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Course: EDU 351

Date: November 9, 2016

Grade: 11

Topic: Hamilton v. Jefferson: National Bank

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE (*Lesson Objective(s))**

After analyzing primary source documents pertaining to Thomas Jefferson, Alexander Hamilton, and their position on the National Bank Controversy and answering questions that relate to their personal character strengths to their political beliefs and proposals, students will form an opinion based on evidence which seeks to answer the question of whether Jefferson and Hamilton's different positions on the National Bank were aligned with their personality strengths or not. Students will provide three examples from the primary sources, the song, "Cabinet Battle #1", and prior knowledge to support their claim.

CCLS / +NYS STANDARDS AND INDICATORS

Social Studies Standard (NYS) #1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Indicator: *This will be evident when students study the formation of the United States government in the late 1700s and early 1800s.*

Social Studies Standards (NYS) #5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Indicator: *This will be evident when students demonstrate an understanding of the opposing views of the roles of government exhibited by Alexander Hamilton and Thomas Jefferson.*

New York State Social Studies Standards:

Key Concept:

11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

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.

Indicator: *This will be evident when students confront the challenge that Hamilton and Jefferson faced with the National Bank Controversy.*

National Social Studies Standards and Themes:

V. Individuals, Groups, & Institutions

- Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture
- Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts
- Identify and describe examples of tensions between and individual's beliefs and government policies and laws
- Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so

VI. Power, Authority, & Governance

- Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations
- Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president

- Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security
- Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice

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 discover the tensions that existed between Hamilton and Jefferson, as well as when students study the political diversity faced in the early years of the nation.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

Indicator: *This will be evident when students analyze primary source documents, as well as when students integrate different formats (primary sources and musical lyrics) for homework.*

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Indicator: *This will be evident when students provide written evidence of character strengths found in the primary source documents.*

Social Studies Practices: Habits of Mind Skills

A. Gathering, Interpreting and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

C. Comparison and Contextualization

2. Categorize divergent perspectives of an individual historical event.

Indicator: *This will be evident when students identify evidence of character strengths and explain the arguments of both Hamilton and Jefferson regarding the National Bank Controversy.*

MOTIVATION (*Engaging the learners)**

Students will walk into the classroom as the song, “Cabinet Battle #1” from *Hamilton: An American Musical* is playing on the SMART Board. Once class has started, the teacher will pose the questions, “Do you believe that everything we’ve learned thus far about Thomas Jefferson and Alexander Hamilton is accurate? Where else could you obtain information to support the facts we learned about yesterday? Elaborate.” This will prompt a class discussion, where the teacher will ultimately introduce the lesson’s topic of analyzing primary source documents in search of evidence of character strengths of Jefferson and Hamilton.

MATERIALS

- SMART Board
- Audio file (“Cabinet Battle #1”)
- Primary source documents
- Writing utensils
- “Cabinet Battle #1” Lyrics

STRATEGIES (*Learning Strategies)**

- Group Discussion
- Independent Study
- Close Reading

ADAPTATIONS (*Exceptionality)**

- The student who is an English Language Learner will be provided with a sheet of defined vocabulary words from the primary documents that they will use to guide them in their readings.
- The student with a hearing disability will have preferential seating at the front of the room and will be provided with a voice amplifier.
- The student with fine motor issues will be able to use an iPad to complete the primary document worksheets; instead of handwriting their answers, they will type them.

DIFFERENTIATION OF INSTRUCTION

- For the students with strong linguistic intelligence, the reading and analysis of primary sources will capitalize on this strength.
- For the students with strong musical intelligence, the comparison of history to lyrics and music will capitalize on this strength.
- For the students with interpersonal strengths, the class discussions will capitalize on this strength.

DEVELOPMENTAL PROCEDURES

1. **Motivation:** Students will walk into the classroom as the song, “Cabinet Battle #1” from *Hamilton: An American Musical* is playing on the SMART Board. Once class has started, the teacher will pose the questions, “Do you believe that everything we’ve learned thus far about Thomas Jefferson and Alexander Hamilton is accurate? Where else could you obtain information to support the facts we learned about yesterday? Elaborate.” This will prompt a class discussion, where the teacher will ultimately introduce the lesson’s topic of analyzing primary source documents in search of evidence of character strengths of Jefferson and Hamilton. *(Why do you think I am asking you if you believe everything that we learned about Jefferson and Hamilton yesterday? (Metacognitive) What did Jefferson believe about the national bank and what did Hamilton believe about it? (Literal) Are there any other places where we could obtain information that gives us more personal information on the two men? (Interpretive))*

2. The teacher will briefly review the homework from the previous night. Students will then read, highlight, and analyze primary documents from Alexander Hamilton and Thomas Jefferson and their positions on the National Bank controversy. *(What is Hamilton’s position regarding the national bank? What is Jefferson’s? (Literal) Why do you think that the two men disagreed with one another? (Metacognitive) Why is it important for us to study history directly from the source? (Interpretive))*

3. Students will write down and explain any evidence from the documents that show how Hamilton and Jefferson’s character strengths influenced their feelings toward the creation of a national bank. *(How do the phrases or statements from the documents support or refute the argument that Hamilton and Jefferson’s character strengths influenced their political proposals? (Interpretive) Why do you think it is important to try to connect their character strengths with their political beliefs? (Metacognitive))*

4. After analyzing the primary source documents written by Alexander Hamilton and Thomas Jefferson, students and the teacher will engage in a formative discussion. Students will explain whether or not they believe that their character strengths influenced their political views and

actions. (*What evidence did you find to support your claim? (Literal) Who do you think had the stronger character strengths? (Interpretive) Do you think that your own character strengths influence how you feel about political issues today? (Metacognitive)*)

ASSESSMENT

Students will form an opinion based on evidence which seeks to answer the question of whether Jefferson and Hamilton's different positions on the National Bank were aligned with their personality strengths or not. Students will provide three examples from the primary sources, song, "Cabinet Battle #1", and prior knowledge to support their claim.

INDEPENDENT PRACTICE

For homework, students will decide which primary sources align with certain lyrics from the song, "Cabinet Battle #1" from *Hamilton: An American Musical*. Students will analyze the primary documents used in class and will find evidence from the song to support their findings.

FOLLOW UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, engage in a listen and retell activity that clearly lays out the character strengths of both Hamilton and Jefferson. Students will then construct a graphic organizer based on their character strengths and political positions.

Academic Enrichment: Students who successfully met the lesson objective will prepare opening statements for a debate to be held in class at a later date. Students will choose to either defend or reject the claim that the character strengths of Alexander Hamilton and Thomas Jefferson were not consistent with their political practices.

TEACHER REFERENCES

- Hamilton, A. (1790, December). *[Report on a National Bank]*. The Gilder Lehrman Collection, The Gilder Lehrman Institute of American History, New York, NY. Retrieved from <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Hamilton%20on%20National%20Bank%20excerpts.pdf>
- Jefferson, T. (1791). *[Opinion on the Constitutionality of a National Bank]*. The Gilder Lehrman Collection, The Gilder Lehrman Institute of American History, New York, NY. Retrieved from <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Document%20Analysis-%20Jefferson%20on%20a%20National%20Bank.pdf>
- Miranda, L.M., (2015). Cabinet battle #1 [Recorded by Christopher Jackson, Daveed Diggs, Lin-Manuel Miranda, Okieriete Onaodowan & the cast of *Hamilton*]. On *Hamilton* [CD]. New York, NY: Atlantic Records.
- The Gilder Lehrman Institute of American History. (2012). *Jefferson and Hamilton Quotes*. Retrieved from <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Jefferson%20and%20Hamilton%20Quotes.pdf>

Name _____

Period _____

Hamilton in His Own Words – Read the excerpts from Secretary of Treasury Alexander Hamilton’s *Report on a National Bank*. As you read the document, highlight any evidence in the text that can be attributed to Hamilton’s character strengths while trying to understand his position on creating a national bank. Be sure to keep track of Hamilton’s arguments and consider your own thoughts as you fill in the chart below.

<p style="text-align: center;">To the Speaker of the House of Representatives: The Secretary respectfully reports:</p> <p>. . . That a National Bank is an Institution of primary importance to the prosperous administration of the Finances, and would be of the greatest utility in the operations connected with the support of the Public Credit . . The following are among the principal advantages of a Bank. First. The augmentation of the active or productive capital of a country. Gold and Silver, when they are employed merely as the instruments of exchange and alienation, have been not improperly denominated dead Stock; but when deposited in Banks, to become the basis of a paper circulation, which takes their character and place, as the signs or representatives of value, they then acquire life, or, in other words, an active and productive quality . . . It is evident, for instance, that the money, which a merchant keeps in his chest, waiting for a favourable opportunity to employ it, produces nothing 'till that opportunity arrives. But if instead of locking it up in this manner, he either</p>	<p>Evidence of Character Strengths:</p>
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deposits it in a Bank, or invests it in the Stock of a Bank, it yields a profit, during the interval . . . His money thus deposited or invested, is a fund, upon which himself and others can borrow to a much larger amount. It is a well established fact, that Banks in good credit can circulate a far greater sum than the actual quantum of their capital in Gold and Silver. . . The money of one individual, while he is waiting for an opportunity to employ it, by being either deposited in the Bank for safe keeping, or invested in its Stock, is in a condition to administer to the wants of others, without being put out of his own reach . . This yields an extra profit, arising from what is paid for the use of his money by others, when he could not himself make use of it; and keeps the money itself in a state of incessant activity . . . There is nothing in the Acts of Congress, which imply an exclusive right in the institution, to which they relate, except during the term of the war. There is therefore nothing, if the public good require it, which prevents the establishment of another . . . This is a strong argument for a new institution, or for a renovation of the old, to restore it to the situation in which it originally stood, in the view of the United States.

Evidence of Character Strengths:

Name _____

Period

Jefferson in His Own Words – Read these excerpts from Secretary of State Thomas Jefferson’s *Opinion on the Constitutionality of a National Bank*. As you read the document, highlight any evidence in the text that can be attributed to Jefferson’s character strengths while trying to understand his position on creating a national bank. Be sure to keep track of Jefferson’s arguments and consider your own thoughts as you fill in the chart below.

<p>The bill for establishing a National Bank undertakes among other things. .</p> <p>7. to give them the sole and exclusive right of banking under the national authority; and so far is against the laws of Monopoly.</p> <p>8. To communicate to them a power to make laws paramount to the laws of the States: for so they must be construed, to protect the institution from the control of the State legislatures; and so, probably, they will be construed. I consider the foundation of the Constitution as laid on this ground: That “all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people.” [XIIth amendment.] To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition. The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United</p>	<p>Evidence of Character Strengths:</p>
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States, by the Constitution...It is known that the very power now proposed as a means was rejected as an end by the Convention which formed the Constitution. A proposition was made to them to authorize Congress to open canals, and an amendatory one to empower them to incorporate. But the whole was rejected, and one of the reasons for rejection urged in debate was, that then they would have a power to erect a bank, which would render the great cities, where there were prejudices and jealousies on the subject, adverse to the reception of the Constitution . . . It may be said that a bank whose bills would have a currency all over the States, would be more convenient than one whose currency is limited to a single State. So it would be still more convenient that there should be a bank, whose bills should have a currency all over the world. But it does not follow from this superior conveniency, that there exists anywhere a power to establish such a bank; or that the world may not go on very well without it . . . The present is the case of a right remaining exclusively with the States, and consequently one of those intended by the Constitution to be placed under its protection. It must be added, however, that unless the President's mind on a view of everything which is urged for and against this bill, is tolerably clear that it is unauthorised by the Constitution; if the pro and the con hang so even as to balance his judgment, a just respect for the wisdom of the legislature would naturally decide the balance in favor of their opinion.

Evidence of Character Strengths:

Name _____

Period _____

Jefferson and Hamilton Quotes

1. "I consider the foundation of the Constitution as laid on this ground: That "all powers not delegated to the United States, by the Constitution, nor prohibited by it to the States, are reserved to the States or to the people." To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a boundless field of power, no longer susceptible of any definition." -Jefferson

Character Strength Evidence and Explanation:

2. "It would reduce the whole instrument to a single phrase, that of instituting a Congress with power to do whatever would be for the good of the United States; and, as they would be the sole judges of the good or evil, it would be also a power to do whatever evil they please." -Jefferson

Character Strength Evidence and Explanation:

3. "The second general phrase is, "to make all laws necessary and proper for carrying into execution the enumerated powers." But they can all be carried into execution without a bank. A bank therefore is not necessary, and consequently not authorized by this phrase." -Jefferson

Character Strength Evidence and Explanation:

4. "The proposed bank is to consist of an association of persons, for the purpose of creating a joint capital, to be employed, chiefly and essentially, in loans. So far, the object is not only lawful, but it is the mere exercise of a right which the law allows to every individual." -Hamilton

Character Strength Evidence and Explanation:

5. "And in the last place, it will be argued, that it is clearly within the provision which authorizes the making of all needful rules and regulations concerning the property of the United States, as the same has been practised upon by the Government." - Hamilton

Character Strength Evidence and Explanation:

6. "To deny the power of the Government to add this ingredient to the plan, would be to refine away all government." -Hamilton

Character Strength Evidence and Explanation:

“Cabinet Battle #1” from *Hamilton*

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 state’s 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