

Response	Percentage
Good job	65%
Not a good job	35%
Don't know	0%

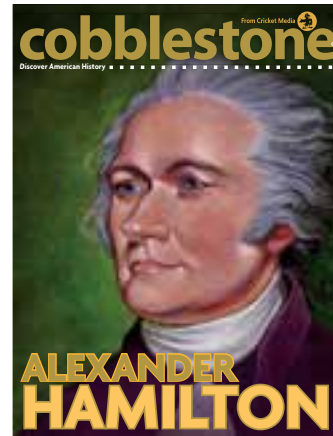
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Young Ambition.	2
Expository Nonfiction	1060L
Military Glory.	6
Expository Nonfiction	1160L
Family Man	10
Expository Nonfiction	1000L
Stepping Into Politics: A Three-Act Play	13
Play	1080L
America's First Money Manager	18
Expository Nonfiction	1080L
Guarding the Coast	23
Expository Nonfiction	950L
An Infamous Duel.	26
Expository Nonfiction	1110L
Hamilton's "Sweet Project".	30
Expository Nonfiction	1060L
HAMILTON On Stage!	34
Interview	930L

Teacher's Guide for *Cobblestone: Alexander Hamilton*

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OVERVIEW

*In this issue of **Cobblestone**, readers will learn about the life and achievements of Alexander Hamilton, one of our country's founders and*

leading statesmen. Students will read about Hamilton's youth and military and political careers, his important writings, and his home life. The issue also includes a special interview with the lead actor from the popular stage production Hamilton: An American Musical, a show that reflects today's diverse America while celebrating its rich history.

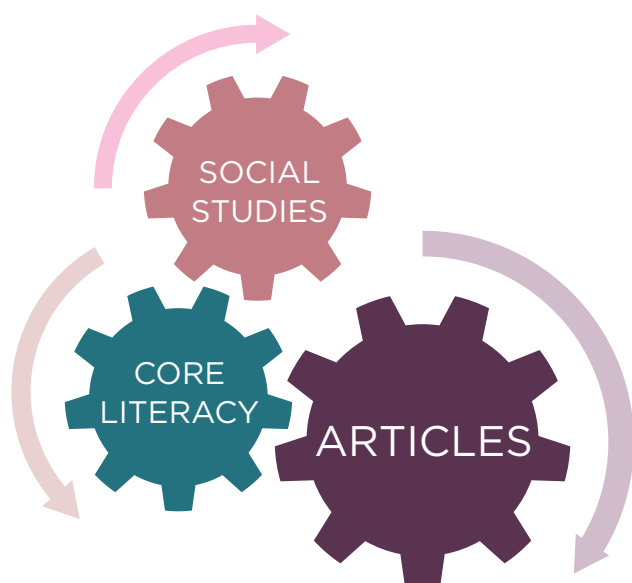
ESSENTIAL QUESTION:

Why is Alexander Hamilton's legacy important today?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ INDIVIDUAL ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 14 - 16

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



Essential Question: Why is Alexander Hamilton's legacy important today?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Young Ambition Expository Nonfiction	People's perspectives influence the information available in the sources they create.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Determine Author's Purpose Research and Write an Article 	<i>Reading 2, 3, 5 & 6</i> <i>Writing 2 & 7</i>
Military Glory Expository Nonfiction	Individuals can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Author's Purpose Interpret Visual Information Present an Opinion 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Speaking & Listening 4</i>
Family Man Expository Nonfiction	Interpretation of the past is limited by the extent to which historical sources represent the perspectives of the time.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Point of View Write an Editorial 	<i>Reading 1, 2, 6 & 7</i> <i>Writing 1</i>
Stepping Into Politics: A Three-Act Play Play	People's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> Close Reading Evaluate Evidence Compare Texts Write a Dialogue 	<i>Reading 2, 3, 8 & 9</i> <i>Writing 3</i>
America's First Money Manager Expository Nonfiction	Individuals can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Text Features Analyze Point of View Debate 	<i>Reading 1, 2, 3, 5, 6 & 8</i> <i>Speaking & Listening 1, 3 & 4</i>
Guarding the Coast Expository Nonfiction	The government is responsible for protecting national interests and its citizens.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Evidence Write a Letter 	<i>Reading 1, 3, 5 & 8</i> <i>Writing 3</i>
An Infamous Duel Expository Nonfiction	Citizens have responsibilities to themselves and others.	<ul style="list-style-type: none"> Close Reading Analyze Figurative Language Interpret Visual Information Write an Essay 	<i>Reading 2, 3, 4 & 7</i> <i>Writing 1</i>
Hamilton's "Sweet Project" Expository Nonfiction	Human settlement activities impact the environmental and cultural characteristics of places and regions.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Analyze Text Structure Write a Poem 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Writing 3</i>
HAMILTON On Stage! Interview	People's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> Close Reading Evaluate Word Choice Evaluate Tone Present an Opinion 	<i>Reading 1, 2, 3 & 4</i> <i>Speaking & Listening 2 & 4</i>

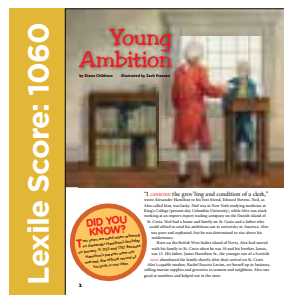
Comparing Texts: CCSS Reading 9

Mini-Unit: CCSS Reading 1, 2, 3 & 7, Writing 1, 2, 3, 4, 5, 8, 9, & 10, Speaking & Listening 1, 2, 4, 5 & 6



ARTICLE: Young Ambition

Magazine pages 2 - 5, Expository Nonfiction



Alexander Hamilton came from humble beginnings, but he was a bright and ambitious young man with writing talent that led others to fund his education in the colonies. He became an activist while he studied.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies People's perspectives influence the information available in the sources they create.

CROSS-CURRICULAR EXTENSION

Science Study how hurricanes form and why they are so devastating.

KEY VOCABULARY

mentor (p. 4) someone who teaches or gives help and advice to a less experienced and often younger person

prodigious (p. 4) very impressive

PREPARE TO READ

Define the term “ambition” and discuss the students’ own ambitions. Consider what traits might help someone achieve their ambitions.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does the title suggest about Alexander Hamilton? Find evidence in the text to support this assertion. *CCSS Reading 2*
- What can you conclude about Alexander’s perspective on individuals’ rights? Use details from the text to support your answer. *CCSS Reading 3*
- What impact did Alexander’s relationships with others have on his early life? Add names and phrases that define these relationships and their impact on Alexander’s early life to the chart on page 19. *CCSS Reading 3*

Craft and Structure

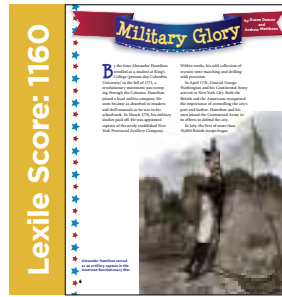
- **Analyze Text Structure** What is the purpose of the opening quote? Cite details from the text to support your answer. *CCSS Reading 5*
- **Analyze Author’s Purpose** What was the author’s purpose for writing this text? Which specific text features lead you to this conclusion? *CCSS Reading 6*

WRITING

Research and Write an Article Research life on St. Croix during Alexander’s childhood and write a short article explaining what it was like to live there at that time.

ARTICLE: Military Glory

Magazine pages 6- 8, Expository Nonfiction



Hamilton began his military career in the New York militia, where he helped the Continental Army in battles throughout the region. He later became General Washington's secretary, but he preferred the battleground.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Art Many famous paintings depict scenes of the American Revolution. Use them as models for sketches. Consider line, color, and composition.

KEY VOCABULARY

artillery (p. 6) the part of an army that uses large guns to shoot over a great distance

drill (p. 6) an exercise done to practice military skills or procedures

wholesome (p. 8) suggesting good health or behavior

PREPARE TO READ

Have students imagine they were serving as an artillery captain during the Revolutionary War, but were then appointed secretary to George Washington. Ask them how they would feel. Would they want to rejoin the front lines?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Create a list of Hamilton's roles in the Continental Army. In which of these roles did he have the greatest impact on the war? Cite details from the text to support your answer. *CCSS Reading 2 & 3*
- Washington referred to Hamilton as his "principal and most confidential aide" and repeatedly denied his requests for a frontline command. What can you infer about Washington's opinion of Hamilton's value to the army from these details? *CCSS Reading 1*
- Write a paragraph outlining the events that led to Hamilton's appointment as a frontline commander in the Revolutionary War. Do you think Hamilton had any other options to choose from in order to get his way? Why or why not? *CCSS Reading 3*

Craft and Structure

- Analyze Author's Purpose** Why do you think the author chose to include the sidebar on page 9? How does the information in it affect your understanding of Washington's confidence in Hamilton as a military leader? *CCSS Reading 6*
- Interpret Visual Information** Study the illustrations and write a few sentences explaining how each relates to the main text and what new information it adds. *CCSS Reading 7*

SPEAKING AND LISTENING

Present an Opinion Revisit students' responses to the Prepare to Read section and have them create a two-minute presentation explaining how the article changed their opinion or helped to support it.



Alexander was happily married to Elizabeth Schuyler, a wealthy woman from a prominent Dutch family, from December 1780 until his death in 1804. The marriage weathered the illness of one son and the death of another as well as an affair.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies Interpretation of the past is limited by the extent to which historical sources represent the perspectives of the time.

CROSS-CURRICULAR EXTENSION

Civics As a class, brainstorm ways to support local charitable organizations and complete as many as possible.

KEY VOCABULARY

embroil (p. 12) to involve (someone or something) in conflict or difficulties

knot (p. 12) a group of people who are standing or sitting close together

smitten (p. 11) in love with someone or something

PREPARE TO READ

Show the students pictures of female partners of famous men (Martha Washington, Michelle Obama, Nancy Reagan). Discuss how these women became famous in their own right for their efforts to help society. Ask students to identify other women who also became famous for their efforts to help society.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Look at the opening image and title of the article. Write a paragraph explaining what you believe it will be about and why. *CCSS Reading 1*
- Write a summary of the article. Be sure to mention the main idea and supporting details. *CCSS Reading 2*
- Does Elizabeth Schuyler fit Hamilton's description of the ideal wife? Use details from the text to support your answer. *CCSS Reading 1*

Craft and Structure

- Interpret Visual Information** Study the illustrations that accompany the article. What tone do they set? What methods did the artist use to establish that tone? *CCSS Reading 7*
- Analyze Point of View** What opinions does the author present? How do these opinions help you determine the author's point of view of the events and people depicted in the article? *CCSS Reading 6*

WRITING

Write an Editorial Do you believe everyone should get married? Write a persuasive editorial using information from the article and your own experience.

ARTICLE: Stepping Into Politics: A Three-Act Play

Magazine pages 13 - 17, Play



Alexander Hamilton and James Madison were proponents of a strong federal government and participated in the Constitutional Convention and other activities that led to its adoption.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts & Social Studies Read and discuss *The Federalist Papers*. How do the ideas in them influence our government today?

KEY VOCABULARY

abridge (p. 14) to shorten (a book, a play, etc.) by leaving out some parts

fervent (p. 15) felt very strongly

sound (p. 13) solid and strong

welfare (p. 15) the state of being happy, healthy, or successful

PREPARE TO READ

Make an impassioned speech about a topic relevant to your students. Discuss their impressions. Then discuss whether the written word can be as powerful as the spoken word.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What is the main idea of each act of the play? How do these main ideas build upon each other to create the main idea of the whole work? Use details from the text to support your answer. *CCSS Reading 2*
- What is the main problem or conflict in the text? How do the characters resolve this conflict? *CCSS Reading 3*
- Analyze Hamilton's reasoning for supporting the ratification of the Constitution (see paragraph 2 on page 17). Why do you think this line of reasoning was relevant at the time? *CCSS Reading 8*

Craft and Structure

- **Evaluate Evidence** What evidence do Hamilton and Madison present to support their argument for a strong central government? Are the reasons they present sufficient to support their argument? *CCSS Reading 8*
- **Compare Texts** Write a brief essay comparing the ideas presented in the play with those in the excerpts of *The Federalist Papers*. *CCSS Reading 9*

WRITING

Write a Dialogue Using information from the play, write an imagined dialogue between Madison and Hamilton. Add information about the setting and stage directions for the actors.

ARTICLE: America's First Money Manager

Magazine pages 18 - 22, Expository Nonfiction



Alexander Hamilton was America's first Secretary of the Treasury. In this role, he bargained with political rivals to create a strong federal government that paid its debts and supported economic growth.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Math Create math problems that use income levels and tax rates to compute payments.

KEY VOCABULARY

balk (p. 21) to suddenly show that you do not want to do something

casualty (p. 20) a person or thing that is harmed, lost, or destroyed

daunting (p. 18) tending to make people afraid or less confident

PREPARE TO READ

Work with students to brainstorm the things the government needs to spend money on and what its budget might look like. Then, ask students to think of ways the government could raise the money it needs.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the probable relationship between Jefferson and Madison? Which details in the text support your inference? *CCSS Reading 1*
- Write a paragraph explaining the main idea of this text and how you determined it. Use details from the text to support your answer. *CCSS Reading 2*
- Evaluate Hamilton's plan to refinance the government's debt. Was his plan likely to work? Why or why not? Cite details from the text to support your answer. *CCSS Reading 3 & 8*

Craft and Structure

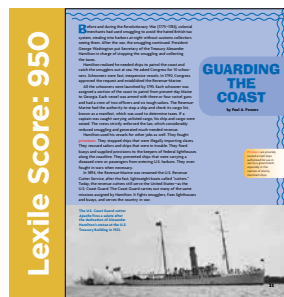
- **Analyze Text Features** What is the purpose of the subtitles in this article? How do they add to your understanding of each section? *CCSS Reading 3*
- **Analyze Point of View** What clues on page 21 reveal the author's perspective on Hamilton's plan to promote a strong economy? Cite evidence from the text to support your answer. *CCSS Reading 3*

SPEAKING AND LISTENING

Debate Debate with a partner. Select an area of conflict mentioned in the article and conduct a debate in which each of you represents one side.

ARTICLE: Guarding the Coast

Magazine page 23, Expository Nonfiction



Hamilton established the Revenue-Marine, the present-day Coast Guard, to fight smuggling and help protect the country from other coastal threats.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies The government is responsible for protecting national interests and its citizens.

CROSS-CURRICULAR EXTENSION

Engineering What features made the schooner and cutter ideal vessels for the tasks they had?

KEY VOCABULARY

revenue (p. 23) money that is made by or paid to a business or an organization

swivel (p. 23) to turn around

PREPARE TO READ

Show photos or videos of the Coast Guard in action. Discuss what its primary functions are today. Then, have students hypothesize the reasons for its creation (i.e., what aspects of life in the late 1700s led to its creation?).

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Infer the justifications smugglers might have used to defend their actions. Cite information in the text that helped you form your inferences. *CCSS Reading 1*
- What conclusion can you draw based on the fact that the Merchant-Marine fought privateers? Cite evidence from the text to support your answer. *CCSS Reading 1*
- Why did the Revenue-Marine evolve into the modern Coast Guard? Cite details in the text that support your answer. *CCSS Reading 3*

Craft and Structure

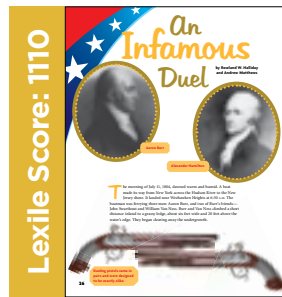
- **Analyze Text Structure** How is this article organized? What other organizational structures could have been used to present this information? How would that have impacted the text? *CCSS Reading 5*
- **Evaluate Evidence** What evidence from the article supports the claim that the Revenue-Marine was created in part to support Hamilton's plan to generate income for the government? *CCSS Reading 8*

WRITING

Write a Letter Imagine you are part of a schooner crew in the Revenue-Marine. Write a letter home that includes at least one mission and explains your daily activities to your family.

ARTICLE: An Infamous Duel

Magazine pages 26 - 29, Expository Nonfiction



After Hamilton criticized his character, Aaron Burr challenged Hamilton to a duel, which Burr won.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies Citizens have responsibilities to themselves and others.

CROSS-CURRICULAR EXTENSION

Physics Study the forces involved in firing a projectile from a pistol and make a diagram explaining what occurs.

KEY VOCABULARY

thwart (p. 28) to prevent (someone) from doing something or to stop (something) from happening

treason (p. 29) the crime of trying to overthrow your country's government or of helping your country's enemies during war

PREPARE TO READ

Ask students where they think the phrase “be the bigger person” came from. What types of situations might have led to its use? Then, tell them that Hamilton, choosing to give in to his emotions, decided against this advice and lost his life as a result.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How does the author support the statement that Hamilton distrusted Burr more than he disliked Jefferson's views? Quote the text as part of your answer. *CCSS Reading 2*
- Compare the moral characters of Burr and Hamilton on a T-Chart. (See T-Chart on page 20.) *CCSS Reading 3*
- Write a paragraph summarizing the conflict between Burr and Hamilton. Put details from the text into your own words as you compose your answer. *CCSS Reading 2*

Craft and Structure

- Analyze Figurative Language** On page 28, Hamilton is quoted as describing Burr as “bankrupt beyond redemption.” Use context clues to determine the meaning of this phrase. *CCSS Reading 4*
- Interpret Visual Information** Study the images that accompany the text. How does each relate to the main text? How does each add to your understanding of the topic? *CCSS Reading 7*

WRITING

Write an Essay Did Hamilton have to accept the challenge? Use details from the text and your own experience to write a persuasive essay arguing your opinion.

ARTICLE: Hamilton's "Sweet Project"

Magazine pages 30 - 33, Expository Nonfiction



Alexander Hamilton had the Grange built when he finally achieved his ambitions. The house had to be moved twice: once to make way for New York's expansion and once as part of its preservation.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies Human settlement activities impact the environmental and cultural characteristics of places and regions.

CROSS-CURRICULAR EXTENSION

Technology How are large objects like the Grange moved across a city? What type of technology is necessary to accomplish this type of move?

KEY VOCABULARY

boast (p. 30) to have (something that is impressive)

stimulus (p. 32) something that causes something else to happen, develop, or become more active

PREPARE TO READ

Ask students to discuss what their home represents to them. Then ask them to hypothesize why some people want to alter their homes or move to new ones.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How did the expansion of New York City impact the Grange? Use details from the text to support your answer. *CCSS Reading 1*
- What is the main theme of this article? Which details in the text helped you determine the theme? *CCSS Reading 2*
- Write a paragraph comparing the two moves. Include the reason for each as well as how they were accomplished. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** Why did the author include the excerpt of a letter at the beginning of the article? How does it establish tone and connect to the main text? *CCSS Reading 6*
- **Analyze Text Structure** What is the overall structure of this article? Is this structure effective in presenting the information? Why or why not? *CCSS Reading 5*

WRITING

Write a Poem Write a poem expressing your feelings about your own home.



Miguel Cervantes will play the title role in the Chicago production of *Hamilton*. He discusses how the show represents America today while teaching something about our history.

ESSENTIAL QUESTION

Why is Alexander Hamilton's legacy important today?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Music Compare the music in the musical or other popular music today with music from Hamilton's time.

KEY VOCABULARY

aura (p. 36) a special quality or feeling that seems to come from a person, place, or thing

persona (p. 36) the image or personality that a person presents to other people

PREPARE TO READ

Repeat the phrase used by the author on page 37—"history is happening"—to students. Ask them what this phrase suggests. Then discuss how each historical era is defined by its own unique and often controversial issues that impact how we perceive connections between that era and the present one.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How much does an actor need to know about a character before playing him? Use details from the text to support your answer. *CCSS Reading 3*
- What main themes does the interviewer focus on? How do the questions build on each other to highlight each theme? *CCSS Reading 3*
- What is the relationship between the modern and historical elements depicted in the production of *Hamilton*? Locate details in the text that support your answer. *CCSS Reading 3*

Craft and Structure

- **Evaluate Word Choice** List idiomatic expressions used in the interview along with the literal and figurative meanings of each. *CCSS Reading 3*
- **Evaluate Tone** What is Cervantes's attitude toward the musical production? Which specific words and phrases helped you determine his attitude? *CCSS Reading 3*

SPEAKING AND LISTENING

Present an Opinion Create a two-minute visual presentation expressing your opinion about why the producers of the show elected to have ethnically diverse actors portray the historical characters.



CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- How did Hamilton's childhood experiences prepare him for his future endeavors? Write a short essay linking the experiences detailed in "Young Ambition" with events in "Military Glory," "Stepping into Politics: A Three-Act Play," "America's First Money Manager," and "Guarding the Coast."
- Refer to multiple articles to create an annotated timeline of the main events in Hamilton's life.
- Was Hamilton successful in fulfilling his ambitions? Make a chart listing the goals and ambitions in "Young Ambition" and the achievements, including the article in which they were described, that accomplished those ambitions.
- Use the wheel chart on page 19 to record information about Hamilton's relationships with the military and political leaders who impacted his professional life. Information can be found in "Military Glory," "Stepping into Politics: A Three-Act Play," "America's First Money Manager," and "An Infamous Duel." Name the person on the outside of the larger circle and note facts in the interior section.
- What is Alexander Hamilton's legacy? Reread the articles and note examples of his lasting impact and the ways he is memorialized. Compile these into a poem that answers the essential question.



EXPLORATORY LEARNING - MINI-UNIT

Alexander Hamilton came from humble beginnings, but he's raking in big bucks (for others) today. The Broadway hit *Hamilton* presents his story in a variety of musical styles. Other artists have been inspired by Hamilton as well. The style of a work depends as much upon its creator as its subject; therefore, your students will find their own styles for telling his story. They will also write a brief paragraph to explain their work, which will be shared with the class.

ENGAGE

READ FOR A PURPOSE

APPLY

ENGAGE: Engage students in the topic of Alexander Hamilton by showing them dynamic and varied images of the man. Display the images so the class can see them all at once. Point out that each image is a representation of the same man, Alexander Hamilton. Review the images one at a time, noting the media used as well as the tone of the piece. What does each piece say about Hamilton and the artist who has portrayed him? Have the students briefly journal about any images that strike them.





READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: Hamilton: Inspiration Showcase

Remind the students of the varied artistic styles shown in the Engage activity and read “HAMILTON On Stage!” Note the musical styles mentioned in “HAMILTON On Stage!” Also show students examples of statues or other works of art depicting Hamilton. Explain that Hamilton inspired each of these works, but each reflects the unique perspectives of its creators. Tell students that, like these artists, they will find their own ways to represent Hamilton that reflect their perceptions of him and his life.

Assist students as they consider their talents and interests in order to select the presentation method that will work best for them. Determine time limits for any oral presentations or staged works and decide if students will be allowed to work cooperatively. A list of possible formats is in the box below:

Biography	Jokes/Comedy Routine	PowerPoint	Dialogue
Cartoon	Music/Song	Skit/Play	Poster
Interpretive Dance	Poem	Short Story	Painting

RETURN TO THE TEXT:

Explain to students that before they can create their pieces they must gather information about Hamilton’s legacy and why it is important today. Set guidelines for the minimum number of facts the students will need to include or reference and assist them as they decide which moments in Hamilton’s life inspire their creativity in their chosen formats. The Topic Guide below will help you.

TOPIC GUIDE

TOPIC:	ARTICLES:
EARLY LIFE	Young Ambition (p. 2)
MILITARY CAREER	Military Glory (p. 6)
POLITICAL ACTIONS/VIEWS	Young Ambition (p. 2) Military Glory (p. 6) Stepping Into Politics: A Three-Act Play (p. 13) America’s First Money Manager (p. 18) Guarding the Coast (p. 23) An Infamous Duel (p. 26)
FAMILY LIFE	Family Man (p. 10) Hamilton’s “Sweet Project” (p. 30)



**APPLY: HAMILTON: INSPIRATION SHOWCASE****STEP 1: Gather Information**

Assist students as they take notes on the articles and begin to plan their artistic works. Remind them to keep the Essential Question in mind. Students will use the Idea Organizer on page 17 to note any facts they hope to incorporate, along with their personal impressions and ideas for how to incorporate them into the artistic work. Students may use as many copies as they need.

STEP 2: Plan

Once the students have selected ideas they hope to include, help them organize those ideas by using the Flow Chart on page 18. Again, students may need multiple copies. If any students are working on a sculpture or other art project that lacks linear flow, have them draw a model of the completed design to ensure that they fulfill the assignment and to lessen the chance for errors that can't be fixed during the creation process.

STEP 3: Create

Have students create their artistic work. Check in with them as they create to be sure they are incorporating artistic impressions related to factual information that helps to answer the Essential Question.

Questions to Ask:

How did this fact inspire you?

What emotion do you hope to convey?

How does this part of your project relate to Hamilton and yourself?

Allow time for students to practice performance pieces and edit their work. Once these are complete, the students will compose paragraphs to act as captions or explanations for the pieces. Edit them in a writers' workshop.

STEP 4: Present

Display artworks and written compositions with their captions and view the performances. Consider inviting guests. Congratulate students and tell them they have added to Hamilton's legacy, as well as their own!





GRAPHIC ORGANIZERS

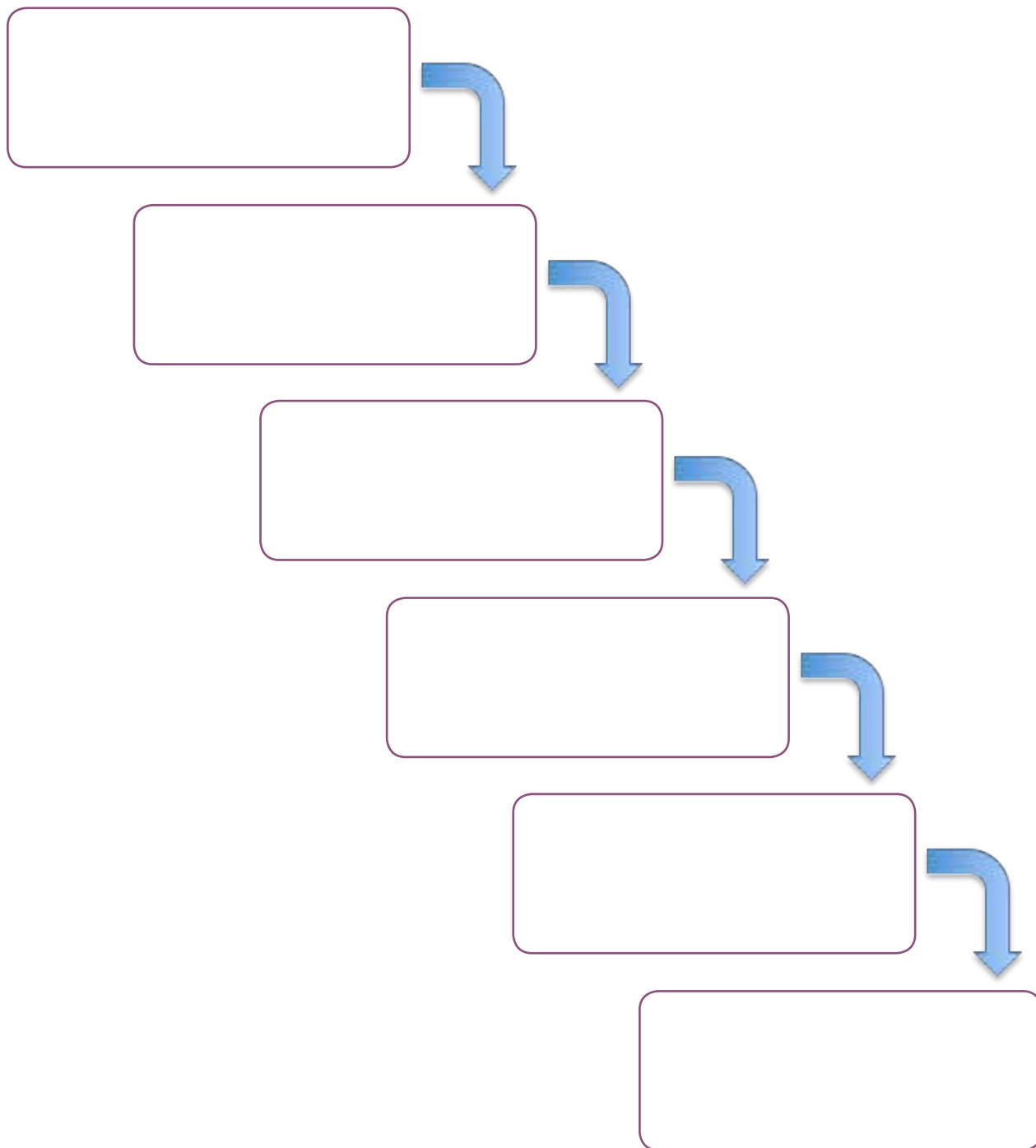
IDEA ORGANIZER

Fact from Article	Personal Impressions	Ideas for Presentation



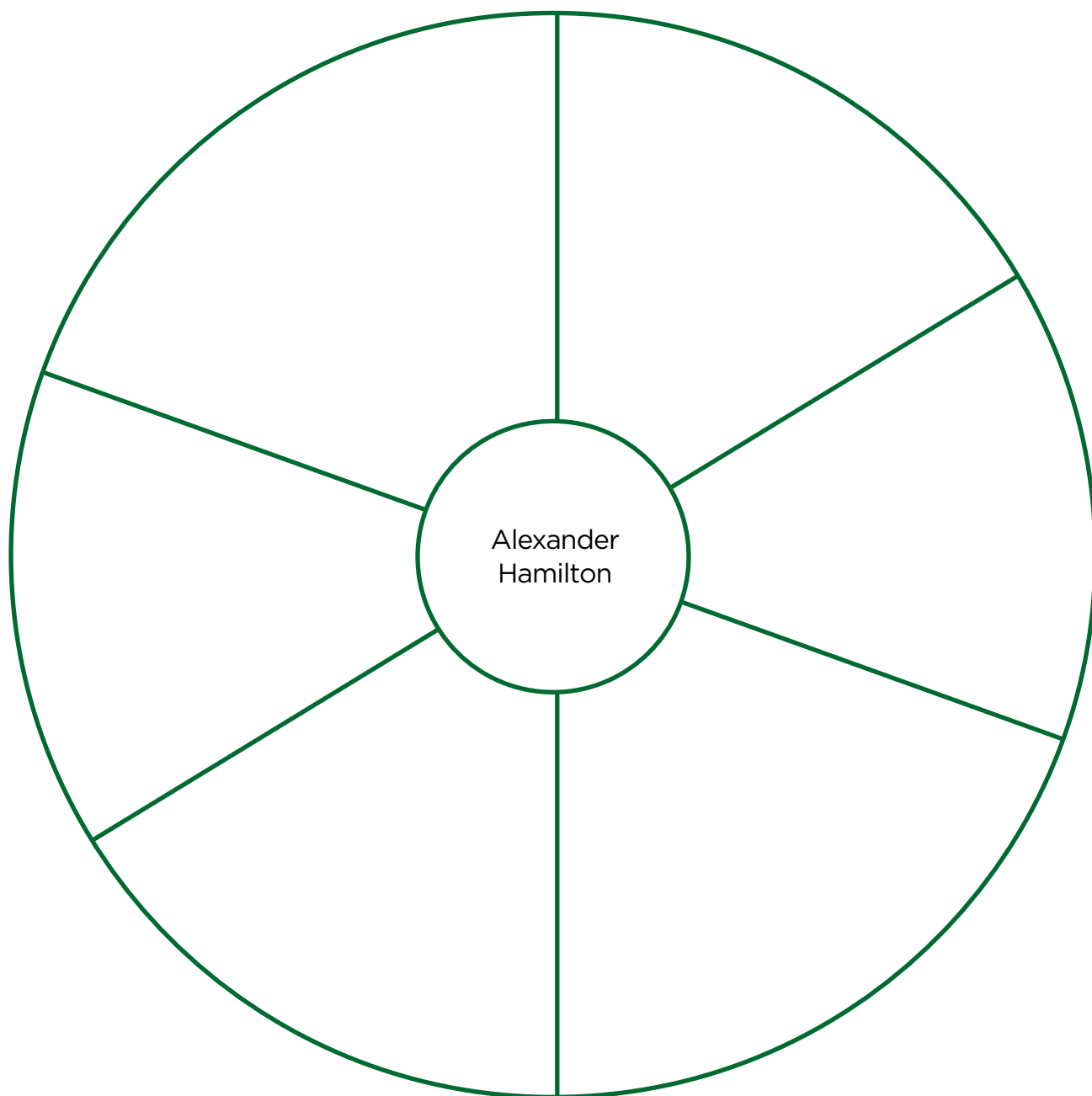
NAME: _____

FLOW CHART



NAME: _____

ALEXANDER HAMILTON'S RELATIONSHIPS



NAME: _____

T-CHART

ALEXANDER HAMILTON	AARON BURR



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.



CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the **origins, functions, and structure of different governments** and the **origins and purposes of laws** and key constitutional provisions.

Summarize core **civic virtues and democratic principles**.

Evaluate **policies** intended to address social issues.

ECONOMICS

Evaluate the **benefits and costs of individual economic choices**.

Analyze **economic incentives**, including those that cause people and businesses to specialize and trade.

Explain the **importance of resources** (i.e. labor, human capital, physical capital, natural resources) in **methods of economic production**.

Explain the **functions of money** in a market economy.

Explain the importance of **competition** in a market economy.

Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of **how individual and government actions affect the production of goods and services**.

Analyze economic patterns, including activity and interactions between and within nations.

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.

Explain cultural influences on the way people live and modify and adapt to their environments.

Analyze places, including their physical, cultural and environmental characteristics and how they change over time.

Analyze **movement of people, goods, and ideas**.

Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.

HISTORY

Interpret historical context to **understand relationships among historical events or developments**.

Evaluate historical events and developments to identify them as **examples of historical change and/or continuity**.

Analyze perspectives, including factors that influence why and how individuals and groups develop different ones.

Evaluate historical sources, including their reliability, relevancy, utility, and limitations.

Analyze causes and effects, both intended and unintended, of historical developments.



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants	<ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/Magnetism• Matter• Waves• Heat• Chemistry• Information Processing	<ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis	<ul style="list-style-type: none">• Solar System• Planets• Moon• Sun

