

Objective: After students compare and contrast the political ideals on national banking of Thomas Jefferson and Alexander Hamilton using read and retell, students will analyze the lyrics of “Cabinet Battle #1” and “Nonstop”, from the Broadway production *Hamilton: An American Musical* in a homework assignment, in order to make memorable historical connections, scoring at least 8/10 correct on the assignment.

Standards and Indicators

New York State Standards for Social Studies

Key Idea

11.2d Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.

Key Concept

Students will examine Hamilton’s economic plan, the debate surrounding the plan, and its impacts on the development of political parties.

Indicator: *This will be evident when students inquire about Hamilton and Jefferson’s contrasting ideas on the creation of the national bank, and analyze its outcome.*

National Social Studies Standards and Themes

Key Idea

IV. Individual Development & Identity

Key Concept

F. explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions;

G. analyze a particular event to identify reasons individuals might respond to it in different ways;

Indicator: *This will be evident when students compare and contrast the ideals of Hamilton and Jefferson and identify why they may have disagreed on whether or not the creation of a national bank was constitutional.*

NCSS Inquiry Arc Standards

Key Idea

Dimension 2: Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline.

Indicator: *This will be evident when students analyze the issue of the bank debate and draw conclusions on to whether the creation of the national bank was and is Constitutional.*

Social Studies Practices: Habits of Mind

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.

Indicator: *This will be evident when students compare and contrast the viewpoints of Hamilton and Jefferson and their outlook on the creation of a national bank.*

Common Core EIA Standards

College and Career Readiness Standards in Reading, Speaking, and Listening

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Indicator: *This will be evident when students listen to the Read and Retell of the Bank Controversy outcome and analyze its significance.*

Materials

- SMART board
- Hamilton: “Nonstop” lyrics
- Hamilton: “Nonstop” song
- Prezi
- Index Cards
- Read and Retell Passage #1: Antifederalists and Federalists
- Read and Retell Passage #2: Solution on the Bank Debate
- Graphic Organizer
- Hamilton: “Cabinet Battle #1” lyrics
- Hamilton “Cabinet Battle #1” song
- Homework Assignment
- Homework Answer Key

Motivation

Students will listen to “Nonstop” from the Broadway production Hamilton: An American Musical, and with the lyrics that will be provided, will highlight any reference they note about Anti-Federalists and Federalists

Strategies

- Direct Instruction
- Cooperative Learning
- Group Discussion
- Read and Retell

Developmental Procedures

1. The teacher will begin the conversation of Jefferson and Hamilton with an analogy that provokes thinking and will get students on the track of deciding which founding father they agree with more, by asking the following question: “Imagine you are in a controlling relationship and you and your significant other break up. You then meet another person who you get to know and like, but as time goes on they begin to show qualities of your ex significant other. What do you do?” The idea is to relate students to something that is easily comprehensible to them, but the concept is supposed to reflect the mindset of the Anti-Federalists and their retaliation against a strong, British reflected, government.

2. Read and Retell #1: Federalists v.s. Anti federalists. The teacher will create heterogeneous pairs and will pass out index cards to every student in the class. The teacher will read aloud two separate paragraphs, two times each, describing the main political ideals of the Anti-Federalists and the Federalists. During each second reading, students will write down 5 words that they think are important in the paragraph. Students will then take turns using their five words to retell their partner the passage using the five words that they wrote down. The student who is listening to the retell will guess which five words their partner picked. At the end of each activity, the teacher will ask how many students got all of their partner's words correct in order to make a game out of the activity. Following the read and retell #1, students will respond to the following questions: *What is the difference between Federalists and Antifederalists? (Literal), Do you think the creation of a national bank is Constitutional? (Inferential), Predict how you think a solution will be created? (Metacognitive)*

3. Read and Retell #2: The teacher will repeat the read and retell activity using a passage #2, which is based on the solution to the bank controversy. Following this, the teacher will ask, and praise, the pairs who successfully got each other's words correct. After this activity the teacher will ask a series of questions to activate students' higher order thinking skills. *What was the outcome of the bank debate between Hamilton and Jefferson? (literal), Does any of the information you learned in class today reflect either your questions or facts from Cabinet Battle #1 that you wrote down at the beginning of class? (Inferential) How do you think society would look if the debate was settled in favor of Jefferson's plan? (metacognitive)*

4. Students will complete a T chart graphic organizer that compares and contrasts the political ideals of Anti-Federalists and Federalists, focusing on the bank debate between Hamilton and Jefferson. Students will also reflect on if their predictions on the outcome

of the debate were correct, and if they were not, will clarify any misconceptions on the graphic organizer.

Adaptations

- The English Language Learner will be provided the lyrics both in their native language and in English and will use both lyrics as a guide to understand and comprehend the content that is being presented in the song.
- The Student with a hearing disability will be provided with the questions that the teacher plans to ask, as well as a copy of the Read and Retell Passage on the Bank Debate.
- The student with fine motor issues will be able to write down their five words during the Read and Retell with an iPad.

Differentiation Of Instruction

- Auditory learners will be reached when students listen to the read and retell passage about the bank controversy.
- Visual learners will be reached when they complete the graphic organizer that sites the differences between Hamilton and Jefferson's political ideals, specifically, focusing on the bank debate.
- Interpersonal students will reached when students retell their versions of the passage by using the five words they wrote down on an index card.
- Musical learners will be reached when analyzing the song "Cabinet Battle #1".

Assessment

- The teacher will observe students as they retell the passage and check for accuracy (Informal).
- The teacher will assess for misconceptions when students complete their graphic organizer (Informal).
- Students will analyze the lyrics of Cabinet Battle #1, from the Broadway production Hamilton in a homework assignment, in order to make memorable historical connections, scoring at least 8/10 correct on the assignment (Formal).

Independent Practice

Students will synthesize the lyrics of “Cabinet Battle #1” and decode the historical significance of the song, by completing a series of guided questions

Follow Up: Direct Teacher Intervention and Enrichment

Direct Teacher Intervention: The teacher will show a short video of the bank debate and will assist students in answering the guided questions. Afterwards, the teacher will create a 3-D timeline with the students that depict the chain of events that occurred during the bank debate, including its outcome.

Enrichment: Students will complete a current events essay on how the modern day Congress reflect that of Federalists and Antifederalists difficulty with agreeing on issues and coming to a compromise.

Non Stop Lyric Excerpts

[HAMILTON]

I practiced the law, I practi'ly perfected it
I've seen injustice in the world and I've
corrected it

Now for a strong central democracy

If not, then I'll be Socrates
Throwing verbal rocks at these mediocrities

[BURR]

Hamilton, at the Constitutional Convention:

[HAMILTON]

I was chosen for the Constitutional
Convention!

[BURR]

There as a New York junior delegate:

[HAMILTON]

Now what I'm going to say may sound
indelicate...

[BURR]

Goes and proposes his own form of
government! His own plan for a new form of
government!

[BURR]

Talks for six hours! The convention is
listless!

[BURR]

Why do you always say what you
believe?

Why do you always say what you
believe?

Ev'ry proclamation guarantees free
ammunition for your enemies!

[BURR & MEN]

Why do you write like it's

Going out of style?

Write day and night like it's Going out of
style?

[BURR & COMPANY]

Ev'ry day you fight like it's

Going out of style

Do what you do

[BURR]

Alexander?

[HAMILTON]

Aaron Burr, sir

[BURR]

It's the middle of the night

[HAMILTON]

Can we confer, sir?

[BURR]

Is this a legal matter?

[HAMILTON]

Yes, and it's important to me

[BURR]

What do you need?

[HAMILTON]

Burr, you're a better lawyer than me

[BURR]

Okay

[HAMILTON]

I know I talk too much, I'm abrasive

You're incredible in court. You're

succinct, persuasive

My client needs a strong defense. You're

the solution

[BURR]

Who's your client?

[HAMILTON]

The new U.S. Constitution?

[HAMILTON]

A series of essays, anonymously published

Defending the document to the public

[BURR]

No one will read it

[HAMILTON]

I disagree

[BURR]

And if it fails?

[HAMILTON]

Burr, that's why we need it

[BURR]

The constitution's a mess

[HAMILTON]

So it needs amendments

[BURR]

It's full of contradictions

[HAMILTON]

So is independence

We have to start somewhere

[BURR]

No. No way

[HAMILTON]

You're making a mistake

[BURR]

Good night

[HAMILTON]

Hey

What are you waiting for?

What do you stall for?

[BURR]What?

[HAMILTON]

We won the war

What was it all for?

Do you support this constitution?

[BURR]

Of course

[HAMILTON]

Then defend it

[BURR]

And what if you're backing the wrong
horse?

[HAMILTON]

Burr, we studied and we fought and we
killed

For the notion of a nation we now get to
build

For once in your life, take a stand with pride

I don't understand how you stand to the side

[BURR]

I'll keep all my plans

Close to my chest

I'll wait here and see

Which way the wind

Will blow

I'm taking my time

Watching the

After birth of a nation

Watching the tension grow

I'm accompanied by someone who always
pays

I have found a wealthy husband

Who will keep me in comfort for all my
days

He is not a lot of fun, but there's no one

Who can match you for turn of phrase

My Alexander

[ANGELICA]

Don't forget to write

[ELIZA]

Look at where you are

Look at where you started

The fact that you're alive is a miracle

Just stay alive, that would be enough

And if your wife could share a fraction of
your time

If I could grant you peace of mind

Would that be enough?

[BURR] **Alexander joins forces with James**

Madison and John Jay to write a series of

essays defending the new United States

**Constitution, entitled The Federalist
Papers. The plan was to write a total of**

**twenty-five essays, the work divided
evenly among the three men.**

Read and Retell Passage #1: Federalists vs. Anti-federalists

Paragraph 1

The conflict between the Federalists and the Anti-federalists shaped much of the nation's early political debate and policy. The Federalists, led by Secretary of Treasury Alexander Hamilton, pushed for a strong central government, while the Anti-federalists, led by Secretary of State Thomas Jefferson, advocated states' rights over central power. Anti-federalists argued that the federal government should be limited to issues of national defense and interstate commerce, with all other powers left to the states. The Anti-federalists were mainly southern and agrarian, while the Federalists were concentrated in the Northeast and represented mercantile interests.

Paragraph 2

The growing divide between Federalists and Anti-federalists revealed itself most in the debate over national finances. In 1790, Hamilton proposed that the national government assume the unpaid war debts of the states. Anti-federalists believed this plan granted the national government undue economic power over the states.

Southern states particularly opposed the plan, since they had already paid off nearly all of their debts while the northern states lagged behind. Despite Southern and Anti-federalist opposition, the plan passed, in part because of a concession by the North to the South: in 1800, the nation's capital was moved from New York to a southern locale near the Potomac River, present-day Washington, D.C.

Questions

What is the difference between Federalists and Antifederalists? (Literal), Do you think the creation of a national bank is Constitutional?(Inferential), Predict how you think a solution will be created? (Metacognitive)

Read and Retell Passage #2: Bank Debate

After much debate, Congress created the First Bank of the United States, and President Washington signed it into law amid grave misgivings in 1791. Thomas Jefferson had opposed the bank saying it vastly exceeded what was specified in the Constitution and that it opened “a boundless field of power, no longer susceptible of any definition.” Hamilton countered that the power to charter corporations was inherent in government and that the Constitution authorized Congress to pass any laws “necessary and proper for carrying into execution . . . powers vested by the Constitution in the government of the United States.” This provision came to be known as the “elastic clause” for its opening to a broad interpretation or “loose construction” of the powers granted to the government by the Constitution.

Questions

What was the outcome of the bank debate between Hamilton and Jefferson? (literal), Does any of the information you learned in class today reflect either your questions or facts from Cabinet Battle #1 that you wrote down at the beginning of class? (Inferential) How do you think society would look if the debate was settled in favor of Jefferson’s plan? (metacognitive)

Graphic Organizer

Hamilton

Jefferson

Federalist or Anti-Federalist: _____	Federalist or Anti-Federalist: _____
Did or did not believe in the National Bank? Yes/ No (Circle one)	Did or did not believe in the National Bank? Yes/ No (Circle one)
Absorbed every states _____ as the federal _____	Wanted every state to pay back their own _____ on their own because _____ _____
Believed that the _____ amendment or the _____ in the Constitution allows for the creation of a national bank	Believed that the _____ amendment or the _____ in the Constitution does not call for the creation of a national bank.
Strong or loose interpreter of the Constitution? _____ This means that: _____ _____	Strong or loose interpreter of the Constitution? _____ This means that: _____ _____

Outcome of the Bank Controversy

Hamilton's side won in what ways?: _____

Jefferson's side won in what ways?: _____

Cabinet Battle #1 Lyrics

WASHINGTON:

Ladies and gentlemen, you coulda been
anywhere in the world tonight,
but you're here with us in New York City.
Are you ready for a cabinet meeting???

The issue on the table: Secretary
**Hamilton's plan to assume state debt
and establish a national bank.**
Secretary Jefferson, you have the floor, sir

JEFFERSON:

**'Life, liberty and the pursuit of
happiness.'**
**We fought for these ideals; we shouldn't
settle for less**

These are wise words, enterprising men
quote 'em
Don't act surprised, you guys, cuz I wrote
'em

JEFFERSON & MADISON:

Oww

JEFFERSON:

**But Hamilton forgets
His plan would have the government
assume states debts
Now, place your bets as to who that
benefits:
The very seat of government where
Hamilton sits**

HAMILTON:

Not true!

JEFFERSON:

Ooh, if the shoe fits, wear it
**If New York's in debt—
Why should Virginia bear it? Uh! Our
debts are paid, I'm afraid**
Don't tax the South cuz we got it made in
the shade
In Virginia, we plant seeds in the ground
We create. You just wanna move our money
around
This financial plan is an outrageous demand
And it's too many damn pages for any man
to understand
Stand with me in the land of the free
And pray to God we never see Hamilton's
candidacy
**Look, when Britain taxed our tea, we got
frisky
Imagine what gon' happen when you try
to tax our whisky**

WASHINGTON:

Thank you, Secretary Jefferson. Secretary
Hamilton, your response

HAMILTON:

Thomas. That was a real nice declaration
Welcome to the present, we're running a
real nation
Would you like to join us, or stay mellow
Doin' whatever the hell it is you do in
Monticello?
**If we assume the debts, the union gets
A new line of credit, a financial diuretic**

How do you not get it? If we're aggressive
and competitive

**The union gets a boost. You'd rather give
it a sedative?**

**A civics lesson from a slaver. Hey
neighbor**

**Your debts are paid cuz you don't pay for
labor**

"We plant seeds in the South. We create."

Yeah, keep ranting

We know who's really doing the planting

And another thing, Mr. Age of

Enlightenment

Don't lecture me about the war, you didn't
fight in it

You think I'm frightened of you, man?

We almost died in a trench

While you were off getting high with the
French

Thomas Jefferson, always hesitant with the
President

Reticent—there isn't a plan he doesn't
jettison

Madison, you're mad as a hatter, son, take
your medicine

Damn, you're in worse shape than the
national debt is in

Sittin' there useless as two shits

Hey, turn around, bend over, I'll show you

Where my shoe fits

WASHINGTON:

Excuse me? Jefferson, Madison, take a
walk! Hamilton,
take a walk! We'll reconvene after a brief
recess. Hamilton!

HAMILTON:

Sir!

WASHINGTON:

A word

MADISON:

You don't have the votes

JEFFERSON/MADISON:

You don't have the votes

JEFFERSON:

Aha-ha-ha ha!

JEFFERSON/MADISON:

**You're gonna need congressional
approval and you don't have the votes**

JEFFERSON:

Such a blunder sometimes it makes me
wonder why I even bring the thunder

MADISON:

Why he even brings the thunder...

WASHINGTON:

You wanna pull yourself together?

HAMILTON:

I'm sorry, these Virginians are birds of a
feather

WASHINGTON:

Young man, I'm from Virginia, so watch
your mouth

HAMILTON:

**So we let Congress get held hostage by the
South?**

WASHINGTON:

You need the votes

HAMILTON:

No, we need bold strokes. We need this plan

WASHINGTON:

No, you need to convince more folks

HAMILTON:

James Madison won't talk to me, that's a nonstarter

WASHINGTON:

Winning was easy, young man. Governing's harder

HAMILTON:

They're being intransigent

WASHINGTON:

You have to find a compromise

HAMILTON:

But they don't have a plan, they just hate mine!

WASHINGTON:

Convince them otherwise

HAMILTON:

What happens if I don't get congressional approval?

WASHINGTON:

I imagine they'll call for your removal

HAMILTON:

Sir—

WASHINGTON:

Figure it out, Alexander. That's an order from your commander

Homework Assignment: Analyzing “Nonstop” and “Cabinet Battle #1”

Directions: Using the song and lyrics to Cabinet Battle #1, and Nonstop (the song from class) analyze the lyrics and find their historical significance.

1. Using the song “Nonstop,” describe the difference between Federalists and Antifederalists
2. Who are the two characters arguing in Cabinet Battle #1 and why?
3. What does the lyric “*A civics lesson from a slaver. Hey neighbor your debts are paid cuz you don't pay for labor,*” spoken by Hamilton say about Jefferson’s character?
4. What document does Alexander Hamilton, James Madison, and John Jay create? Provide lyrical evidence from “Nonstop”
5. Analyze the quote “*Look, when Britain taxed our tea, we got frisky, Imagine what gon' happen when you try to tax our whisky,*” and describe its significance ***hint* you may need to do some investigating**
6. In the song “Nonstop,” What was Hamilton asking of Burr? Provide lyrical evidence and justify it.

7. What did Jefferson mean when he says “*If New York’s in debt—Why should Virginia bear it? Uh! Our debts are paid, I’m afraid!*”

8. Find three lyrical references that discuss Hamilton’s plan for the National Bank

9. Find three lyrical references that support Jefferson’s plan for the National Bank

10. When the cabinet is discussing the need for Congressional votes “*you need Congressional approval and you don’t have the votes*”, what were they referring to?

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