>Sources of information are fully and clearly communicated.</li> </ul>	<p><i>The presentation is highly effective.</i></p> <ul style="list-style-type: none"> <li>The presentation is highly appropriate for the purpose and topic.</li> <li>Ideas are thoroughly developed and well organized.</li> <li>Sentence structure, grammar, mechanics, word choice, and usage enhance the clarity and effectiveness of the communication.</li> </ul>	<p><i>Superior conceptual understanding of the topic is demonstrated.</i></p> <ul style="list-style-type: none"> <li>Concepts and important ideas pertinent to the topic are skillfully applied.</li> <li>Logic and language appropriate to the topic are present throughout.</li> <li>Examples used enhance understanding of the concepts presented.</li> <li>Conclusions are logical and accurate, and may be insightful.</li> </ul>