

# Toasts Used During The Ratification Debates

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## Sources used to support the lesson:

Primary Source: [Toasts used during the ratification debates](#) (pdf)

Article: [The Serious Side of Drinking: Political Toasts](#)

Chart: [Dates of the Ratification of the American Constitution](#)

## Lesson Objectives:

1. Students will interpret primary sources
2. Students will analyze primary sources to evaluate reactions to the ratification of the US Constitution
3. Students will relate the social traditions of the late 18th and early 19th century to the ratification debate.

## Lesson Context:

This lesson would fit in a US History, AP US History, or American Government Course. Due to the topic revolving around alcohol, it may be best used with older students. This lesson fits in the ratification debate and students should have some background knowledge regarding the various arguments for and against the ratification of the US Constitution as presented by the Federalists and the Anti-Federalists.

## Procedures:

1. Introduce what a toast is as well as the [Blog Post](#) from the New York Historical Society. Have students read the blog together or for homework.
2. Students will read the series of toasts and prepare for a group discussion using the guide provided. This may be done in small groups for homework.
3. Hold a class discussion or Socratic seminar regarding the toasts. Discussing the following:
  - a. Trends/similarities between the toasts- significance (ex. Number of toasts given, etc.)
  - b. Differences between toasts from different dates/locations
  - c. How topics in toasts changed from 1788-1790 (compared to the chart of ratification dates)
  - d. The Historical Context of the Toast (See c.)
  - e. What purpose did the toast serve?
  - f. Point of view- Federalist or Anti-Federalist
  - g. The general attitude of US Citizens regarding the US Constitution- positive, negative, etc.
4. Have students respond to the following prompt after the class discussion  
"Was the outlook of Americans positive or negative regarding Constitution as the states ratified the document?" Support your opinion using examples from the toasts.

## Extending the Lesson:

1. Compare political toasts from the ratification of the Constitution to political statements made on social media today.
2. Have students write their own toasts and then give them in class. Sparkling cider could be provided to add to the ambiance of the toasts.

3. Have students write Tweets or participate in a Twitter discussion about the ratification of the Constitution. Each student could be from a different state.

Name: \_\_\_\_\_

Read the Blog Post on Toasts in early American History, Each Toast, and use the chart showing when each state ratified the constitution to assist with establishing the context for each Toast.

1. Read each toast. List similarities that you find in the toasts. This could include: Topics, phrases, people, structure, events, # of toasts, etc.

2. Are there any toasts that are different or stand out from the other toasts. What is different? Why do you think it is different?

3. Choose 5 of toast and analyze each of the toasts for HAPPY (Historical Context, Audience, Point of View, Purpose). To assist with your analysis utilize the

H	H	H	H	H
A	A	A	A	A
P	P	P	P	P
P	P	P	P	P

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