

Name: Brittany Hesser

Professor: Dr. Sheehan

Course: EDU 516

Date: November 9, 2016

Grade: 11

Topic: Hamilton & Jefferson

Content Area: Social Studies

INSTRUCTIONAL OBJECTIVE

After reading documents and taking part in a History Mystery activity, students will draw evidence from the documents provided in order to analyze who the specified recent presidents would support, Jefferson or Hamilton. Each group will formulate an argument in which they support their stance with evidence from the documents with 85% accuracy according to a teacher-created rubric.

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.

Indicator: This will be evident when students analyze the formation of political parties with Hamilton and Jefferson and compare them to political parties today.

National Social Studies Standards & Themes

V. Individuals, Groups, & Institutions

Indicator: This will be evident through the student analysis of the formation and views of political parties in America.

VI. Power, Authority, & Governance

Indicator: This will be evident through the student analysis of the formation and views of political parties in America.

NCSS C3 Inquiry Arc

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Indicator: This will be evident through the students' analysis of documents provided by the teacher in the History Mystery activity to evaluate the connections between character strength and political parties in modern times and during the first years under the Constitution.

Common Core ELA Standards

CCSS.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Indicator: This will be evident by the student's use of the evidence in the documents to analyze and reflect on the connections between Hamilton and Jefferson and the modern

political parties.

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting, and Using Evidence

Indicator: This will be evident through the students' analysis of the documents provided during the History Mystery activity and their ability to pull information from the documents that can be used in their argument.

MOTIVATION

Students will perform a 3-2-1 activity in which they write down three presidents they believe had exceptional character, two ways a person's character affects him or her as a leader/president, and one character-based question they think all presidential candidates should have to answer before taking office. Answers will be discussed as a class.

MATERIALS

- Poster pad
- Colored markers
- Whiteboard markers
- 3-2-1 worksheet
- History Mystery folders with documents
- Rubrics
- Exit tickets

STRATEGIES

- 3-2-1
- History Mystery
- Groupwork
- Argumentative writing
- Claim-checking
- Exit Ticket

ADAPTATIONS

- The English Language Learner will be provided with a dictionary to help him understand the texts provided.
- The student with a hearing disability will be placed towards the front of the room so that he may better hear the teacher and group presentations.
- The student who struggles with fine motor skills will be able to use her iPad during class to take notes and fill out provided worksheets.

DIFFERENTIATION OF INSTRUCTION

- Interpersonal learners will be able to work in groups to decipher documents for the History Mystery activity.
- Introverted students will be able to formulate a written argument within their group while the extroverted learner may present the argument orally to the class.
- Linguistic learners will be able to read primary source documents, including speeches and quotations from their assigned president.
- Auditory learners will be able to listen to group and class discussion on the issues being addressed in class.

DEVELOPMENTAL PROCEDURES

1. Motivation: Students will perform a 3-2-1 activity in which they write down three presidents they believe had exceptional character, two ways a person's character affects him or her as a leader/president, and one character-based question they think all presidential candidates should have to answer before taking office. Answers will be discussed as a class. *What effect does character have on leadership ability? Do you think a good character equates to a good leader?*
2. Students will be placed into four(4) mixed-ability groups and will take part in a History Mystery. Each group will be assigned to a station, and each station will have an envelope filled with primary source documents regarding a post-WWII US president. Students will analyze the documents to find character strengths of those presidents and to decide whether that particular president would have supported Hamilton or Jefferson in the cabinet battles. They will use evidence from the documents to formulate and support their argument. They will have the option of creating a poster with their president's basic information, character traits, and any other information they find relevant. This will take approximately 20 minutes. *What are the character strengths of this president? What effect do you think these character strengths had on his presidency?*
3. Each group will present their argument to the class, explaining the evidence from the documents, the character strengths they believe their assigned president had, and who their assigned president would have supported, Hamilton or Jefferson. This will take approximately 10 minutes. *Would this president have supported Hamilton or Jefferson in the cabinet debates? Why? What does this say about party affiliation?*
4. Wrap-up: Students will write an exit ticket in which they explain the connections between modern political parties and the political parties formed by Jefferson and Hamilton. The teacher will explain the homework assignment and answer any questions. This will take approximately 5 minutes. *Did Hamilton and Jefferson lay the groundwork for modern day political parties? Explain the connections between modern political parties and those formed by Hamilton and Jefferson.*

ASSESSMENT

Each group will formulate an argument in which they support their stance with evidence from the documents with 85% accuracy according to a teacher-created rubric.

INDEPENDENT PRACTICE

Students will analyze the character strengths they believe are associated with either political party (they may choose which party to focus on) and explain how those character strengths impact their stance on government and policy.

FOLLOW-UP

Academic Intervention: Students who do not meet the objective will be given a worksheet with the character strengths of Hamilton and Jefferson and the character strengths of two post-WWII presidents. They will, under direct teacher supervision, look through the documents to find evidence that supports those particular character strengths. They will then make connections between the stances of Jefferson and Hamilton and the modern political parties using a graphic organizer under direct teacher guidance.

Academic Enrichment: Students whose performance surpasses the objective will choose any former US President (excluding the four discussed in class) and analyze their character strengths in a short research project.

TEACHER REFERENCES

Allen, C. (2014, June 5). Call him the quipper: 10 memorable Reagan quotes. *USA Today*.

Retrieved from <http://www.usatoday.com/story/news/nation-now/2014/06/05/ronald-reagan-president-quotes/9879899/>

Brainy Quote. (2016). *Quotes*. Retrieved from www.brainyquote.com

Reagan, R. (2007). *The reagan diaries*. D. Brinkley (Ed.). New York, NY: HarperCollins.

Suri, J. (2010). *American foreign relations since 1898: A documentary reader*. UK: Blackwell Publishing.

VIA Institute on Character. (2016). *Character strengths*. Retrieved from

<http://www.viacharacter.org/www/Character-Strengths/Science-Of-Character>

Name _____

Date _____

Ms. Hesser

Hamilton v Jefferson

Presidential Character Strengths 3-2-1

3: Name three presidents you believe had exceptional character.

(1) _____

(2) _____

(3) _____

2: Name two ways a person's character affects him/her as a leader.

(1) _____

(2) _____

1: Ask one character-based question that you believe all presidential candidates should have to answer prior to taking office.

RONALD REAGAN



DOB: February 6, 1911

Born in: Tampico, Illinois

Political Party: Republican Party

Presidency: 1981–1989

Nicknames: “Dutch,” “The Great Communicator,” “The Gipper”

Career: Ronald Reagan spent his early life as an avid supporter of the Democrats. He began his career as an actor, and slowly became more and more involved in politics. In the 1950’s, he began to grow

more conservative, and in 1962, he officially pledged loyalty to the Republican Party. In 1967, Reagan became the Governor of California, where he served until 1975. In 1981 Ronald Reagan was inaugurated as the 40th president of the United States. He served two terms and was a very popular president.

Fun Fact: On a trip to England, Reagan was fed so many brussel sprouts that he swore them off for life. His favorite food, however, was jelly beans, and a bowl of them could be found at every cabinet meeting.

Thomas Jefferson once said, ‘We should never judge a president by his age, only by his works.’ And ever since he told me that, I stopped worrying. - Ronald Reagan

BILL CLINTON



DOB: August 19, 1946

Born in: Hope, Arkansas

Political Party: Democratic Party

Presidency: 1993–2001

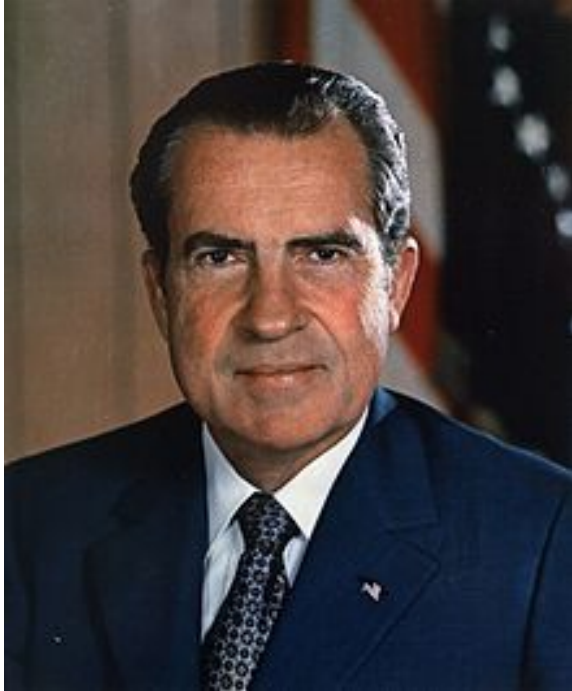
Career: Bill Clinton studied law at Yale University and later went on to teach law at the University of Arkansas. In 1976, Clinton was named Attorney General of Arkansas, and in 1978 he became the Governor of the state. He remained the Governor of Arkansas until 1992, when he ran for and won the seat of the President. Clinton had a very popular presidency, despite scandals and an

impeachment (for which he was not found guilty).

Fun Fact: Bill Clinton was a saxophone player in his high school band, and upon graduation, received music scholarships.

"Politics gives guys so much power that they tend to behave badly around women. And I hope I never get into that." - Bill Clinton

RICHARD NIXON



DOB: January 9, 1913

Born in: Yorba Linda, California

Political Party: Republican Party

Presidency: 1969–1974

Career: Nixon served as an officer in the US Navy, and after arriving home, began his political career by being elected into the House of Representatives in 1946. In 1950, Nixon became a senator. He served as the Vice President for Eisenhower and

after ran for president against JFK, to whom he lost. He ran again in 1968 and won. He had many great accomplishments during his presidency, particularly in foreign relations, however most were overshadowed by the Watergate Scandal which took place during his second term, and led to his resignation.

Fun Fact: While serving in the U.S. Navy during World War II, Richard Nixon won large amounts of money playing poker. He used these winnings to help fund his first political campaign in 1946.

“I have often thought that if there had been a good rap group around in those days, I might have chosen a career in music instead of politics.” - Richard Nixon

JIMMY CARTER



DOB: October 1, 1924

Born in: Plains, Georgia

Political Party: Democratic Party

Presidency: 1977–1981

Career: Jimmy Carter served in the Navy. After returning home, he first began his career in politics by being elected to the local board of education. In 1962, he became a senator for Georgia and in 1970, he ran for the governorship and won. In 1974, he began traveling across the country and marketing himself as the most honest

politician who would never tell a lie. He won the presidency and was sworn in in 1977. He served one term and faced many difficulties during his presidency.

Fun Fact: Jimmy Carter had an incident in which he claims to have seen a UFO, and promised that when elected president, he would release all information the federal government had on UFO sightings.

“I look forward to these confrontations with the press to kind of balance up the nice and pleasant things that come to me as president.” - Jimmy Carter

Ronald Reagan Documents

(cut each document out and place into appropriate History Mystery envelope)

“Freedom is the right to question and change the established way of doing things. It is the continuing revolution of the marketplace. It is the understanding that allows us to recognize shortcomings and seek solutions. It is the right to put forth an idea, scoffed at by the experts, and watch it catch fire among the people. It is the right to dream-- to follow your dream or stick to your conscience, even if you’re the only one in a sea of doubters. Freedom is the recognition that no single person, no single authority or government has a monopoly on the truth, but that every individual life is infinitely precious, that every one of us put on this world has been put there for a reason and has something to offer.”

-Ronald Reagan, speech at Moscow State University, 1988

“I know that you’ve been horrified, as I have, by the resurgence of some hate groups preaching bigotry and prejudice. Use the mighty voice of your pulpits and the powerful standing of your churches to denounce and isolate these hate groups in our midst. The commandment given to us is clear and simple: “Though shalt love thy neighbor as thyself.”

But whatever sad episodes exist in our past, any objective observer must hold a positive view of American history, a history that has been the story of hopes fulfilled and dreams made into reality. Especially in this century, America has kept alight the torch of freedom, but not just for ourselves but for millions of others around the world.”

-Ronald Reagan, 1983, “Evil Empire” Speech

"Government growing beyond our consent had become a lumbering giant, slamming shut the gates of opportunity, threatening to crush the very roots of our freedom. What brought America back? The American people brought us back -- with quiet courage and common sense; with undying faith that in this nation under God the future will be ours, for the future belongs to the free."

-Ronald Reagan, 1986 State of the Union Address

“Freedom is never more than one generation away from extinction. We didn’t pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children’s children what it was once like in the United States where men were free.”

-Ronald Reagan

“Man is not free unless government is limited.”

-Ronald Reagan

“Government is not the solution to our problem; government is the problem.”

-Ronald Reagan, first inaugural speech

“The federal government did not create the states; the states created the federal government.”

-Ronald Reagan

Richard Nixon Documents

(cut each document out and place into appropriate History Mystery envelope)

“We could not let a country, no matter how big, gobble up its neighbor. It cost me-- I don't say this with sorrow because it was right-- it cost me politically, but I think history will record that it was the right thing to do.”

-Richard Nixon to Chairman Mao (Chinese leader), 1972, during first US relations with China since their communist revolution

“The answer to many of the domestic problems we face is not higher taxes and more spending. It is less waste, more results and greater freedom for the individual American to earn a rightful place in his own community - and for States and localities to address their own needs in their own ways, in the light of their own priorities.”

-Richard Nixon

“At home, we must reject the mistaken notion - a notion that has dominated too much of the public dialogue for too long - that ever bigger Government is the answer to every problem.”

-Richard Nixon

“Government can provide opportunity. But opportunity means nothing unless people are prepared to seize it.”

Richard Nixon

“We must always remember that America is a great nation today not because of what government did for people but because of what people did for themselves and for one another.”

-Richard Nixon

Jimmy Carter Documents

(cut each document out and place into appropriate History Mystery envelope)

“Our policy must shape an international system that will last longer than secret deals. We cannot make this kind of policy by manipulation. Our policy must be open; it must be one of constructive global involvement, resting on five cardinal principles.”

-Jimmy Carter, Address to the University of Notre Dame, 1977, calling for a transparent US foreign policy in which all international players can cooperate towards a democratic goal

“...I think always to tell the truth in a sometimes blatant way, even though it might be temporarily unpopular, is the best approach.”

-Jimmy Carter

“If you don’t want your tax dollars to help the poor, then stop saying you want a country based on Christian values-- because you don’t.”

-Jimmy Carter

“Although we had some terrible challenges and temptations while I was in office, we never dropped a bomb... we never launched a missile... and we never fired a bullet. I think that one of the main requirements for a strong military... is to prevent war, not to cause war.”

-Jimmy Carter

“Failure is a reality. We all fail at times, and it’s painful when we do. But it’s better to fail while striving for something wonderful, challenging, adventurous, and uncertain than to say ‘I don’t want to try because I may not succeed...’”

-Jimmy Carter

Bill Clinton Documents

(cut each document out and place into appropriate History Mystery envelope)

"If you live long enough, you'll make mistakes. But if you learn from them, you'll be a better person. It's how you handle adversity, not how it affects you. The main thing is never quit, never quit, never quit"

-Bill Clinton

"I like the job . . . The bad days are part of it. I didn't run to have a pleasant time, I ran to have the chance to change the country, and if the bad days come with it—that's part of life, and it's humbling and educational. It keeps you in your place."

-Bill Clinton on being president

“A lot of presidential memoirs, they say, are dull and self-serving. I hope mine is interesting and self-serving.”

-Bill Clinton

“Our democracy must be not only the envy of the world but the engine of our own renewal. There is nothing wrong with America that cannot be cured by what is right with America. And so today we pledge an end to the era of deadlock and drift, and a new season of American renewal has begun.

To renew America, we must be bold. We must do what no generation has had to do before. We must invest more in our own people, in their jobs, and in their future, and at the same time cut our massive debt. And we must do so in a world in which we must compete for every opportunity. It will not be easy. It will require sacrifice, but it can be done and done fairly, not choosing sacrifice for its own sake but for our own sake. We must provide for our Nation the way a family provides for its children.”

-Bill Clinton, 1993, Inaugural Address

“Let us put aside personal advantage so that we can feel the pain and see the promise of America. Let us resolve to make our Government a place for what Franklin Roosevelt called bold, persistent experimentation, a Government for our tomorrows, not our yesterdays.”

-Bill Clinton, 1993, Inaugural Address

History Mystery Rubric

Group Members: _____

	1- Developing	2- Approaching Expectations	3- Meeting Expectations	4- Exceeding Expectations
Introduction of former President [15]	Student does not formally introduce the president.	Student introduces president by name only, failing to include relevant facts such as political affiliation, years served, or any other information.	Student discusses the former president's political stance, birthdate, and other relevant facts, including when they served as president.	Student discusses the former president's political stance, birthdate, and other relevant facts, including when they served as president. Student brings in outside information.
Analysis of character strengths [25]	Student fails to discuss the character strengths of their president, or eludes to a character strength without providing any evidence or explanation.	Student identifies 1-2 character strengths of their president, but provides little to no evidence or elaboration to explain their choices.	Student identifies 2-3 character strengths of their president, using evidence from the documents to elaborate on their character strengths.	Student identifies three or more character strengths of their president, using evidence from the documents and direct quotations to support their choices.
Analysis of documents [25]	Student fails to discuss the views of their president, or eludes to a viewpoint without providing any evidence or explanation.	Student identifies views of their president but provides little to no explanation or evidence to support their choices.	Student correctly identifies the views of their president, using evidence from the documents to support their choices.	Student correctly identifies the views of their president, using evidence from the documents and direct quotations to support their choices.
Hamilton or Jefferson? [25]	Student does not discuss who their president would have supported, Hamilton or Jefferson.	Student attempts to discuss who their president would have supported, Hamilton or Jefferson, but provides little to no evidence to support their choice.	Student identifies who their president would have supported, Hamilton or Jefferson, using evidence from the documents to support their answer.	Student identifies who their president would have supported, Hamilton or Jefferson, using multiple pieces of evidence to support their answer.
Delivery [10]	Student does not make eye contact or speak clearly when presenting.	Student somewhat makes eye contact and clarity of speech varies.	Student makes eye contact and speaks clearly.	Student makes eye contact, speaks clearly, and uses a visual aid.

<p>NAME _____</p> <p>DATE _____</p> <p>CLASS _____</p>	<p>EXIT</p> <p>TICKET</p>
<p>NAME _____</p> <p>DATE _____</p> <p>CLASS _____</p>	<p>EXIT</p> <p>TICKET</p>
<p>NAME _____</p> <p>DATE _____</p> <p>CLASS _____</p>	<p>EXIT</p> <p>TICKET</p>