

HAMILTON WAS HERE

RIISING UP IN REVOLUTIONARY PHILADELPHIA

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Community Partner

**THE
PHILADELPHIA
FOUNDATION**



TEACHER GUIDE

DEAR EDUCATOR,

The Museum of the American Revolution, together with Bank of America and our community partner The Philadelphia Foundation, is proud to present this collection of educator resources for *Hamilton Was Here: Rising Up in Revolutionary Philadelphia*.

The materials presented here explore Hamilton’s role in the American Revolution and in shaping a new nation – and the significant role the city of Philadelphia played as the backdrop for some of the most critical moments in Hamilton’s life. These resources were created for use by both educators and students, as part of pre or post-visit activities in the classroom or independent of a visit to the Museum, and can be modified for different age and ability levels. The pack contains primary source materials, historical content and suggested activities designed to examine the very many real-life decisions Hamilton had to make as a soldier and statesman. It also reveals the rich cast of characters that peopled the stage of Hamilton’s dramatic life as it unfolded in Philadelphia, the new nation’s capital and one of its largest and most culturally diverse cities.

The Museum of the American Revolution brings the causes, events and ideas of the American Revolution to life through immersive and creative programming for people of all ages and diverse life experiences. The Museum is committed to producing well-researched, high-quality programs and learning resources that draw on the Museum’s collections and exhibits to present multiple historical perspectives through the eyes of real people who lived through the Revolution. In doing so, we empower learners to think critically, understand and respect the views of others, and make positive changes in their communities and beyond.

To learn more about educational opportunities at the Museum, please visit our website, where you can sign up for our educator e-newsletter, or contact us at education@amrevmuseum.org.

We hope you enjoy these materials and share your learning with us on our social media channels (@amrevmuseum).

Sincerely,

Dr. Elizabeth Grant
Director of Education

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Please visit our website to view supplemental resources.

TELL US!

How did you use the activities and resources in our guide? Send us an email at education@amrevmuseum.org or connect with us on social media (@amrevmuseum) to share activities in action, or examples of student work!

HOW TO USE THIS RESOURCE

This Hamilton Teacher Resource Pack parallels and expands on *Hamilton Was Here: Rising Up in Revolutionary Philadelphia*, an interactive installation at the Museum of the American Revolution from October 2018 to March 2019.

This pack presents suggested activities—through eight main thematic unit/lesson plans—and provides supplementary materials: a timeline of Hamilton’s life, thematic overviews (background information), primary sources and other images, a pullout map/poster, further research and links, a glossary, and additional printable materials to carry out the lessons. Content is targeted to middle school students, with extension activities that also make them adaptable for upper elementary and high school classes.

The units are flexible, with modular lesson components you can use at your discretion to match your needs and time available. The modules include activities designed for student engagement, development, and culmination, as

well as writing/discussion prompts and extensions/adaptations of various lengths. All units are aligned to national standards as well as standards for Pennsylvania, New Jersey and Delaware.

These suggested activities relate to both the interactive installation and school programs at the Museum—both described below. If you are planning a visit with your students, recommendations for pre-visit and post-visit activities are indicated in the introduction to each unit. All the activities are intended to enhance, not duplicate your Museum experience (except where noted). If you are not planning a field trip, they are also appropriate to use independent of a visit to *Hamilton Was Here*.

Hamilton Was Here: Rising Up in Revolutionary Philadelphia

From October 2018 to March 2019, the Museum of the American Revolution presents *Hamilton Was Here: Rising Up in Revolutionary Philadelphia*. This interactive installation explores the city’s key role in the meteoric rise of Alexander Hamilton, the founding father and architect of the financial system of the United States whose story has been rediscovered by the public through the phenomenal success of *Hamilton: An American Musical*.

Timed to coincide with the lead-up to the 2019 presentation of the musical at Philadelphia’s Kimmel Center for the Performing Arts, *Hamilton Was Here* offers students an interactive playscape of five evocative spaces, each with facilitated activities and experiences that illustrate Hamilton’s fight to create an independent United States and a strong federal republic. As students explore how Hamilton impacted Philadelphia and Philadelphia impacted him over the course of his life, they’ll debate

his decisions, consider alternatives and discover how Hamilton’s Philadelphia experience continues to shape their own lives in the present.

All students will have the opportunity to engage in each environment’s key activity: learning to load and fire a cannon as Hamilton’s artillery would have at the Battles of Trenton and Princeton; attempting to balance the scales of state and national powers at the Constitutional Convention; designing and acting out protocols for the new presidency at the President’s House; designing or trading currency at the First Bank; and analyzing a painting to figure out the meaning and limits of revolution during the Whiskey Rebellion. However, specific facilitated programs led by trained museum educators will allow students in 5th through 8th grades to focus in on key topics recommended by our Teacher Advisory Group for their age-appropriateness and relation to state standards.

5th & 6th Grade: Money Madness Challenge

Themes: Hamilton in Philadelphia, Economics

A nation cannot survive on ideas alone, and Alexander Hamilton desperately wants the United States to survive. But there are a million and one challenges facing the new nation, and they all boil down to money! In this hour-long facilitated experience, students will have fun exploring Hamilton's Philadelphia right here in the Museum, completing challenges, solving puzzles and figuring out which decisions will help get this young country headed down a path to economic success.

At the Battle of Princeton, students will learn how leadership and teamwork are crucial to reducing both the economic and human costs of loading and firing a cannon. At the Pennsylvania State House, students will attempt to balance the scales of power between state and federal government under the Articles of Confederation and the Constitution, while understanding the tensions between morality, economics, and national unity. At the President's House, students will develop protocols for meeting and greeting the first President – and dress the part – while considering the role of money in politics. At the First Bank of the United States, students will discover the challenges of trading when multiple currencies are in circulation, and perhaps design their own new national currency, complete with symbolism that encourages consumer and national confidence. Finally, during the Whiskey Rebellion, students will analyze a painting that suggests revolution is afoot while debating how to raise money for the new nation without bringing back cries of “No taxation without representation!”

Students in grades 9 through 12 are invited to self-guide through *Hamilton Was Here* with their chaperones, while trained educators occupy the space to facilitate activities and answer questions. In taking part in either experience, students are positioned as inheritors of the ongoing Revolution that Hamilton helped create and asked to consider the meaning and impact of his decisions upon their world today.

7th & 8th Grade: Becoming Hamilton

Themes: Hamilton in Philadelphia,
Overcoming Adversity, Historical Empathy

How do you become one of 18th-century America's most loved and hated men? How do you rise from a childhood of abandonment and poverty to become one of the most powerful men in a brand new nation? In short, how do you become Alexander Hamilton? In this 60-minute facilitated experience, students will explore how a “young, scrappy and hungry” teenager from the islands used hard work and luck to create a future for himself and his adopted nation. With scenes of 18th-century Philadelphia as their backdrop, students will discover the challenges Hamilton faced and the decisions he made as the nation came of age. Throughout, they'll ask themselves, did he get it right?

On the banks of the Delaware River, students will consider the meaning, value and challenges of leadership and teamwork as they learn to load and fire a cannon as Hamilton's artillery crew. In the Pennsylvania State House, students will debate the correct balance of state and national powers in the Articles of Confederation and the Constitution while questioning if there were better ways to set up the new government. At the President's House, students will take on Hamilton's challenge of creating new protocols for meeting and sharing ideas with President Washington that weren't out of step with a nation founded on an ideal of equality, while considering if the force of public opinion would change their minds. At the First Bank of the United States, students will strategize for the economic stability of the new nation, debating whether Hamilton owed his loyalty to fellow veterans of the Revolutionary War or to the nation at large and figuring out how to bring order to and instill confidence in the young nation's currency. Finally, students will step into the Whiskey Rebellion to debate whether Hamilton infringed on protester's First Amendment rights when he encouraged a military response to civilian protests against the government.

Alexander Hamilton

The purpose of this unit is to introduce students to Alexander Hamilton—his life and legacy—while also engaging them in questioning popular assumptions about his background and character. These modules are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum, but are particularly well-suited as pre-visit activities.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

Explore Hamilton’s background, early life, and character, questioning popular assumptions.

Examine how both determination and luck factored into his life and achievements.

Develop a familiarity with his contributions to the U.S. Constitution and the American financial system.

Reflect on his relevance today.

Materials

Thematic Overview: Alexander Hamilton

Primary Sources:

Portrait: *Alexander Hamilton* by John Trumbull, 1792 (Crystal Bridges Museum of American Art and The Metropolitan Museum of Art).

Other Resources: Alexander Hamilton Timeline

PROCEDURES

Engagement 5–10 minutes

HAVE YOU HEARD OF HIM?

Teacher preparation: Review thematic overview. Download or print/copy image and discussion prompts as desired.

Ask students if they can name any founders of the United States of America. Show full-length portrait of Hamilton by John Trumbull (1792). Using the discussion prompts that accompany the painting in the Primary Sources section, engage students in investigating this image.

Development 15–20 minutes

INTERACTIVE TIMELINE: HAMILTON’S LIFE

Teacher preparation: Print timeline and cut apart, one event/year per strip (or group multiple events together, depending on class size).

Hand out timeline event strips, one per student. Ask students to arrange themselves in chronological order. When ready, ask them to read events aloud, in order.

Discuss:

Was he actually an immigrant who came from nothing? What does it mean to be an immigrant? To come “from nothing?”

When do you think he showed hard work or perseverance when faced with a challenge?

When do you feel he experienced luck?

Which events in his life were most important to the future of the United States?

Additional Options:

Perform: Ask students to vote on the most interesting challenge in Hamilton’s life. Divide students into small groups

and ask each group write and act out a scenario dramatizing one of multiple ways he could have responded to the challenge. Follow up with discussion.

Turn & Talk: With a partner, ask students to discuss one or more of the prompts below.

Read: Distribute and have students read Alexander Hamilton thematic overview.

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

What is a challenge you've face in your life, and how did it change you?

What is an opportunity you've had to improve your life? Did you take advantage of it? How would you respond to a similar opportunity in the future?

What would life today be like without ____? (Choose something Hamilton helped create, e.g., a strong national government that can pass and enforce laws that states must obey, U.S. Constitution, standardized national currency.)

MORE EXTENSIONS/ADAPTATIONS

The following could be done as a class, in small groups, or individually.

Biographical Details

After students read the Alexander Hamilton thematic overview, play the song "Alexander Hamilton" from the *Hamilton: An American Musical* soundtrack. Ask students to compare and contrast what they now know about Hamilton with what the musical presents as his early biography. Discuss discrepancies.

Available: youtu.be/VhinPd5RRJw (Please review explicit lyrics to determine whether content is appropriate for your class.)

Or, "clean" version: www.youtube.com/watch?v=TGBWGkvRIjY

See also: "Correcting Hamilton," *The Harvard Gazette*: news.harvard.edu/gazette/story/2016/10/correcting-hamilton/

Hamilton & You

Guide students in creating a Venn diagram showing similarities and differences between their life story and Hamilton's early life story. Discuss.

Hamilton's Relevance – Art/Media Project

Ask students to use any medium that interests or inspires them (e.g., drawing/painting, photography, collage/mixed media, digital media, creative writing; or a combination) to design and produce a creative product that responds to the question: How do Hamilton's contributions to the United States affect your life?

(Hint: Think about systems he helped create, for example, national government, U.S. Constitution, national currency.)

Hamilton's Contemporaries – In Their Own Words

Ask students to choose one or more quotes/passages from Hamilton's contemporaries describing him, and then answer in some form: What was this person saying about Hamilton? What reason(s) might he or she have had to describe Hamilton in this way?

Selection available: *Alexander Hamilton: From Obscurity to Greatness* by John P. Kaminski (Wisconsin Historical Society, 2016): books.google.com/books?id=iFkdDQAAQBAJ

Hamilton and Philadelphia

The purpose of this unit is for students to explore Alexander Hamilton’s experiences in Revolutionary Philadelphia —and how they may have influenced his vision of what the country could become—by surveying the busy, diverse city he knew and comparing and contrasting it with modern-day Philadelphia. These modules are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum, but are particularly well-suited as pre-visit activities.

Aims/Objectives

The activities and extensions in this unit provide opportunities for students to:

Reflect on how people can be impacted by and have an impact on their geographic, physical, and social environments.

Quantify the time Hamilton spent in Philadelphia and discover some of the places and people he would have encountered in that time.

Characterize similarities and differences between Philadelphia then and now, including its built environment and population.

Materials

Thematic Overview: Hamilton and Philadelphia

Primary Sources:

Print: “Back of the State House, Philadelphia” by William Birch, 1799 (Yale University Art Gallery).

Painting: *The Residence of Washington in High Street* by William L. Breton, 1790s (Historical Society of Pennsylvania).

Print: “Bank of the United States, in Third Street Philadelphia” by William Birch, 1800 (Yale University Art Gallery).

Other Images:

Modern photograph: City Tavern, 2nd & Walnut Streets, Philadelphia (Alamy Stock Photo).

Modern photograph: Independence Hall, Chestnut Street between 5th & 6th, Philadelphia (National Park Service).

Modern photograph: President’s House Site, Market & 6th Streets, Philadelphia (Photo: Museum of the American Revolution).

Modern photograph: First Bank of the United States, 3rd Street between Chestnut & Walnut, Philadelphia (Wikimedia Commons).

Other Resources:

“Where I’m From” poem by George Ella Lyon (See Folder)

Alexander Hamilton Timeline

Map/Poster (See Folder)

PROCEDURES

Engagement, Part 1 15–20 minutes

“WHERE I’M FROM”

(Adapted from iamfromproject.com/resources/)

Teacher preparation: Review thematic overview. Download or print/copy poem as desired. Gather blank sticky notes.

Begin by reading aloud the poem “Where I’m From” by George Ella Lyon as desired. Point out that its form is just a list. Tell students they are going to write their own class poem, focusing on the area (or school) they are all “from.” List on the board several **categories** of memories related to this place (e.g., sayings, nicknames, special places or areas, mascots, foods, people’s names, area names, daily practices or routines). Ask students to refer to these categories to write down 5 **experiences** of this place (using the format: I’m from Taco Tuesday in the cafeteria, making them more specific than one word), and then write their favorite idea on a sticky note. Stick notes on a wall, reading aloud as posted. As a class, decide which sound like a first and last line, and rearrange the lines in between as desired—emphasizing there is no one right way—to form a complete poem. Finally, read their poem aloud.

Discuss: Does where we live or go to school help make us who we are? How do we shape the place we live or go to school?

Additional Options:

Write: Ask students to write their own poems, focusing on their school or another community they are from.

Engagement, Part 2 5–10 minutes

HAMILTON IN PHILADELPHIA

Teacher preparation: Download or print/copy timeline as desired.

As a class, in small groups, or individually, have students skim the timeline and list all the places Hamilton lived or spent time and when he did so. Next, ask them to highlight and calculate when and how long he was in Philadelphia. Then, review this information.

Additional Options:

Read: Students could read (or take turns reading aloud) the Hamilton and Philadelphia thematic overview.

Development 15–20 minutes

MAPPING HAMILTON’S PHILADELPHIA

Teacher preparation: Gather a contemporary map, pullout map/

poster, blank paper, and rulers. Download or print/copy historical and contemporary images as desired.

Begin by showing a contemporary map (e.g., Google Maps) to provide geographical context for Philadelphia, engaging students in identifying and sharing their knowledge of surrounding locations and features: major cities, rivers, Atlantic Ocean, Caribbean Sea, etc. Then, show the historical regional map on the pullout map/poster and ask students to locate Philadelphia and take note of surrounding townships: What do they notice?

Next, hand out blank paper and rulers. Ask students to draw a 1-inch grid covering their paper. Using the historical city map of Philadelphia on the pullout map/poster, guide them in labeling the main streets and then adding key locations, one at a time, showing additional images as desired (see Materials above for relevant images included in resource pack).

Discuss:

What do you notice about Hamilton’s Philadelphia?

Approximately how far is it from __ to __? (e.g. His home to the Pennsylvania State House, or the President’s House to the First Bank of the United States.)

What might he have passed on his way from __ to __?

How might the variety of institutions and activities he saw have influenced his ideas about what was best for the country?

How might the diversity of people and ideas he saw and encountered have affected his thinking on key issues of government?

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

Think of a time you moved to a new place, or started a new school or experience with new people. What challenges did you face, and how did you adjust to the change? Did you leave any of your “old self” behind and try to reinvent yourself in the new place? Or did you try to remain the same?

How did Philadelphia help Hamilton advance and shape his vision of what the United States could become? (Hint: Refer to the Hamilton and Philadelphia thematic overview.)

How has Philadelphia changed since Hamilton’s time, and how has it stayed the same?

MORE EXTENSIONS/ADAPTATIONS

The following could be done as a class, in small groups, or individually.

My Neighborhood – Creative Map Project

(Optional teacher preparation: Gather examples of old, new, and/or conceptual artistic maps.) Ask students to draw (or assemble from photographs or found images) a “map” of their neighborhood, city, or route to school, marking locations that are important to them. This could be a straightforward map or more abstract visual representation. Then, ask them to reflect on the following questions: How have these places and the people in or near them influenced you? How have you affected these places and people? (Additional Option: Students’ maps could be combined to create a large collective map display.)

My Community – Art/Media Project

Ask students to use any medium that interests or inspires them (e.g., drawing/painting, photography, collage/mixed media, digital media, creative writing; or a combination) to design and produce a creative product that (1) responds to the question: How is your community important to you?, and (2) includes an interview component, where students interview community members about the community and people’s roles in it.

Mapping Hamilton’s Life

Guide students in mapping the distance between places Hamilton lived throughout his life (Nevis, St. Croix, New Jersey, New York City, Albany, Philadelphia).

Philadelphia Then & Now – Research Project

Ask students to use Google Maps or other tools to research one or more modern landscapes of spaces that were significant to Hamilton’s life in Philadelphia. (See pullout map for locations.) Ask them to answer in some form: How are these spaces today different from or similar to the city Hamilton knew?

Philadelphia’s Diversity – Research Project

After reading the Hamilton and Philadelphia thematic overview for background on the diversity of the city Hamilton knew, ask students to research recent census data or other records to learn about the city’s diversity today, presenting their findings to the class. Then, discuss what having a diverse populace means for a city (e.g., languages spoken and heard, foods eaten, religions practiced, skills brought and shared).

Hamilton and the Revolutionary War

The purpose of this unit is for students to examine Alexander Hamilton as a self-taught military leader (focusing on his role defending Philadelphia at the Battle of Trenton) and the links between his ambition and wish for war, military leadership, position alongside General George Washington, and succeeding political career. The modules in this unit are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum; they are ideal post-visit activities to provide in-depth follow-up.

Aims/Objectives

The activities and extensions in this unit provide opportunities for students to:

Analyze a historical battlefield painting, to draw inferences about Hamilton's military experiences and leadership.

Examine Hamilton's wish for war and its centrality to his ambition and advancement.

Evaluate different leadership styles, including Hamilton's, and consider how the ideal leader and necessary qualities depend on the circumstance.

Examine Hamilton's decision to side with speculators over veterans when it came time for the government to reimburse IOU's for military service.

Materials

Thematic Overview: Hamilton and the Revolutionary War

Primary Sources:

Painting: *Battle of Princeton* by William Mercer, circa 1786–90 (Philadelphia History Museum).

Letter: From Alexander Hamilton to Edward Stevens, November 11, 1769 (Library of Congress).

(See Appendix; also available: founders.archives.gov/documents/Hamilton/01-01-02-0002)

E-book: *A Treatise of Artillery* by John Muller (London: John Millan, 1768). (Available: books.google.com/books?id=vylEAAAAYAAJ)

Other Resources:

Leadership Styles definitions/cards for activity (See Folder)

IOU cards for Who Should Get Paid? extension activity (See Folder)

PROCEDURES

Engagement, Part 1 5–10 minutes

ANALYZE A PAINTING: BATTLE OF PRINCETON

Teacher preparation: Review thematic overview. Download or print/copy image and discussion prompts as desired.

Show students the painting *Battle of Princeton* by William Mercer. Using the discussion prompts that accompany the image in the Primary Sources section, engage students in observing, reflecting on, and questioning the image.

Engagement, Part 2 10–15 minutes

"I WISH THERE WAS A WAR"

Teacher preparation: Review letter and download or print/copy as desired.

As a class, in small groups, or individually—ask students to read the November 11, 1769 letter from Hamilton to Edward Stevens, written when he was twelve. Discuss: What is Hamilton saying to his friend? What hopes, emotions or feelings is he conveying? How does his wish for a war relate to his personal ambitions? What are the potential impacts of this wish on other people? How should we weigh our personal ambitions against the lives and needs of others?

Development 20–25 minutes

LEADERSHIP STYLES IN ACTION

Teacher preparation: Print and cut apart leadership style definition cards (and download or print/copy as desired for showing later).

Make lines on floor with masking tape, etc., one line per team.

Begin by asking students what qualities they believe a leader needs to have (e.g., confidence, good communication skills, creativity).

Then, divide students equally into small teams and ask each team to elect a leader. Ask each leader to randomly select one of the leadership style definition cards, without sharing the choice with their team. This is the style they will act out during the exercise.

When ready, ask teams to each line up on one of the lines. Give leaders a series of tasks to execute: they will be responsible for getting their team in line (1) shortest to tallest, (2) youngest to oldest, (3) in alphabetical order, etc. Everyone must keep at least one foot on the line at all times—even when rearranging themselves—or will be disqualified. The team to finish each task first (with the most members intact) wins.

Next, show definitions of Leadership Styles and ask leaders to reveal the style they used. Ask teams: What are the pros and cons of your leader's style? In what situations might it work best? What qualities do you think a military leader would need to lead on the battlefield, fighting a war?

Finally, list some of the qualities of Hamilton's leadership style (see Hamilton and the Revolutionary War thematic overview.) Ask students: which leadership style(s) might apply to Hamilton?

MORE EXTENSIONS/ADAPTATIONS

Who Should Get Paid?

Teacher preparation: Review section in thematic overview. Print and cut apart IOU's. Gather fake money/candy/other tokens (depending on school policies).

While distributing IOUs, tell students they are Revolutionary War soldiers and that, because the government does not have enough money to pay them they have been given IOU's instead. Explain that the war is now over and that they and other soldiers are returning to businesses, farms, homes and families that have suffered from eight years of warfare. Introduce yourself as a businessperson and offer to buy their IOU for a small, immediate reward that is below the face value of the IOU. They can either accept the offer now (after all, they may need the money to live) or keep the IOU to be

Additional Options:

Draw: If a stationary exercise is more equitable for your class, try this drawing game:

Teacher preparation: Find or produce simple line drawing with basic shapes. Make copies, one per team.

Establish teams and leaders as above. Hand out drawings to leaders only. Ask them to guide their team in reproducing the drawing (1) without showing their team the original drawing, (2) with verbal instructions only, and (3) without naming geometric shapes. When ready, compare drawings to the originals to see which team's reproduction was most accurate. Proceed with showing definitions of Leadership Styles, as above.

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

Thinking about Hamilton's life story, how was his wishing for – and participating in – a war a path to opportunity? How might his life have gone differently if engaging in a war had not been his ambition and reality?

Pick a group environment that is important to you: a sports team, a music club, a job. What kind of leader would you be (or are you) in that environment? What do you think are the most important qualities, and why?

What kind of leader would you want to follow, and why? Does it depend on the circumstances?

How is military leadership different from (or similar to) other leadership situations?

redeemed for a larger reward (face value) later. Engage students in transactions, then introduce the government's dilemma over who to repay, weaving in the below discussion prompts as appropriate.

Discuss: Why might veterans have been willing to sell their IOU's to merchants? Why might merchants or speculators have been willing to buy the IOU's? (Consider how much they would spend and what they would hope to receive in the long run.) Who should the government have repaid, the veterans or merchants? Do you think Hamilton's plan (to pay whomever held the IOU's) was the right choice for the nation? How do you think this decision might have impacted him, as a veteran and former military leader, and as someone responsible for the nation's financial health?

Hamilton and Affairs of Honor

The purpose of this unit is to introduce students to the concept of “affairs of honor” and the role of dueling in early America. Through the lens of Alexander Hamilton’s participation in his first such affair, in Philadelphia, students will use affairs of honor to explore conflict resolution in the past and present. The modules in this unit are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum; they are ideal post-visit activities to provide in-depth follow-up.

Aims/Objectives

The activities and extensions in this unit provide opportunities for students to:

Examine how people in the late 18th and early 19th centuries used dueling to resolve questions about their honor and their willingness to defend it.

Explore Hamilton’s first duel—assisting John Laurens in Philadelphia—and how it may have influenced his decisions regarding other such “affairs of honor” throughout his life.

Evaluate different approaches to resolving modern “affairs of honor” in everyday life.

Examine some of the customary rules of dueling in early America.

Materials

Thematic Overview: Hamilton and Affairs of Honor

Primary Sources:

Print: “Modern Honour” (British depiction of duelists) (London: Matthew Darly, 1777, The British Museum).

Other Resources:

Song Lyrics: “Ten Duel Commandments” from *Hamilton: An American Musical* soundtrack (See Folder)

Conflict cards for Resolving Conflicts & Affairs of Honor activity (See Folder)

PROCEDURES

Engagement 5–10 minutes

DUELING: WHAT’S THE POINT

Teacher preparation: Review thematic overview. Download or print/copy image, discussion prompts, and song/lyrics as desired.

Show students the print “Modern Honour.” Using the discussion prompts that accompany the image in the Primary Sources section, engage students in observing, reflecting on, and questioning the image. Then, play the song “Ten Duel Commandments.” Ask students: Why do you think anyone would be willing to engage in a duel?

Development 15–20 minutes

AFFAIRS OF HONOR & RESOLVING CONFLICTS: WHAT WOULD YOU DO?

Teacher preparation: Download or print/copy “Hamilton’s First Duel” section of thematic overview and/or list basic facts on the board. Print and cut apart conflict cards.

As a class, examine Hamilton’s first duel by asking students to answer the following questions while reading the thematic overview: Who was involved? What was the conflict about? When and where did it take place? How did it end? Then, discuss:

Would you ever support a friend if they wanted to do something that could have negative or dangerous consequences?

How do you decide when to support your friends and when to discourage them? What do you need to consider before making the decision?

Next, group brainstorm: What are some ways people resolve conflicts in different arenas today? (e.g., in politics, sports, personal life/social media).

Hand out conflict cards, one per student. Individually or in small groups, ask them to write down two or three options for responding to their scenario(s), then have students share their scenarios and their best suggestion for a response. Discuss after each student presents:

What are the pros and cons of this approach/idea?

Additional Options:

Write: Students can use conflict cards as extended writing/discussion prompts.

Discuss / Write: Have students explore the following questions:

How do people in their own lives and in their larger society encourage and/or discourage certain forms of conflict resolution? What messages does this send to them as young people? Are these messages helpful or hurtful?

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

Have you ever had to defend your reputation? If so, how did you do it? What were/are the pros and cons of this method?

How do you decide when it's worth it to defend your reputation and when it's better to let a conflict go?

How have you resolved a conflict or disagreement peacefully? Or, in hindsight, was there a conflict you wish you would have resolved differently?

Read the full Hamilton and Affairs of Honor thematic overview and then answer: Do you feel Hamilton did the right thing by agreeing to duel with Aaron Burr? Why or why not?

MORE EXTENSIONS/ADAPTATIONS

The following could be done as a class, in small groups, or individually.

In His Own Words

Ask students to read one or more of the following primary sources by Hamilton related to dueling (from Founders Online, National Archives) and interpret and/or analyze in their own words:

"Account of a Duel between Major General Charles Lee and Lieutenant Colonel John Laurens" (by Alexander Hamilton and Evan Edwards), December 24, 1778: founders.archives.gov/documents/Hamilton/01-01-02-0687 (Discuss: How do you think this experience in Philadelphia affected Hamilton's decisions to participate in later duels?)

"Drafts of Apology Required from James Nicholson," July 25–26, 1795: founders.archives.gov/documents/Hamilton/01-18-02-0311

"Statement on Impending Duel with Aaron Burr," June 28–July 10, 1804: founders.archives.gov/documents/Hamilton/01-26-02-0001-0241

"The Continental Congress Establishes Articles of War, June 30, 1775," Article XI (Library of Congress): www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/contarmy/articles.html

"Journals of the Continental Congress – Articles of War; September 20, 1776," Section VII (The Avalon Project, Yale Law School): avalon.law.yale.edu/18th_century/contcong_09-20-76.asp

Current Events

Ask students to research, summarize and analyze a recent conflict reported in the media and how it was, or is being, resolved. Or, to more closely connect with dueling and 18th-century and 19th-century affairs of honor, students can research violence in their local communities to analyze the relationship between violence and conflict resolution. How might they imagine different forms of conflict resolution within their communities? How can they contribute to an environment where alternatives to violence are possible and respected?

Prohibition on Dueling

Ask students to examine excerpts from the following primary sources and answer these questions: What are these articles saying? Why are they prohibiting dueling?

Hamilton and the Constitutional Convention

The purpose of this unit is for students to explore Alexander Hamilton’s role helping shape and defend the U.S. Constitution in Philadelphia—the heart of the Revolution—as a key advocate for strong central government, as well as reasons behind his thinking, including from his experiences as aide-de-camp to General Washington and in Congress under the weak Articles of Confederation. Except where noted, the modules in this unit are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum; they are ideal post-visit activities to provide in-depth follow-up.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

Compare and contrast Hamilton’s proposed plan for a U.S. government with the British monarchical and parliamentary system and with the final 1787 U.S. Constitution.

Examine how the Constitution compromised freedom by upholding slavery and debate the role of pragmatism when discussing human rights.

Explore Hamilton’s contributions as lead author of *The Federalist Papers* and develop and present persuasive verbal and/or written arguments in relation to current events.

Materials

Thematic Overview: Hamilton and the Constitutional Convention

Primary Sources:

Print: “Back of the State House, Philadelphia” by William Birch, 1799 (Yale University Art Gallery).

Other Images:

Modern photograph: Independence Hall, Chestnut Street between 5th & 6th, Philadelphia (National Park Service).

See also: 360-degree view of interior: goo.gl/maps/nSS64vthgns

Other Resources:

Quote/description of Hamilton from Major William Pierce (See Folder)

Three-Fifths Clause and Slave Trade Clause (See Appendix)

Map/Poster (See Folder)

Chart: Government Plans (See Folder)

PROCEDURES

Engagement 5–10 minutes

A “LOOSE SKETCH” OF HAMILTON

Teacher preparation: Review thematic overview. Print/copy quote as desired.

Divide up the description of Hamilton from Georgia’s Major William Pierce, which he noted while attending the Constitutional Convention. Ask for a few volunteers to read this description in front of the class, acting as Pierce. Then, discuss: How does this make Hamilton sound? What are the positives characteristics Pierce sees? What are the negatives?

Development, Part 1 15–20 minutes

HAMILTON’S PLAN AT THE CONVENTION

Teacher preparation: Download or print/copy images and chart as desired. Gather pullout map/poster.

Begin by showing students the pullout map/poster and images of the State House/Independence Hall in Philadelphia, providing contextual information about Hamilton in Congress and the Pennsylvania Mutiny of 1783 (from Hamilton and the Constitutional Convention thematic overview).

Next, show the chart of Government Plans and ask students to compare and contrast Hamilton’s plan with the U.S. Constitution and the British monarchical and parliamentary system. Discuss:

Do you agree with Hamilton’s critics that his idea was too similar to the British government and would have created an American king and aristocracy, taking power away from the people?

Do you believe that Hamilton meant for his plan to be taken seriously? Might he have had other reasons for proposing this plan?

How do you think American life might be different today if Hamilton’s plan was adopted in 1787?

Additional Options:

Create: Challenge students to produce their own summary or list of Hamilton’s major ideas presented at the Constitutional Convention, using James Madison’s “Notes on the Debates in the Federal Convention.”

Available: Madison Debates, June 18, 1787 (see I–XI), The Avalon Project, Yale Law School: avalon.law.yale.edu/18th_century/debates_618.asp

Read: Have students read the Hamilton and Philadelphia thematic overview (Unit 2) for further background and context for the Constitutional Convention being held in Philadelphia and U.S. Constitution being signed here.

Development, Part 2 15–20 minutes

**Note: This activity duplicates the Museum experience and is recommended for groups who will NOT be planning a field trip.*

COMPROMISING FREEDOM

Teacher preparation: Copy the provided two clauses from the Constitution as desired. Review the Hamilton and Slavery section of the thematic overview.

Review with students some of the key ideals of the American Revolution: the natural rights of mankind, freedom from tyranny, representation in government, human equality, personal liberty, etc. Discuss: do you believe that these ideals were meant to include all people?

Have students read the Hamilton and Slavery section of the thematic overview. Project, write on board or distribute both the Three-Fifths Clause and the Slave Trade Clause of the Constitution for students to read. Independently or as a group, have students restate each clause in their own words. In small groups, ask students to discuss the following questions:

Was Hamilton an ally for enslaved people in America? Was he an enemy? Or was he something else?

If Hamilton believed that slavery was wrong, why might he have chosen to support the Constitution despite its support of slavery? What was he risking if he did not support the Constitution? Do you agree with Hamilton’s decision?

Ask students to separate themselves into three groups, using the sides and center of the classroom. Students who believe Hamilton was an ally for enslaved people should go to one side, and enemy to the other, and all others should stand in the center. Ask for volunteers to defend their positions. If students in the center change their mind, encourage them to shift to the side they agree with. Staying in the center is fine as well.

Conclude by asking students to discuss: The writers of the Constitution, and ultimately everyone who supported its ratification, chose political pragmatism over the human rights and lives of others. If you could speak to them, in the past or from the present day, what would you say to them?

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

How much power would you give the national government—do you think individual states or the national government should have more power? What are the pros and cons of each approach?

How do differences of opinion over this debate (states’ rights vs. a powerful national government) affect politics and society in our country today? What are some examples?

How was our nation shaped by Hamilton’s decision to forcefully support the Constitution?

MORE EXTENSIONS/ADAPTATIONS

The following could be done as a class, in small groups, or individually.

The Federalist Papers

Ask students to read an essay from *The Federalist Papers*. Then, discuss the role of the written word—and the press—in shaping public opinion.

Available: *The Federalist Papers*, The Avalon Project, Yale Law School: avalon.law.yale.edu/subject_menus/fed.asp

Behind The Federalist Papers

Ask students to read and discuss letters between Hamilton, John Jay, and/or James Madison to explore the strategizing it took to write the documents that helped persuade the public.

Debate

Choose a point of disagreement within the debates over the Constitution. Assign or allow students to choose a position, have them research their argument, then hold a debate or series of debates for students to share their views. Alternatively, have students propose amendments to the Constitution and debate their ratification.

Your Turn – Persuasive Writing

Ask students to identify an issue that is important to them in the world today, then have them research and write a letter persuasively conveying their viewpoint (and requests, if applicable) to a politician, company, or publication—ideally to a recipient that represents their community, e.g., a local representative. When students receive responses, post in the classroom. Follow up with conversation about the experience: how it felt to research, write the letter, and receive a response.

A Historian’s Job

Historians are tasked with uncovering the past without judging it, and trying to understand people from other times, places and cultures through the lens of their world, not ours. Have students write or prepare a verbal argument discussing the following questions: Is it ever truly possible for historians to be neutral, to write about the past without judging it and the people in it? Even when historians think they are neutral, how might their interpretations of the past be shaped by their lives in the present? Do historians have a responsibility to highlight the challenge of neutrality in their work? If so, what is the best way for them to do this when sharing information about the past?

Hamilton and President Washington

The purpose of this unit is for students to explore Alexander Hamilton’s role in advising President George Washington as part of the first presidential cabinet—primarily as related to issues of access and power at the President’s House in Philadelphia. The modules in this unit are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum; they are ideal post-visit activities to provide in-depth follow-up.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

Meet some of the people who lived at or visited the President’s House, including enslaved African American men and women who lived and worked there as part of the Washingtons’ household.

Analyze the tension between Hamilton’s suggestion of weekly levees as presidential protocol and concerns about elitism in the new republic.

Evaluate Washington’s and Hamilton’s views on slavery over time, and consider how these views may have been influenced by their time in Philadelphia.

Materials

Thematic Overview: Hamilton and President Washington

Primary Sources:

Painting: *The Residence of Washington in High Street* by William L. Breton, 1790s (Historical Society of Pennsylvania).

Painting: *The Washington Family* by Edward Savage, 1789–96 (National Gallery of Art).

Newspaper: Page from *National Gazette*, February 2, 1793 (Library of Congress).

Newspaper: Detail/excerpt from *The Independent Gazetteer* (Philadelphia, July 21, 1789) (Library of Congress).

Other Images:

Painting: *The Republican Court (Lady Washington’s Reception Day)* by Daniel Huntington, 1861 (Brooklyn Museum).

Modern photograph: President’s House Site, Market & 6th Streets, Philadelphia (Photo: Museum of the American Revolution).

Other Resources:

ID cards for “Who’s in the Room?” activity (See Folder)

PROCEDURES

Engagement 5–10 minutes

WHO’S IN THE ROOM?

Teacher preparation: Review thematic overview. Print and cut apart ID cards (duplicate for large class).

Distribute ID cards, one per student. Explain that each of these people spent time at the President’s House during George

Washington’s presidency. Ask them to mingle around the room for several minutes, approaching each other to discover who they represent. (If not possible, as a class, ask them to take turns reading their card aloud.) Once back at their seats, have them discuss or write responses to the following questions: Who were you surprised to learn lived, worked, or visited the President’s House, and why? Who did you expect to be “in the room”?

Development 15–20 minutes

LEVEES: WHOSE SIDE ARE YOU ON?

Teacher preparation: Download or print/copy thematic overview, images, and discussion prompts as desired.

Begin by showing students the paintings and photograph of the Washingtons and the President's House. Engage with them in a discussion of what they see in one or more of the images, using prompts from the Primary Source Analysis Guide. Introduce background information about the levees for context, from the Hamilton and President Washington thematic overview.

Next, show the newspaper images and ask for volunteers to read excerpts in front of the class, acting as the author(s). Discuss:

- What is each newspaper commentary saying?
- How do you think these newspapers shaped public opinion?
- What were the pros and cons of the levees?
- Keeping in mind the era in which they were introduced, soon after the Revolutionary War, do you think levees were a good or bad idea?

What are some ways Americans today can have their voices heard or make political leaders aware of their concerns?

Additional Options:

In small groups: Students could examine the newspapers together, discussing as above with their group.

Write: Students could respond to one or more of the questions above in writing.

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

How would you advise the president to balance his need for uninterrupted work time with his need to hear people's concerns and maintain awareness of important issues?

Why do you think women wanted to attend Martha Washington's levees? What might they get out of the experience? What might Martha Washington get out of the experience?

MORE EXTENSIONS/ADAPTATIONS

Slavery & Freedom in Philadelphia – Hamilton's and Washington's Views

Using materials such as the Hamilton and President Washington thematic overview and the painting *The Washington Family*, engage students in a conversation about the presence of enslaved labor within the Washington household. If the President is the symbol of the nation, what, if anything, does the presence of these men and women in Washington's home tell us about the relationship between ideals and reality in the new nation? Next, ask students – individually or in groups – to research either Hamilton's or Washington's views on slavery, being sure to find resources from different periods in their lives. Ask students to use this information to create a timeline and to determine whether their views were static or changed over time. If they changed over time, are there any experiences in their lives that may have impacted their changing views? The following resources may be of use.

Hamilton

"Ambition & Bondage: An Inquiry on Alexander Hamilton and Slavery," Columbia University & Slavery: [columbia.edu/content/ambition-bondage-inquiry-alexander-hamilton-and-slavery](http://columbiaandslavery.columbia.edu/content/ambition-bondage-inquiry-alexander-hamilton-and-slavery)

"Mansion Mythbusters: Hamilton and Slavery Part I," Schuyler Mansion State Historic Site: schuylermansion.blogspot.com/2016/11/mansion-mythbusters-hamilton-and.html?_sm_au_=iVVF1PJ1nkQjHTSq

"Alexander Hamilton: Slavery and Race in a Revolutionary Generation," The New-York Journal of American History: www.alexanderhamiltonexhibition.org/about/Horton%20-%20Hamiltonsvery_Race.pdf

Washington

George Washington: Slavery, George Washington's Mount Vernon: www.mountvernon.org/george-washington/slavery/

"George Washington and Slavery," Encyclopedia Virginia (Virginia Humanities): www.encyclopediavirginia.org/Washington_George_and_Slavery

"President's House Site: Enslaved People in the Washington Household," Independence National Historical Park: www.nps.gov/inde/learn/historyculture/enslaved-people.htm

"Founding Fathers and Slaveholders," Smithsonian.com: www.smithsonianmag.com/history/founding-fathers-and-slaveholders-72262393/

Hamilton and the First Bank

The purpose of this unit is to introduce students to Alexander Hamilton as the first U.S. Secretary of the Treasury, focusing on some of the major steps he took to found America's financial system, including his plan for the Bank of the United States (now called the First Bank). Except where noted, the modules in this unit are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum; they are ideal post-visit activities to provide in-depth follow-up.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

Differentiate between the basic functions of a bank and of the First Bank of the United States.

Evaluate the pros and cons of Hamilton's plan to for the national government to assume states' Revolutionary War debt.

Debate the constitutionality of the First Bank.

Explain how signs and symbols can be used to silently inspire both positive and negative emotions and beliefs.

Materials

Thematic Overview: Hamilton and the First Bank

Primary Sources:

Print: "Bank of the United States, in Third Street Philadelphia" by William Birch, 1800 (Yale University Art Gallery).

U.S. Constitution: Article I, Section 8 (See Folder)

See also: www.archives.gov/founding-docs/constitution-transcript

Other Images:

Modern photograph: First Bank of the United States, 3rd Street between Chestnut & Walnut, Philadelphia (Wikimedia Commons).

Other Resources:

State Debt cards for State vs. National Debt activity (See Folder)

Text: Bank of the United States – The Debate (See Folder)

Currency Sheet (See Folder)

Shopping List (See Folder)

Food Cards (See Folder)

PROCEDURES

Engagement 5–10 minutes

WHAT IS A BANK?

Teacher preparation: Review thematic overview. Copy the Hamilton and the First Bank thematic overview, the print and the modern photograph of the First Bank, if desired.

Show students the images of the First Bank. Group brainstorm: What can you do at a bank? (e.g., deposit checks, withdraw cash, pay bills, take out loans). Tell students: in simple terms, a bank is a commercial institution where people and businesses deposit, withdraw, and borrow money. Then project or distribute and have students read the “A National Bank” section of the Hamilton and the First Bank thematic overview. Ask for volunteers to summarize in their own words the role of the First Bank. How is this different from other banks they are familiar with?

Development, Part 1 15–20 minutes

STATE VS. NATIONAL DEBT

Teacher preparation: Print and cut apart State Debt cards. Gather fake money/candy/other tokens (depending on school policies).

Divide your students into 13 groups and distribute one State Debt card to each group. Distribute 5 tokens to each group. Then tell each group that the number on their card represents how many of those tokens their state owes to creditors – the people from whom they borrowed money for the war.

Instruct groups that now that they are forming a new nation, they need to decide how the nation will handle war debt: Will the states pool their debts and each pay off equal shares of the debt, through the national government? (To illustrate, have all groups pool their debt in the center of the room. Who has the most money left over? The least?) Or, would they rather pay off only what their own state owes? (To illustrate, have groups “pay” you what their state owes. (Who has the most money left over? The least?)

Give groups time to discuss their decision, and then take a vote, one vote per state. Proceed according to the outcome.

Discuss:

Which states would benefit the most from each plan, the ones with the smallest or largest debts?

What might the benefits be of having the national government assume all state debts

Do you agree with Hamilton’s idea for the national government to take on state debt?

Additional Options:

Bonus: At the end, students could exchange fake money/tokens for a prize or classroom reward.

Development, Part 2 15–20 minutes

CURRENCY CONFUSION

**Note: This activity mimics the Museum experience and is recommended for groups who will NOT be planning a field trip.*

Teacher preparation: Photocopy as many Shopping Lists and Food Cards as there are groups, and at least three times as many Currency Sheets. Cut Food Cards and Currency Sheets as appropriate.

Divide students into at least 4 groups. Tell them that they are going to make a pot of “chicken soup” and that to do so, they need to go shopping. Assign the students in one group to be the merchants: each student will sell one or several of six ingredients: chicken, celery, carrots, potatoes, onions, or salt and pepper. Distribute a stack of the relevant food cards and a shopping / price list to the appropriate merchants. The other three groups are each trying to make soup and must purchase their necessary ingredients. Provide each group with a different stack of “money” and a shopping list, then ask them to begin shopping. For each purchase, groups will pay their money and receive one food card for their item. If they run out of the appropriate currency, they can barter with other groups to get the type of currency they need. After 10 minutes of shopping, poll students to see how many items each group has purchased, and whether they can successfully make their soup.

Explain that this scenario – needing to trade with multiple currencies – was faced by colonists throughout the 18th and early 19th centuries and that Hamilton wanted to change this. Then explore the following questions:

What was challenging about this experience?

Which currency was worth the most? The least?

Additional Options:

Partway through the game, change the value of one currency, applicable for all purchases occurring from that point forward.

Have students brainstorm how many different ways they could purchase various objects on the list, using various combinations of their “money.”

Unit 7

Development, Part 3 15–20 minutes

CONSTITUTIONAL OR UNCONSTITUTIONAL?

Teacher preparation: Download or print/copy the Unit 7 resource sheet containing Article I, Section 8 of the U.S. Constitution.

Begin with a question: If Congress, the states, the judiciary or the President aren't given explicit power to do something in the Constitution, should they be able to do it?

Inform students that a national bank was not explicitly written into the Constitution. Project or hand out the Unit 7 resource sheet featuring Article I, Section 8 of the U.S. Constitution. Highlight the Necessary and Proper Clause, engaging students in a discussion of the meaning and potential flexibility of this clause. Divide students into groups and assign each a side to represent: that the Bank of the United States was either (1) constitutional/Hamilton's side, or (2) unconstitutional/Jefferson and other opponents' side. Ask groups to each assign a recorder and reporter, and referring to the text and Constitution, make a list of notes summarizing an argument for the point of view they represent. When ready, ask reporters to share with the class.

MORE EXTENSIONS/ADAPTATIONS

Farming or Manufacturing?

In small groups or as individuals, assign students to research either (1) Hamilton and his hopes for manufacturing in the American economy, or (2) Jefferson and his vision for farming in the American economy, using both of the sources below. Discuss the following questions: Whose argument do you find to be most persuasive? What were the pros and cons of each view?

Hamilton: "Report on the Subject of Manufactures," December 5, 1791 (TeachingAmericanHistory.org): teachingamericanhistory.org/library/document/report-on-the-subject-of-manufactures/

Jefferson: *Notes on the State of Virginia* (see Query XIX: Manufactures): avalon.law.yale.edu/18th_century/jeffvir.asp

Discuss:

Do you feel the Bank was or was not constitutional?

Is it possible to take the Necessary and Proper Clause too far? How do you define necessary? How do you define proper?

Culmination 10–15 minutes/homework

Writing and/or Discussion Prompts:

Ask students to read the Hamilton and the First Bank thematic overview before responding to one or more of the writing/discussion prompts below.

Would you support Hamilton's national economy?

How should the national government pay state debt; should the national government have the power to tax? And how should it decide how to divide money among states?

Art/Design Project

After reading the Hamilton and the First Bank thematic overview (sections on Bank architecture and symbols), ask students to choose a business or organization of interest to them. Have them research the institution with a specific eye towards the messages that institution tries to convey to the public. Then ask students to design or redesign a building, sign, or logo for that institution that conveys the appropriate messages to the public.

Research & Write

Ask students to research other historical or contemporary controversies over the Necessary and Proper Clause and write or present on how the debates and outcomes compared and contrasted to those of the First Bank.

Hamilton and the Whiskey Rebellion

The purpose of this unit is for students to explore Alexander Hamilton’s responsibility for the national government’s military response to the Whiskey Rebellion, and his opinion of the Bill of Rights as more broadly related to ongoing debate over lawful protest and First Amendment rights. Except where noted, the modules in this unit are appropriate to use with students before, after, or independent of a visit to *Hamilton Was Here* at the Museum; they are ideal post-visit activities to provide in-depth follow-up.

Aims/Objectives

The modular activities and extensions in this unit provide opportunities for students to:

Examine the government’s military response to the Rebellion (by analyzing a historical painting of a scene part of these events).

Explore the Rebellion from multiple firsthand perspectives—including Hamilton’s and the protestors’—by debating different points of view.

Examine Hamilton’s opinion of the Bill of Rights, as he expressed in *The Federalist Papers*.

Analyze modern-day examples of protest as they relate to debate over First Amendment rights.

Materials

Thematic Overview: Hamilton and the Whiskey Rebellion

Primary Sources:

Painting: *Washington Reviewing the Western Army at Fort Cumberland, Maryland*, attributed to Frederick Kemmelmeyer, after 1795 (The Metropolitan Museum of Art).

PROCEDURES

Engagement 5–10 minutes

*Note this activity duplicates the Museum experience, and is best for classes NOT planning a field trip.

ANALYZE A PAINTING: WASHINGTON REVIEWING THE WESTERN ARMY*

Teacher preparation: Review thematic overview. Download or print/copy image as desired.

Project or hand out the painting *Washington Reviewing the Western Army* and ask students to study it for a minute. (See also: Primary Source Analysis Guide.) Discuss: What do you think is happening in this image? When and where is it set?

After a few responses, share with students the actual context, as

described on the reverse of the image and in the Hamilton and the Whiskey Rebellion thematic overview. Discuss: What, if anything, about this new information is surprising to you?

Development 15–20 minutes

GROUP DEBATE: REBELS VS. U.S. GOVERNMENT

Teacher preparation: Print/copy thematic overview.

Divide students into four groups: (1) protestors, (2) Hamilton/military force, (3) Randolph/more negotiations, (4) Washington/middle ground. Hand out Hamilton and the Whiskey Rebellion thematic overview. Ask groups to each assign a recorder and reporter, and referring to the overview, make a list of notes summarizing the point of view they represent and adding any other arguments they

believe are relevant and convincing. When ready, have reporters share with the class.

Discuss:

Which side do you personally agree with? In what ways can you identify with multiple perspectives?

What would you advise Washington?

Additional Options:

Write: Ask students to write an imagined op-ed or news article about the Whiskey Rebellion from one of the four perspectives.

Vote: After discussing and debating the various perspectives, ask students to vote for their final decision. Explain Washington’s responsibility to consider the perspectives of his cabinet members, even – and especially – when they did not agree with one another.

Culmination 15–20 minutes/homework

Writing and/or Discussion Prompts:

How do you view the protestors—as patriots or rebels? (Which is more important, their freedom and right to assemble and petition, or the government having money to serve the public and power to act as the national government?)

Think of an example of public protest today—are there any similarities or differences from what happened with the Whiskey Rebellion?

Would you support Hamilton’s push to convene an army? Did he infringe on protestors’ rights?

Think of a time you had to decide between two options where you could see the pros and cons of each. How did you make the decision?

If you vote against something but your side is outvoted, are you bound to follow the winning side? (E.g. fugitive slave laws, suffrage, military draft, taxes)

MORE EXTENSIONS/ADAPTATIONS

The following could be done as a class, in small groups, or individually.

Federalist No. 84

Ask students to read all or part of Hamilton’s essay No. 84 of *The Federalist Papers*—in which he suggests the Bill of Rights was not necessary—and in their own words summarize his argument and add their own opinion.

Available: “Certain General and Miscellaneous Objections to the Constitution Considered and Answered” by Publius (Hamilton), 1788: avalon.law.yale.edu/18th_century/fed84.asp

Behind The Federalist Papers

Ask students to read the Bill of Rights, choose an Amendment, and reflect in some form on what life would be like without it.

Available: Bill of Rights, National Constitution Center: constitutioncenter.org/learn/educational-resources/historical-documents/bill-of-rights

Current Events

Ask students to research and summarize and/or analyze a recent example of protest reported in the media (or otherwise) and how it was (or is being) handled by government and law enforcement. Ask them to reference the First Amendment in their writing.

Related resource: [First Amendment] Right to Assemble and Petition, National Constitution Center: constitutioncenter.org/interactive-constitution/amendments/amendment-i/assemble-and-petition-joint/interp/34

GLOSSARY

Abolition

The act of ending a system, practice or institution. Most often used in reference to slavery.

Agrarian

Of or having to do with cultivated land, fields, and/or farmers.

Aide-de-camp

A military officer acting as a confidential assistant to a senior officer. (French expression meaning “helper in the [military] camp.”)

Artillery

Large-caliber guns used in warfare on land, or a military detachment or branch of the armed forces that uses cannons.

Cabinet (of the United States)

A body of advisers to the President, composed of the heads of the executive departments of the government.

Congress of the Confederation (or Confederation Congress)

The governing body of the United States of America that existed from 1777 to early 1789.

Continental Army

The army formed after the outbreak of the Revolutionary War by the thirteen colonies that became the United States of America.

Currency

A system of money in general use in a particular country.

Republican Party

An American political party formed by Thomas Jefferson and James Madison circa 1792 to oppose the centralizing policies of the new Federalist Party run by Alexander Hamilton.

Duel

A contest with deadly weapons arranged between two people to settle a point of honor. (Also known as an “affair of honor.”)

Federalist Party

The first American political party, in existence from circa 1792 to 1816, which began as a national coalition of bankers and businessmen in support of Alexander Hamilton’s financial policies and a strong national government.

Hessian (soldier)

Soldiers from German kingdoms who supplemented the British Army during the Revolutionary War. The largest group came from Hesse-Cassel and Hesse-Hanau, giving their name to the larger group, but other kingdoms were represented as well: Brunswick, Waldeck, Anspach-Bayruth and Anhalt-Zerbst.

Levee

A reception during which people have access to meet with a leader or representative. Levees began as a royal custom—a daily moment of intimacy and accessibility to a king. (Comes from the French word lever, meaning “getting up” or “rising.”)

Manumission

The act of an owner freeing his or her slaves.

Militia

A military force that is raised from the civilian population for law enforcement and defense.

Mint

A place where money is coined, especially under state authority.

Ratification

Signing or giving formal consent to a treaty, contract, or agreement, making it officially valid.

Second (in dueling)

A friend or family member—chosen by each dueler—whose job it was to help resolve a dispute or “affair of honor” on terms acceptable to both sides; or if this failed, helped arrange and oversee the duel (fight), making sure the duelists followed the rules.

Tariff

A tax on on foreign goods and products. The higher price is meant to privilege products being created inside of the nation, protecting that nation’s manufacturers.

United States Department of the Treasury

An executive department of the United States federal government, established in 1789 to manage government revenue. Run by the Secretary of the Treasury.

Content Development Team: Melissa Clemmer, Adrienne Whaley, Matthew Skic, Mark Turdo, Phillip Mead, Elizabeth Grant

Additional support for *Hamilton Was Here* provided by John and Ellen Jumper, David and Kimberly Adler, and The Alexander Hamilton Awareness Society.

Lead Education Sponsors are The 1830 Family Foundation and The Snider Foundation, with additional support provided by The Bergman Foundation.

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