

Student: Marisa Terranova  
Course: EDU 351  
Grade: 11  
Content Area: Social Studies

Dr Sheehan  
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Topic: Intro to Hamilton and Jefferson's Character Strengths

### **Instructional Objective**

After learning about character strengths, listening to excerpts from two songs from the play *Hamilton: An American Musical*, and doing a read and retell about Thomas Jefferson, students will identify which character strengths best apply to Alexander Hamilton and Thomas Jefferson based on evidence by writing a short essay. This essay will contain a minimum of three accurate, relevant facts.

### **Standards and Indicators**

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

##### **Key Idea:**

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 Concepts:**

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 write a short essay identifying important character strengths that apply to Alexander Hamilton and Thomas Jefferson.*

#### **National Social Studies Standards and Themes**

##### **4. Individual Development & Identity**

- Describe personal changes over time, such as those related to physical development and personal interests
- Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

##### **5. Individuals, Groups, & Institutions**

- 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 an individual's beliefs and government policies and laws

## **NCSS C3 Inquiry Arc**

### Dimension 1:

Dimension 1 of the arc features the developing of questions and the planning of investigations. With a robust question in mind, teachers and students determine the kind of content (Dimension 2) they need to create a plan to address their questions

### 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 determine which character strengths best apply to Alexander Hamilton and Thomas Jefferson by analyzing excerpts of songs from the play Hamilton: An American Musical and a short reading passage about Thomas Jefferson.*

## **Common Core ELA Standards**

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

#### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text

#### Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

**Indicator:** *This will be evident when students listen to and read through lyrical excerpts and read a short passage to determine the character strengths of Alexander Hamilton and Thomas Jefferson.*

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

#### Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Indicator:** *This will be evident when students write a short essay explaining which character strengths best apply to Alexander Hamilton and Thomas Jefferson and explain their reasoning for choosing the ones they did for each.*

### **College and Career Readiness Anchor Standards for Speaking and Listening**

## Comprehension and Collaboration

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations.

**Indicator:** *This will be evident when students listen to excerpts of songs from the play Hamilton: An American Musical to determine Alexander Hamilton's character strengths and when students explain to the class which lyrics made them choose the character strengths they did.*

## Motivation

Students will watch a YouTube video of a telling of the story Giraffes Can't Dance to introduce the idea of character strengths.

## Materials

- SMART board
- Giraffes Can't Dance story video
- PowerPoint presentation
- Character Strengths Chart
- Hamilton and Jefferson Character Strengths Chart
- Hamilton: "Alexander Hamilton" song
- Hamilton: "Alexander Hamilton" lyrics sheet
- Hamilton: "My Shot" song
- Hamilton: "My Shot" lyrics sheet
- Index cards
- Read and retell passages on Thomas Jefferson

## Strategies

- Read and retell
- Group discussion
- Cooperative learning
- Independent work

## 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.

- 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**

- For the auditory learner students will listen to excerpts from “Alexander Hamilton” and “My Shot” to analyze Hamilton’s character strengths.
- For the visual learner students will be provided with lyrics sheets of the two songs the students are going to listen to, and a chart of the eight character strengths that best apply to either Alexander Hamilton, Thomas Jefferson, or both of them.

### **Developmental Procedures**

1. Students will be given a chart with character strengths with a description of them and get into pairs. In their pairs they will identify two of each other’s character strengths and explain to their partner why they chose those two for them.
2. Students will then be given a chart with eight character strengths that apply to Alexander Hamilton, Thomas Jefferson, or both of them and a lyrics sheet to follow along with as they listen to excerpts from the songs “Alexander Hamilton” and “My Shot” from the play *Hamilton: An American Musical*. As students listen to the excerpts, on their charts they will write an “H” for Hamilton in the boxes of the character strengths they feel best apply to Hamilton. After listening to both excerpts students will share in a class discussion what character strengths they chose. (*What lyrics in the songs made you choose those character strengths?*)
3. Students will then participate in a read and retell activity. They will be given two short passages about Thomas Jefferson and an index card. Students will divide the index card in half and write the numbers 1-5 on the left hand side of both halves. The teacher will then put them into pairs. The students will then read the passages and write down 5 words or phrases from both that they feel are most important to determining Jefferson’s character strengths. After both partners have finished this they will take turns retelling what they read using the five words or phrases they wrote down on their index cards for each passage. After both students have shared their words or phrases they will, together, determine which character strengths best apply to Jefferson based on the readings by writing a “J” for Jefferson in the boxes they feel best apply to him. Students will then share what character strengths their groups chose for Jefferson. (*What sentences in the readings led you to choose those character strengths?*)
4. Students will write a short essay answering the prompt “What character strengths best apply to Alexander Hamilton and Thomas Jefferson? Provide evidence from the lyrics of the two song excerpts we listened to and from the two read and retell passages to support your answer.” Students will write a minimum of two paragraphs to answer this prompt.

The teacher will walk around to students to assess their progress and offer assistance to students who have questions.

### **Assessment**

Students will write a short essay identifying which character strengths best apply to Alexander Hamilton and Thomas Jefferson and explain their reasoning. This essay will contain a minimum of three accurate, relevant facts.

### **Independent Practice**

Students will discuss with their parents what their character strengths are, and make two lists: one of their character strengths based on what their parents said and another of what their parents' character strengths are. Students will bring their lists to the next class and share them in groups of four.

### **Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, along with the teacher, will determine their own character strengths as well as the teacher's. The teacher will then help the student fill out a chart worksheet of the eight character strengths that best apply to Hamilton, Jefferson, or both.

Academic Enrichment: The student will choose another Founding Father and do a short research assignment to determine their character strengths. The student will present their findings to the class.

## Teacher References

F. (2010). Giraffes Can't Dance. Retrieved from

<http://www.youtube.com/watch?v=kVzblgpqQnk>

Miranda, L. (2015). Alexander Hamilton. Retrieved from

<http://genius.com/Lin-manuel-miranda-alexander-hamilton-lyrics>

Miranda, L. (2015). My Shot. Retrieved from

<http://genius.com/Lin-manuel-miranda-my-shot-lyrics>

Thomas Jefferson Biography. (2015, February 15). Retrieved from

<http://www.biography.com/people/thomas-jefferson-9353715>

**Read and Retell #1:**

As a boy, Thomas Jefferson's favorite pastimes were playing in the woods, practicing the violin and reading. He began his formal education at the age of nine, studying Latin and Greek at a local private school run by the Reverend William Douglas. In 1757, at the age of 14, he took up further study of the classical languages as well as literature and mathematics with the Reverend James Maury, whom Jefferson later described as "a correct classical scholar."

**Read and Retell #2:**

Jefferson was the spokesman of liberty and a racist slave owner, the champion of the common people and a man with luxurious and aristocratic tastes, a believer in limited government and a president who expanded governmental authority beyond the wildest visions of his predecessors, a quiet man who abhorred politics and the most dominant political figure of his generation. The tensions between Jefferson's principles and practices make him all the more apt a symbol for the nation he helped create, a nation whose shining ideals have always been complicated by a complex history.

### “Alexander Hamilton” Lyrics

How does a bastard, orphan, son of a whore and a Scotsman,  
dropped in the middle of a forgotten Spot in the Caribbean by  
providence, impoverished, in squalor  
Grow up to be a hero and a scholar?

The ten-dollar Founding Father without a father  
Got a lot farther by working a lot harder By being a lot smarter By  
being a self-starter  
By fourteen, they placed him in charge of a trading charter

And every day while slaves were being slaughtered and carted Away  
across the waves, he struggled and kept his guard up  
Inside, he was longing for something to be a part of  
The brother was ready to beg, steal, borrow, or barter



## “My Shot” Lyrics

I am not throwing away my shot! □ I am not throwing away my shot!

Hey yo, I’m just like my country □ I’m young, scrappy and hungry

And I’m not throwing away my shot!

I’m ‘a get a scholarship to King’s College

I prob’ly shouldn’t brag, but dag, I amaze and astonish

The problem is I got a lot of brains but no polish □ I gotta holler just to be heard □ With every word, I drop knowledge!

I’m a diamond in the rough, a shiny piece of coal

Tryin’ to reach my goal. My power of speech: unimpeachable

Only nineteen but my mind is older

These New York City streets get colder, I shoulder □ Ev’ry burden, ev’ry disadvantage

I have learned to manage, I don’t have a gun to brandish

I walk these streets famished

The plan is to fan this spark into a flame

## Character Strengths Hamilton vs Jefferson

<p style="text-align: center;"><u>Perspective</u></p> <ul style="list-style-type: none"> <li>• Wisdom</li> <li>• Providing Wise Counsel</li> </ul> <p>Taking the “big picture” view</p>	
<p style="text-align: center;"><u>Bravery</u></p> <ul style="list-style-type: none"> <li>• Valor</li> <li>• Not shrinking from fear</li> </ul> <p>Speaking up for what’s right</p>	
<p style="text-align: center;"><u>Perseverance</u></p> <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Industry</li> </ul> <p>Finishing what one starts</p>	
<p style="text-align: center;"><u>Zest</u></p> <ul style="list-style-type: none"> <li>• Vitality</li> <li>• Enthusiasm</li> <li>• Vigor</li> <li>• Energy</li> <li>• Feeling alive</li> </ul>	
<p style="text-align: center;"><u>Social Intelligence</u></p> <ul style="list-style-type: none"> <li>• Aware of the motives/feelings of self/others</li> <li>• Knowing what makes other people tick</li> </ul>	
<p style="text-align: center;"><u>Teamwork</u></p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Social responsibility</li> <li>• Loyalty</li> </ul>	
<p style="text-align: center;"><u>Humility</u></p> <ul style="list-style-type: none"> <li>• Modesty</li> <li>• Letting one’s accomplishments speak for themselves</li> </ul>	
<p style="text-align: center;"><u>Appreciation of Beauty &amp; Excellence</u></p> <ul style="list-style-type: none"> <li>• Awe</li> </ul>	

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