

TASK #10 – Hamilton vs. Jefferson Debate

Standard:

C.U.2.3 (SWBAT Analyze the emergence of political parties and the factors that divided them)

C.U.2.4 (SWBAT Analyze the growing conflict between national power and states' rights)

Description: You are responsible for convincing President Washington that your ideas and beliefs are what is in the best interest of the country, you have a strong foe that feels much differently than you on most issues. Can you convince the President to see things your way? The future of the country is at stake.

The major differences between two of Washington's cabinet members, Thomas Jefferson and Alexander Hamilton, eventually led to the formation of the first political parties in the United States. In order to better understand the beliefs that separated these men, and the country, you and your peers will engage in a class debate. You will be assigned to Jefferson or Hamilton and will be required to fill in a handout that will address a variety of topics concerning the country at that time. Each student, whether representing Hamilton or Jefferson, will be given a specific topic to focus on and argue during the debate. Gathering information to complete the handout is essential so you can actively participate in the debate and defend your position by supporting your ideas with facts.

Debate:

The class will be split into two sides, one representing Jefferson and one Hamilton. Washington (teacher) will be leading a cabinet meeting that will cover various topics and beliefs. Each side will have an opening argument (overall beliefs), an opportunity to state their belief on each topic, followed by two rounds of rebuttals, and then closing arguments. You will be evaluated based on your ability to effectively communicate and defend your arguments with the use of evidence and a thorough evaluation of the issues.

Criteria:

- ☒ Demonstration of knowledge and understanding
- ☒ Use of critical thinking and listening skills
- ☒ Communicates effectively
- ☒ Application of research to arguments

Rubric: See next page.

<http://www.markville.ss.yrdsb.edu.on.ca/history/american/amtakingsidesrubric.html>

Taking Sides in American History Rubric

	Level 4 (8-10 Marks)	Level 3 (7 Marks)	Level 2 (6 Marks)	Level 1 (1-5 Marks)
Knowledge/ Understanding	-shows a high to very high degree of understanding of ideas/concepts/themes/information	-shows a considerable degree of understanding of ideas/concepts/themes/information	-shows a moderate degree of understanding of ideas/concepts/themes/information	-shows an insufficient degree of understanding of ideas/concepts/themes/information
Thinking/ Inquiry	<p>-uses critical/creative thinking skills to plan a panel discussion collaboratively with a high to very high degree of effectiveness</p> <p>-uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with a high degree of effectiveness</p>	<p>-uses critical/creative thinking skills to plan a panel discussion collaboratively with a high degree of effectiveness</p> <p>-uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with effectiveness</p>	<p>-uses critical/creative thinking skills to plan a panel discussion collaboratively with moderate effectiveness</p> <p>-uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases with a moderate degree of effectiveness</p>	<p>-uses critical/creative thinking skills to plan a panel discussion collaboratively with insufficient effectiveness</p> <p>-uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases with little or no effectiveness</p>
Communication	<p>-applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a high to very high degree of effectiveness</p> <p>-uses academic theoretical language with a high to very high degree of effectiveness</p>	<p>-applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a sound degree of effectiveness</p> <p>-uses academic theoretical language with a sound degree of effectiveness</p>	<p>-applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a moderate degree of effectiveness</p> <p>-uses academic theoretical language with a moderate degree of effectiveness</p>	<p>-uses little application of oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing)</p> <p>-does not use academic theoretical language</p>
Application	- organizes researched ideas and information coherently with a high to very high degree of effectiveness	- organizes researched ideas and information coherently with considerable effectiveness	- organizes researched ideas and information coherently with moderate effectiveness	- organizes researched ideas and information coherently with insufficient effectiveness

Comments:
