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Course: EDU 516  
Grade: 11  
Studies

Topic: Hamilton & Jefferson

Professor: Dr. Sheehan  
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Content Areas: Social

### **INSTRUCTIONAL OBJECTIVE(S) (Lesson Objective\*)**

After lessons on Hamilton and Jefferson, their character strengths and the formation of political parties, students will participate in a ‘rap battle’ in which they take on the roles of Hamilton and Jefferson and make an argument about political parties, the bank battle and neutrality. Students will demonstrate mastery of the objective by participating in a Kahoot activity answering at least 90% of questions correctly.

### **STANDARDS AND INDICATORS**

#### **New York State Social Studies Standards**

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.

- 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 develop a rap in which they analyze the formation of political parties and how they affected political parties today.

#### **National Social Studies Standards & Themes**

##### **IV. Individual Development & Identity**

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,

H. work independently and cooperatively to accomplish goals.

**Indicator:** This will be evident when students identify the differences between Hamilton and Jefferson and present these differences after working as a group to write a rap.

#### **NCSS C3 Inquiry Arc Dimension 4**

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator:** This will be evident when students present their rap battle to the class.

### **Common Core ELA Standards**

#### College and Career Readiness Anchor Standards for Reading

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

**Indicator:** This will be evident when students are able to make their own argument after synthesizing and understanding primary documents.

#### College and Career Readiness Anchor Standards for Writing

##### Production and Distribution of Writing

6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

##### Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Indicator:** This will be evident when students tweet to one another as a do now, as well as produce their own rap using information from a variety of sources.

### **Social Studies Practices: Habits of Mind**

#### A. Gathering, Interpreting and Using Evidence

**Indicator:** This will be evident when students show their understanding of the documents they have analyzed and effectively present an argument for Hamilton or Jefferson through the lens of a political rap.

### **MOTIVATION(Engaging the learner(s)\*)**

Students will tweet, using the class hashtag, one character strength and what modern day political party they think it aligns to. Then, they will tweet at one other classmate either agreeing or disagreeing, and why. This will lead to a class discussion to briefly go over the previous night's homework.

### **MATERIALS**

- *Hamilton* soundtrack
- Poster paper
- Markers
- Kahoot
- ipad/computer/phone

- SMARTBoard

### **STRATEGIES**

- History Alive Strategy: Rap Battle
- Groupwork
- Kahoot
- Class discussion
- Twitter chat

### **ADAPTATIONS**

- The student who is an English language learner will be given all of the handouts in both English as well as their native language. They will be encouraged to look onto both sheets so that they can make comparisons throughout the lesson.
- The student with the hearing disability will be given ahead of time a set of lyrics to the songs from *Hamilton* as well as an iPad with headphones should they prefer to listen to the music on their own.
- The student with fine motor issues will be given an iPad to take notes on with all of their handouts pre-uploaded on it.

### **DIFFERENTIATION OF INSTRUCTION**

- The needs of linguistic learners will be met when students write the rap that they will then present to the class.
- The needs of auditory learners will be met when they hear the song from Hamilton as the motivation, as well as the raps that their peers produce.
- The needs of kinesthetic learners will be met as students will be allowed to move around the room with their groups while doing their independent work.
- The needs of interpersonal learners will be met while the students are doing their group work.

### **DEVELOPMENTAL PROCEDURES**

1. Motivation: Students will tweet, using the class hashtag, one character strength and what modern day political party they think it aligns to. Then, they will tweet at one other classmate either agreeing or disagreeing, and why. This will lead to a class discussion to briefly go over the previous night's homework.
2. The teacher will lead a brief class discussion reviewing the previous night's homework.
3. Students will be placed into 4 mixed ability groups to begin preparation for the Hamilton v. Jefferson rap battle. The teacher will decide which two groups will be rapping about

Hamilton, and which two will be rapping about Jefferson. In their rap, students will have to discuss the character strengths of who they were assigned, how this affected their political beliefs, and how this relates to today. They also need to reference one of the politicians from the previous day's lesson. *What character strengths should you be assigning to each person? (literal) How can you use the Cabinet battle songs from "Hamilton" as an inspiration for your own rap? (inferential) What politician from yesterday's lesson best connects to the beliefs of Hamilton or Jefferson and why? (inferential) Why do you think character strengths play such a big role in the formation of political parties? (metacognitive)*

4. Each group will then work on their rap for about 15-20 minutes. Students will be given a sheet with a word bank on it that they must use in their rap. They will also be given a copy of the Cabinet Battle Lyrics as inspiration to work with. While students are doing this, the teacher will walk around the room monitoring progress, assessing student's work and answering questions. *What strengths do you want to include in your rap? (literal) Why are you choosing to include these particular strengths? (inferential) What facts do you think will make the strongest argument in your favor and why? (metacognitive)*
5. Each group will then present their rap to the class. They will hang a poster with the rap written on it on the board for the rest of the class to see.
6. Wrap up: Students will participate in a Kahoot which will assess student's knowledge on Hamilton and Jefferson, their character strengths and the formation of political parties.

### **ASSESSMENT**

The teacher will assess student's knowledge through a Kahoot which will ask questions about Hamilton and Jefferson, their character strengths and the formation of political parties, answering at least 90% of questions correctly.

<https://play.kahoot.it/#/lobby?quizId=01cfae10-8555-479c-a038-06053285637e>

### **INDEPENDENT PRACTICE**

Students will begin preparation for the unit assessment which will be an essay answering the question "Did Hamilton and Jefferson's character strengths lead to the formation of modern political parties?" Students will be given a graphic organizer that will help them collect their thoughts. Throughout the following days, students will work in class and at home finishing their essay which will serve as the unit assessment.

### **FOLLOW-UP:**

### **Academic Intervention**

Students who do not meet the objective will work with the teacher to fill out a graphic organizer that will clearly state the differences between Jefferson and Hamilton.

### **Academic Enrichment**

Students who surpass the objective will have the opportunity to write a second rap for the whoever they did not present in class.

## **TEACHER REFERENCES**

Milton, M. (n.d.). Hamilton vs. Jefferson: Using Hamilton the Musical in the Classroom.

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

Date: \_\_\_\_\_

### Hamilton v. Jefferson: Rap Battle Assignment Sheet

**Directions:** You'll be creating your own rap for a Hamilton v. Jefferson Rap Battle. Feel free to use the Cabinet Battle songs from *Hamilton* as inspiration and remember to have fun!

Be sure to include:

- At least one line about the **character strengths** of Hamilton or Jefferson
- At least one line about how this led to the **formation of political parties**
- At least one line about how this reflects **today's political parties**
- Use at least half of the words in this word bank

Bank	Washington	State's Rights	Social Intelligence
French Revolution	Federalist	Constitution	Teamwork
Neutrality	Anti-Federalist	Bravery	Central Government
National debt	Taxes	Perseverance	North
Hamilton	Jefferson	Zest	South
Democrat	Republican	Humility	Beauty & Excellence

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

Date: \_\_\_\_\_

Hamilton v. Jefferson: Unit Assessment Graphic Organizer

<b>Thomas Jefferson</b>	<b>Topic</b>	<b>Alexander Hamilton</b>
	Character Strengths	
	Political Party	
	Stance on the Constitution	
	Bank Issue	
	Stance on French Revolution	
	Type of government they favored	
	What political party do they align with today?	

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 the state's debts

Now, place your bets as to who that benefits:

The very seat of the government where Hamilton sit

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, were 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 as 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 a congressional approval and you don't have the votes

JEFFERSON:

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

Cabinet Battle #2 Lyrics

WASHINGTON:

The issue on the table: France is on the verge of war with England

And do we provide aid on our troops to our French allies or do we stay out of it?

Remember, my decision on this matter is not subject to congressional approval

The only person you have to convince is me

Secretary Jefferson, you have the floor, sir

JEFFERSON:

When we were on death's door, when we were needy

We made a promise, we signed a treaty

We needed money and guns and half a chance

Who provided these funds?

MADISON:

France

JEFFERSON:

In return, they didn't ask for land

Only a promise that we'd lend hand

And stand with them if they fought against oppressors

And revolution is messy but now is the time to stand

Stand with our brothers as they fight against tyranny

I know that Alexander Hamilton is here and he

Would rather not have this debate

I'll remind you that he is not Secretary of State

He knows nothing of loyalty

Smells like new money, dresses like fake royalty

Desperate to rise above his station

Everything he does betrays the ideals of our nation

ENSEMBLE:

Ooh!!

JEFFERSON:

Hey, and if ya don't know, now ya know, Mr. President

WASHINGTON:

Thank you, Secretary Jefferson. Secretary Hamilton, your response

HAMILTON:

You must be out of your Goddamned mind if you think

The President is gonna bring the nation to the brink

Of meddling in the middle of a military mess

A game of chess, where France is Queen and Kingless

We signed a treaty, with a King whose head is now in a basket

Would you like to take it out and ask it?

"Should we honor our treaty, King Louis' head?"

"Uh... do whatever you want, I'm super dead."

WASHINGTON:

Enough. Hamilton is right.

JEFFERSON:

Mr. President –

WASHINGTON:

We're too fragile to start another fight

JEFFERSON:

But sir, do we not fight for freedom?

WASHINGTON:

Sure, when the French figure out who's gonna lead 'em

JEFFERSON:

The people are leading –

WASHINGTON:

The people are rioting

There's a difference. Frankly, it's a little disquieting you would let your ideals blind you to reality

HAMILTON:

Sir

WASHINGTON:

Draft a statement of neutrality

JEFFERSON:

Did you forget Lafayette?

HAMILTON:

What?

JEFFERSON:

Have you an ounce of regret?

You accumulate debt, you accumulate power

Yet in their hour of need, you forget

HAMILTON:

Lafayette's a smart man, he'll be fine

And before he was your friend, he was mine

If we try to fight in every revolution in the world, we never stop

Where do we draw the line?

JEFFERSON:

So quick-witted.

HAMILTON:

Alas, I admit it.

JEFFERSON:

I bet you were quite a lawyer.

HAMILTON:

My defendants got acquitted.

JEFFERSON:

Yeah, well someone oughta remind you

HAMILTON:

What?

JEFFERSON:

You're nothing without Washington behind you

WASHINGTON:

Hamilton!

JEFFERSON:

Daddy's calling!