



Did the character strengths of Jefferson and Hamilton help develop the political foundations of today?

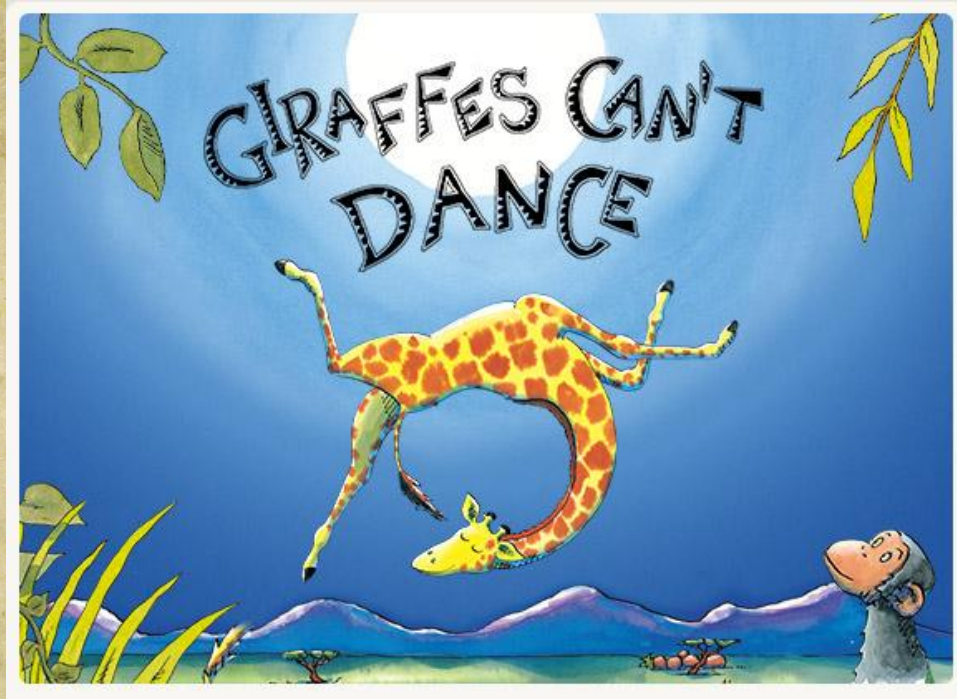
Tara Bickerton, Anna Cavaluzzi, Andie Floresta, Brittany Hesser,  
Danielle Miller, Marisa Terranova, & Kenneth Waldvogel

# DAY 1: Introduction to Character Strengths



Marisa Terranova

# *Giraffes Can't Dance*



# *Character Strengths*

Turn to a partner and discuss two character strengths you feel they possess and explain why you chose them.



# The VIA Classification of 24 Character Strengths

ViaCharacter.org

<b>WISDOM</b> <ul style="list-style-type: none"> <li>• Originality</li> <li>• Adaptive</li> <li>• Ingenuity</li> </ul>	<b>CREATIVITY</b> <ul style="list-style-type: none"> <li>• Interest</li> <li>• Novelty-Seeking</li> <li>• Exploration</li> <li>• Openness</li> </ul>	<b>CURIOSITY</b> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Thinking Things Through</li> <li>• Open-mindedness</li> </ul>	<b>JUDGMENT</b> <ul style="list-style-type: none"> <li>• Mastering New Skills &amp; Topics</li> <li>• Systematically Adding to Knowledge</li> </ul>	<b>LOVE OF LEARNING</b> <ul style="list-style-type: none"> <li>• Wisdom</li> <li>• Providing Wise Counsel</li> <li>• Taking the Big Picture View</li> </ul>	<b>PERSPECTIVE</b>
<b>COURAGE</b> <ul style="list-style-type: none"> <li>• Valor</li> <li>• Not Shrinking from Fear</li> <li>• Speaking Up for What's Right</li> </ul>	<b>BRAVERY</b> <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Industry</li> <li>• Finishing What One Starts</li> </ul>	<b>PERSEVERANCE</b> <ul style="list-style-type: none"> <li>• Authenticity</li> <li>• Integrity</li> </ul>	<b>HONESTY</b> <ul style="list-style-type: none"> <li>• Vitality</li> <li>• Enthusiasm</li> <li>• Vigor</li> <li>• Energy</li> <li>• Feeling Alive</li> </ul>	<b>ZEST</b> 	
<b>HUMANITY</b> <ul style="list-style-type: none"> <li>• Both Loving and Being Loved</li> <li>• Valuing Close Relations with Others</li> </ul>	<b>LOVE</b> <ul style="list-style-type: none"> <li>• Generosity</li> <li>• Nurturance</li> <li>• Care &amp; Compassion</li> <li>• Altruism</li> <li>• "Niceness"</li> </ul>	<b>KINDNESS</b> 		<b>SOCIAL INTELLIGENCE</b> <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>	
<b>JUSTICE</b> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Social Responsibility</li> <li>• Loyalty</li> </ul>	<b>TEAMWORK</b> 		<b>FAIRNESS</b> <ul style="list-style-type: none"> <li>• Just</li> <li>• Not Letting Feelings Bias Decisions About Others</li> </ul>	<b>LEADERSHIP</b> <ul style="list-style-type: none"> <li>• Organizing Group Activities</li> <li>• Encouraging a Group to Get Things Done</li> </ul>	
<b>TEMPERANCE</b> 	<b>FORGIVENESS</b> <ul style="list-style-type: none"> <li>• Mercy</li> <li>• Accepting Others' Shortcomings</li> <li>• Giving People a Second Chance</li> </ul>	<b>HUMILITY</b> <ul style="list-style-type: none"> <li>• Modesty</li> <li>• Letting One's Accomplishments Speak for Themselves</li> </ul>	<b>PRUDENCE</b> <ul style="list-style-type: none"> <li>• Careful</li> <li>• Cautious</li> <li>• Not Taking Undue Risks</li> </ul>	<b>SELF-REGULATION</b> <ul style="list-style-type: none"> <li>• Self-Control</li> <li>• Disciplined</li> <li>• Managing Impulses &amp; Emotions</li> </ul>	
<b>TRANSCENDENCE</b> <ul style="list-style-type: none"> <li>• Appreciation of Beauty &amp; Excellence</li> <li>• Awe</li> <li>• Wonder</li> <li>• Elevation</li> </ul>	<b>GRATITUDE</b> <ul style="list-style-type: none"> <li>• Thankful for the Good</li> <li>• Expressing Thanks</li> <li>• Feeling Blessed</li> </ul>	<b>HOPE</b> <ul style="list-style-type: none"> <li>• Optimism</li> <li>• Future-Mindedness</li> <li>• Future Orientation</li> </ul>	<b>HUMOR</b> <ul style="list-style-type: none"> <li>• Playfulness</li> <li>• Bringing Smiles to Others</li> <li>• Lighthearted</li> </ul>	<b>SPIRITUALITY</b> <ul style="list-style-type: none"> <li>• Religiousness</li> <li>• Faith</li> <li>• Purpose</li> <li>• Meaning</li> </ul>	

## *Alexander Hamilton*

Listen to the excerpt from the song "Alexander Hamilton" from the play *Hamilton: An American Musical* and on your character strengths chart put an "H" on the strengths that best describe Hamilton.

Listen to the excerpt from the song "My Shot" and do the same as the above.

## *Thomas Jefferson*

**After reading both passages, you and your partner will write a "J" on your character strength charts on the strengths that best describe Jefferson.**

### Read and Retell #1:

A passage about Thomas Jefferson's childhood past-time from Jefferson's biography.

### Read and Retell #2:

A summation of Thomas Jefferson's beliefs that fueled his actions in his lifetime

Write a short essay (minimum of 2 paragraphs) answering the question:

**What character strengths best apply to Alexander Hamilton and Thomas Jefferson? Provide evidence from the lyrics of the excerpts of the two songs we listened to and from the read and retell passages to support your answer.**



## *Homework*

Discuss with your parents what character strengths are.

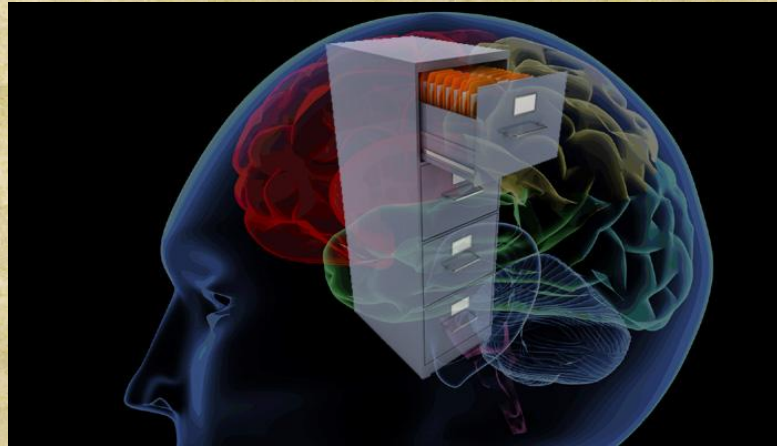
Ask your parents what they think your character strengths are and list them (no more than 3 each).

THEN ask your parents what they think *their* character strengths are and list them (no more than 3 each).

Bring your lists with you to share next class.

# DAY 2: Filling the Filing Cabinet

## National Bank Controversy



Andie Floresta

## **Do Now**

Listen to the song “Nonstop” from the Broadway production *Hamilton: An American Musical*, and follow along with the lyrics. Using a Highlighter, annotate any historical references you see or hear about Federalists or Anti Federalists.

## **Essential Question:**

*“How did the Federalists and Antifederalists, lead by Alexander Hamilton and Thomas Jefferson, disagree on the creation of the national bank?”*

“Imagine you get out of a very controlling relationship...”



## *Read and Retell #1 Federalists and Antifederalists (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.

## *Read and Retell #1 Federalists and Antifederalists (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.

## *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.

## 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 lose interpreter of the Constitution? _____  This means that: _____	Strong or lose interpreter of the Constitution? _____  This means that: _____

### Outcome of the Bank Controversy

Hamilton's side won in what ways?: \_\_\_\_\_

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Jefferson's side won in what ways?: \_\_\_\_\_

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# *Homework*

Using the songs "Non-stop" and "Cabinet Battle #1", analyze the lyrics provided and synthesize how the lyrics represent history and each historians character strengths.

# DAY 3: National Bank Controversy



Analysis of Primary Documents & connections to  
Character Strengths



Danielle Miller



### Cabinet Battle #1

Christopher Jackson, Daveed Diggs,  
Lin-Manuel Miranda,  
Okieriete Onaodowan

Hamilton

## Do Now

1. Review Homework
2. 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?

### **Essential Question:**

*Are Jefferson and Hamilton's different positions on the National Bank aligned with their personality strengths or not?*

## *Primary Document #1: 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.

## *Primary Document #2: Jefferson in His Own Words*

Read the 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.

## *Primary Document #3: Jefferson and Hamilton Quotes*

“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:**

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“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:**

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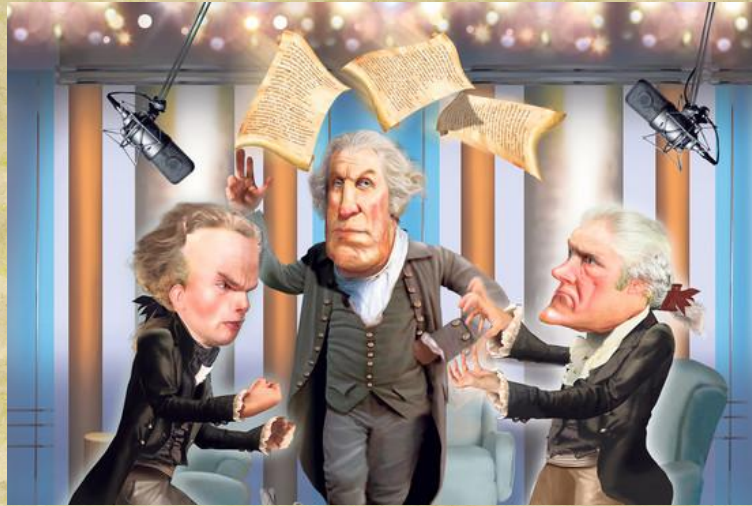
After the activity today, do you feel that Jefferson and Hamilton's different positions on the National Bank aligned with their character strengths? Why or Why not?



# Homework

For homework, decide which primary sources align with certain lyrics from the song, "Cabinet Battle #1" from *Hamilton: An American Musical*. Be sure to use evidence from the song to support your findings!!!

# DAY 4: Neutrality



Filling the Filing Cabinet

Kenneth Waldvogel

# *CABINET BATTLE #2*

Write a few sentences  
about lyrics from the song  
that stand out to you.

*Alexander Hamilton v. Thomas Jefferson*



v.



# *Read and Retell #1*

- Question 1: Which two countries were the main players in the French Revolutionary war? (*Literal*)
- Question 2: Do you think that America was obligated to help in the conflict or not? (*Inferential*)
- Question 3: Predict if you think America chose to proclaim its neutrality or if it decided to get involved (*Metacognitive*)

## *Read and Retell #2*

- Question 1: What was the result of the debate between Jefferson and Hamilton? (*Literal*)
- Question 2: Does any of the information from this passage reflect the ideas of the song "Cabinet Battle #2?" (*Inferential*)
- Question 3: How do you think the history of our nation would be different if Washington listened to Jefferson instead of Hamilton? (*Metacognitive*)

# *Homework*

Using the song "Cabinet Battle #2" (the lyrics are provided) and the reading passages, answer the questions on the worksheet. Make sure to answer the questions in complete sentences!

# DAY 5: Neutrality Documents

Analysis of Primary Source Documents



Presented by Tara Bickerton





<https://www.youtube.com/watch?v=B0HZUatZtXI>

## **Do Now:**

1. Listen to "Cabinet Battle #2"
2. Teacher will have a discussion with the class and ask the following questions: How do we know the facts we read in our textbooks is accurate? Do you believe that the textbook is bias? Why or why not?

## **Essential Question:**

*Are Jefferson and Hamilton's different positions on neutrality and the French Revolution aligned with their personality strengths?*

# Document #1:

“The people are if possible to be made to believe, that the Proclamation of neutrality issued by the President of the US was unauthorized illegal and officious—inconsistent with the treaties and plighted faith of the Nation—inconsistent with a due sense of gratitude to France for the services rendered us in our late contest for independence and liberty—inconsistent with a due regard for the progress and success of republican principles...Pains are likewise taken to inflame the zeal of the people for the cause of France and to excite their resentments against the powers at War with her.”

**Alexander Hamilton**

**Defense of the President's Neutrality Proclamation, May 1793**

# Reading Like a Historian Questions:

1. (Sourcing) Who wrote this article and why? Do you think the author has a bias in any way?
2. (Close Reading: Perspective) Does the author support the United States position of neutrality?
3. (Close Reading: Inferential) What historical event is the author referring to when they state, “sense of gratitude to France for the services rendered us in our late contest for independence and liberty”.
4. (Context) What is happening in France from 1789-1799 and how is it affecting the United States foreign policy?

# Document #2

“We have had 13 states independent 11 years. There has been one rebellion. That comes to one rebellion in a century & a half for each state. What country before ever existed a century & half without a rebellion? What country can preserve its liberties if their rulers are not warned from time to time that their people preserve the spirit of resistance? Let them take arms. What signify a few lives lost in a century or two? The tree of liberty must be refreshed from time to time with the blood of patriots & tyrants. It is its natural manure.”

**Thomas Jefferson**

**Letter to William Smith, November 1787**

# Reading Like a Historian Questions:

1. (Sourcing) Who wrote the article and why? Does the author have a bias? Create a question that you can ask the author to check their integrity
2. (Close Reading: Inferential and Academic) What does the author mean by, “The tree of liberty must be refreshed from time to time with the blood of patriots & tyrants”?
3. (Close Reading: Perspective) What are the author’s views on the French Revolution? Find a quote from the article to support your answer.
4. (Corroboration) How does this document compare/contrast to the first document about neutrality?

# Homework

## Hamilton vs. Jefferson Neutrality Homework

Directions: Below is the lyrics to “Cabinet Battle #2” from Hamilton the Musical. Using the primary source documents from the Reading Like a Historian activity, match up 3-5 quotes from the documents to the lyrics in the song. Fill out the graphic organizer below.

# DAY 6: History Mystery

Ms. Hesser



## Essential Question:

“Do modern political parties reflect the character strengths that led to Hamilton and Jefferson forming political parties?”

# **3-2-1 Activity!**

*Does a good leader/president have to have a good character?*

# History Mystery Directions:

- (1) Read through the documents provided and analyze them. Look for character strengths of the president, as well as their views, particularly on government and policymaking.
- (2) As a group, discuss the documents and decide who your president would support, Hamilton or Jefferson. Use evidence from the documents to explain your thought process.
- (3) Prepare an argument to present to the class including an introduction of your president, an explanation of their character strengths and their political stance (citing evidence from the documents), and your argument for whether they would support Hamilton or Jefferson. Your argument will be presented orally to the class. Use the rubric provided to guide your argument.

# History Mystery!

Tips for Success

- Character Strengths to look for:
  - Perspective
  - Bravery
  - Perseverance
  - Zest
  - Social Intelligence
  - Teamwork
  - Humility
  - Appreciation of Beauty & Excellence
- Use quotations and directly reference the documents when explaining your argument
- Claim-check! Evaluate the validity of your sources.

Exit Ticket: Briefly explain the connections between modern political parties and the political parties formed by Hamilton and Jefferson.

Homework : Choose one of the two major political parties, Democrats or Republicans. Explain the character strengths you believe are associated with that party and explain how those character strengths impact their views on policy and government.

# DAY 7: Rap Battle



Anna Cavaluzzi

# Essential Question

How can we bring to life the differences between Hamilton and Jefferson through music?

## Do Now

Using the #edu35101 hashtag, tweet **one character strength** and what **modern day political party** you think it aligns to.

Then, respond to one other classmate either **agreeing** or **disagreeing** and why.

<https://twitter.com/hashtag/edu35101?f=tweets&vertical=default&src=hash>



# Hamilton v. Jefferson Rap Battle

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

Wrap it up!

***Kahoot!***

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

***Homework:*** The unit assessment is an essay answering the question “Did Hamilton and Jefferson’s character strengths lead to the formation of modern day political parties?” For homework, you will fill out the graphic organizer comparing Jefferson and Hamilton in preparation for the essay you will write.