



Alexander Hamilton: The Man, The Myth & the Legend

Intended for grades 6-8th grades

By: Sashir Moore-Sloan

July 15, 2021

Introduction

Rationale

The unit entitled Alexander Hamilton: The Man, The Myth, The Legend focuses on the essential understanding, “Truth dispels myth.” This essential understanding can be used through multiple disciplines such as science, journalism, museum studies, and history. As Social Studies teachers, we want our students to not only learn the content but to be able to decipher between truths and myths about history. This unit equips students with the necessary skills and tools to address the issue of myths and the romanticization of historical figures. When exploring the lives of key leaders in American society such as the founding fathers there can be so much to learn and unlearn. This is why the essential understanding of “truth dispels myth” is imperative. The skills, concepts, and content presented in this unit are extremely important to help students learn, become critical thinkers which can cover the truth using historical thinking. This unit helps students sharpen key skills such as researching, interpretation, analysis, evaluation, thinking critically, summarization, compare and contrast, applying, organization and collaboration; these skills are embedded throughout this unit. These skills, content, and concepts all contribute to historical thinking.

Differentiation for Gifted Learners

The elements of this unit that make it particularly beneficial and appropriate for gifted learners are the challenging and complex readings, activities, and performance tasks. The articles and political cartoons in the lessons that students must analyze and interpret have advanced concepts and go beyond the basic knowledge of founding father Alexander Hamilton. For example, students not only engage in a visual thinking strategy lesson by analyzing a political cartoon, but they must also create their political cartoon about Alexander Hamilton.

Students also engage in complex ideas and vocabulary as they step into the discipline of a museum curator during the Bruner Structure of the Discipline lesson and throughout the various articles they read. The articles students read and analyze are above middle school reading levels. If an article is too challenging it can be replaced with one similar but on a lower grade level. This unit also has students engage in creating a part of an exhibit of Alexander Hamilton via the role of a museum curator. This area allows differentiation via the product of the performance task. No matter where students fall on ability level as gifted students, they can create a product that will challenge them. This exhibit not only challenges students to take on the professional role and discipline of a museum curator but it also engages them in the process of historical thinking by researching, analyzing, and interpreting information for the exhibit; this engrosses students with complex ideas and processes.

Intended Population

The intended population for this unit is gifted middle school students. This unit was originally created for the Durham Public Schools spark camp. The Spark camp students are rising fourth through eighth-graders who have been identified as Academically/Intellectual gifted (AIG). The Spark camp includes students from all over the school district who belong to various social-economic backgrounds. Although this unit was created for Spark camp it can be used for any AIG middle school student. In addition, if you have gifted rising 5th graders this unit can be differentiated to address their academic needs as well. During spark camp, I had two rising fifth graders that loved Hamilton and worked hard to understand the material. These two brilliant young ladies were excellent and hung in there with the challenging material. They asked for help and let me know when they did not understand, and I made modifications with some of the articles to assist them. Even with middle school AIG students, whom this unit is intended for,

you may have to make some modifications to differentiate between learners. Similar to the spark camp, the population of the spark camp this unit was created for a diverse group of Middle school AIG students; it does not matter what their social-economic status is.

This unit would be wonderful for students who have a love for history or even just the Broadway play Hamilton. Even if a student has never seen the play Hamilton the lessons in this unit are designed in such a way that a student could walk in with no background knowledge of Alexander Hamilton and walk away with an advanced understanding of “the ten-dollar founding father (Manuel Miranda, 2015).” This unit is also based on the essential understanding truth dispels myth. Viewing this through a conceptual lens is also a huge benefit for students who have huge amounts of prior knowledge and students who don’t have any prior knowledge as it will meet students where they are and take them to new levels.

Goals and Outcomes

Content Goals and Outcomes

GOAL: To develop an understanding of the important role Alexander Hamilton played in the founding of our nation.

OBJECTIVES: *The students will know that...*

- Alexander Hamilton was a significant figure in US History and Founding Father
- historical figures can be romanticized, and myths can be created about their lives

Process Goals and objectives

GOAL: To develop efficient research, analytical skills, and interpretation skills for use in Social Studies class and beyond

OBJECTIVES: *The students will be able to...*

- research primary and secondary sources and determine whether the information is credible or bias
- analyze primary and secondary sources and interpret key information from these documents

Concept Goals and Outcomes

GOAL: To gain an understanding of the concept of Truth

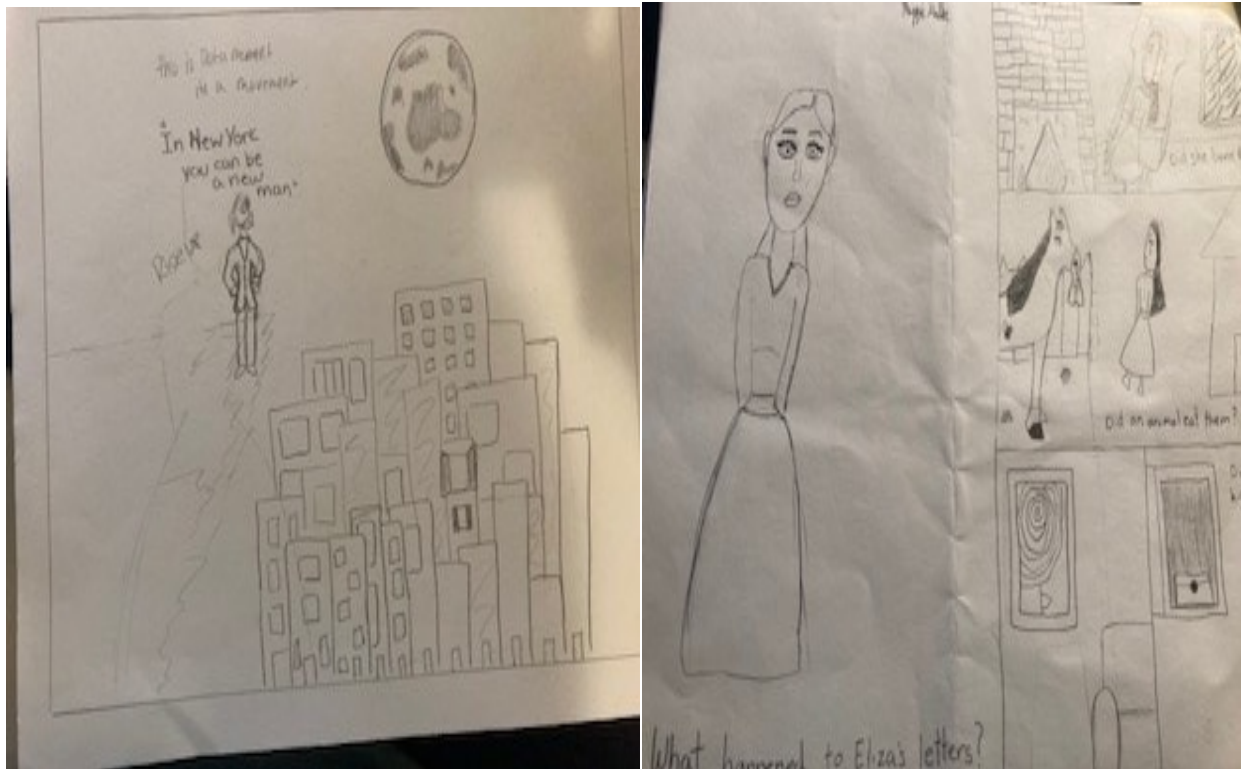
OBJECTIVES: *The students will understand that...*

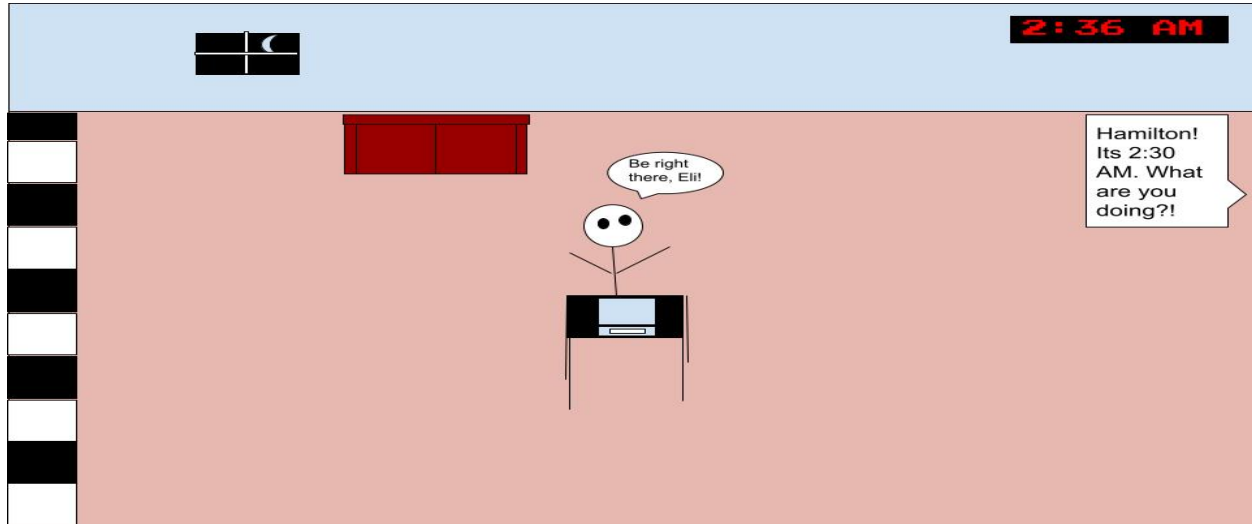
- research supports truth
- Society can promote truth or myths

Assessment Plan

Formative Assessment

The unit Hamilton: the man, the myth, the legend uses several formative assessments throughout the unit. The first lesson is a visual thinking strategy model. After they have viewed the image of Hamilton and learned about his life through readings and video clips, students are asked to create a political cartoon about any part of Alexander Hamilton they would like to represent after reading about his life. This political cartoon is a formative assessment because students have to create a political cartoon based on Alexander Hamilton's life. This formative assessment allows teachers to see if students understand key parts of Hamilton's life well enough to create a political cartoon that is higher-order thinking.





The Unseen part of the Federalist papers

The above photos are examples of the political cartoons created by spark camp students. The first picture of the political cartoon displays Alexander Hamilton's arrival to New York City from the Caribbean islands with plans to achieve greatness. The second picture of the political cartoon references the letters that Hamilton's wife Eliza had in her possession which would have provided details about sensitive parts of their marriage including Hamilton's affair and other matters. This political cartoon addresses a historical question of what did Eliza do with these letters from Hamilton. The final picture of the last political cartoon highlights Alexander Hamilton's role in writing the Federalist Papers; as he wrote 51 of the 85 essays. The student who created this political cartoon is my student who had no prior knowledge of Hamilton; he just knew that he was a founding father.

Summative Assessment

The Summative assessment for this unit was a performance task about Hamilton. This performance task allows students to step into the role of a museum curator in which they learn all about during the Bruner Structure of the Discipline model. I was thoroughly impressed with the song that was created and performed by one of my students. This performance task allows students to creatively showcase the information they learned about Hamilton. They are provided with a choice of how they would like to approach the project this is extremely important to AIG students. Examples of the performance task created are located in the google folder linked in this document after the rubric.

Here is the performance Task described below:

Due to the popularity and success of Lin Manuel Miranda's Broadway play *Hamilton*, the National Museum of American History's board of directors has decided it is time to create a new exhibit of Founding Father Alexander Hamilton. Since you are the museum's new curator, you are in charge of developing and overseeing this exhibit.

Your task is to research and select important information about Alexander Hamilton and then create one part of the exhibit which will teach museum visitors about important aspects of Hamilton's life and legacy. The product can include but is not limited to: a google slide or PowerPoint presentation, poster (hard copy or digital), website, video, rap (summarize). Make sure to address myths about Hamilton and dispel them with the truth.

Rubric

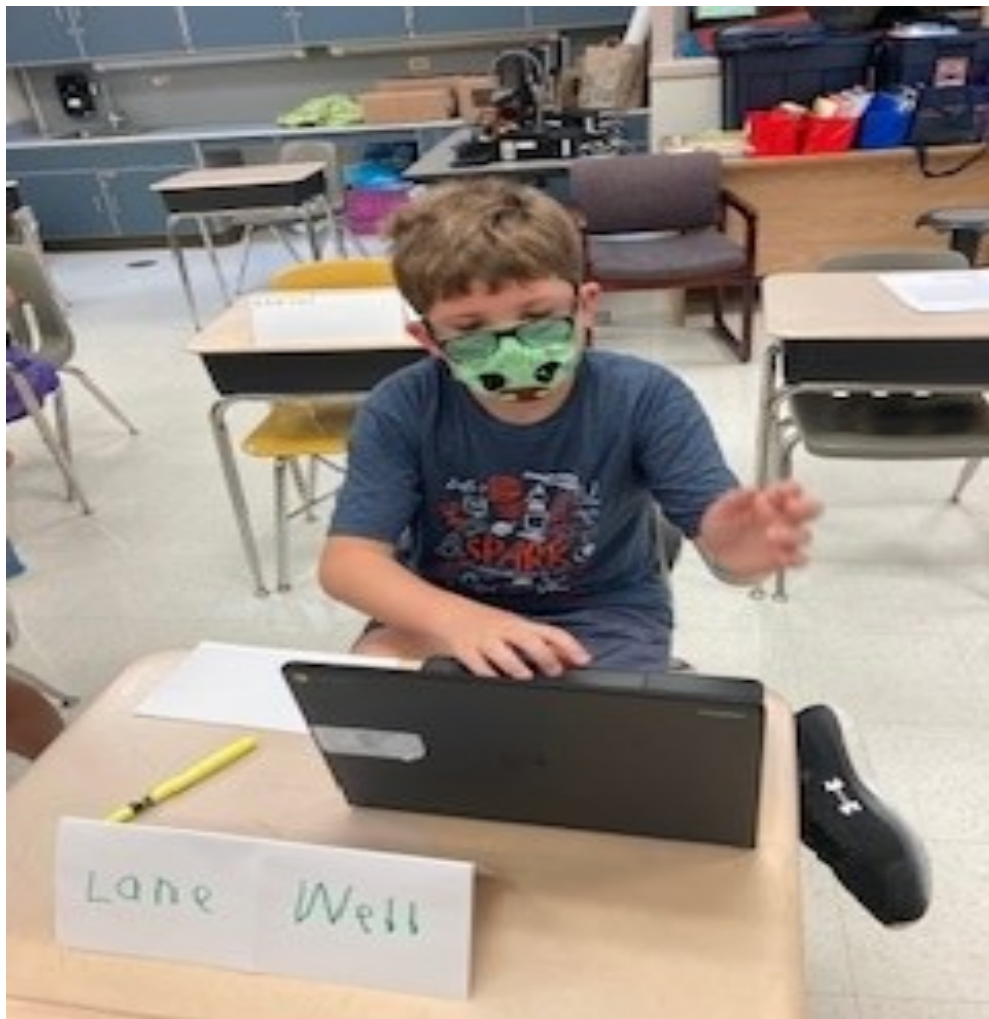
Analytic Rubric: Hamilton Performance Task

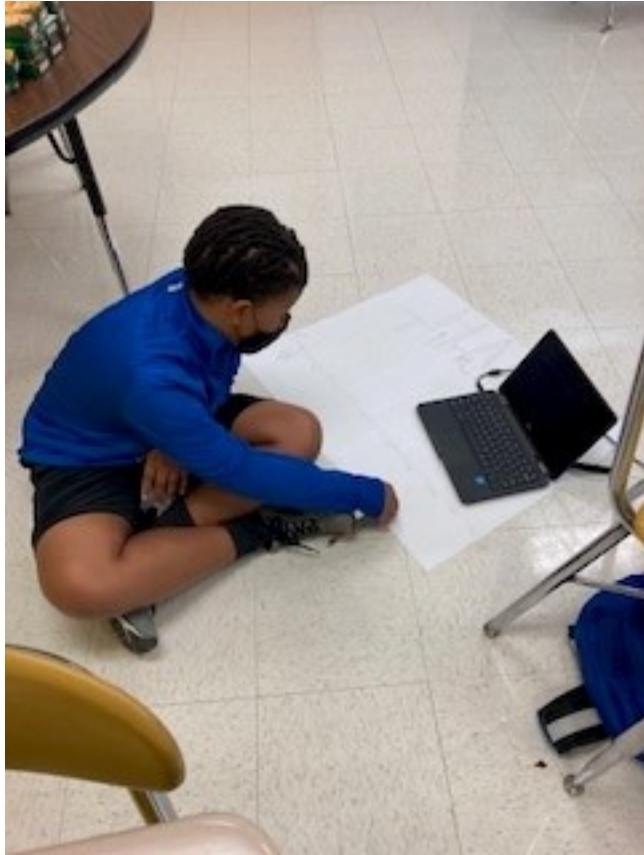
	Mastery	Accomplished	Developing	Novice
Process	Performance task shows advanced analysis, interpretation, and summarization skills.	Performance task shows analysis, interpretation, and summarization skills.	Performance task shows some analysis, interpretation, and summarization skills.	Performance task shows no analysis, interpretation, and summarization skills.
Content	Content is covered in depth with unique details and examples. Subject knowledge displayed is advanced.	Content is covered with details and examples provided. Subject knowledge adequately displayed.	Content is missing few details and examples provided. Subject knowledge inconsistently displayed.	Content is missing details and examples are not provided. Subject knowledge is not displayed.
Concept/understanding	Advanced display of the concept of truth and the essential understanding truth dispels myth addressed in the task. Student understanding meets and exceeds goals of the performance task.	Adequate display of the concept of truth and the essential understanding truth dispels myth addressed in the task. Student understanding meets goals of the performance task.	Inconsistent display the concept of truth and the essential understanding truth dispels myth addressed in the task. Student understanding partially meets goals of the performance task.	No display of the concept of truth and the essential understanding truth dispels myth addressed in the task. Student understanding does not meet the goal of the performance task.
Product	Product is well organized, neat, informative and meets and exceeds goals.	Product is organized, neat, informative and meets goals.	Product is somewhat organized, neat, informative, and partially meets goals.	Product is not organized, neat, or informative and does not meet goals.

Pictures of working on the performance task and link to folder:

Link to google folder:

<https://drive.google.com/drive/folders/1TfMgdt7RoqFYySomkZzoiJGbAdNPAJDI?usp=sharing>





Lesson plans

TEACHER NAME		Lesson #
Sashir Moore-Sloan		1 Revised Summer
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	Social Studies	8th
CONCEPTUAL LENS		LESSON TOPIC
Truth		Truth vs Myth: Alexander Hamilton
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>8.H.2.2.: Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.</p> <p>8. H.2.1: Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.</p> <p>8.1.3: Use primary and secondary sources to interpret various historical perspectives.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Truth dispels myth		How does truth dispel myth?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> Students will know that historical figures can be romanticized, and myths can be created about their life. Students will know that truth is defined as a verified or indisputable fact, proposition, principle, ideal of fundamental reality. Students will know that a myth is defined as an invented story, idea or concept. Students will know that people can view the truth differently. Students will know that the truth can lead to divisive discourse. Students will know that the truth can set you free. Students will know that the truth can dispel myth. Students will know that historical inquiry can lead to the truth. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Observe Examine multiple perspectives Think critically. summarize research engage in group discussion explain analyze interpret

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
------------------------------	---------------------------------	-------------------------------

<ol style="list-style-type: none"> 1. What do you think about when you hear the word truth? 2. How does our society embrace truth? 3. How does our society hinder truth? 4. How can the truth be different for different people? 5. Think of a time when someone did not tell you the truth, how did you feel? 6. When is it appropriate for historical movies and plays to stray from the truth? 7. What level of responsibility do filmmakers and playwrights of historical pieces have in conveying the truth? 8. What do you think of when you hear the word myth? 9. How does our society perpetuate myths? 10. What myths are perpetuated in Social Studies classes? 11. In what ways are the founding fathers romanticized? 12. What are some widespread myths about Alexander Hamilton? 13. What do these myths mean in regard to Alexander Hamilton? 	<ol style="list-style-type: none"> 1. What do you see in this image? 2. What do you see that makes you say that? 3. What else do you see? 4. What is going on in the image? 5. What you see that makes you say that? 6. What else is going on in the image? 7. What do you see? 8. What else do you see? 9. What is going on in the picture? 10. What do you see that makes you say that? 11. What do you see? 12. What else do you see? 13. What is going on in the picture? 14. What do you see that makes you say that? 15. What else is happening? 16. What message do you think the cartoonist is trying to convey? 17. What do you see that makes you say that? 18. What do you see? 19. How does the cartoonist feel about Hamilton the play? 20. What do you see that makes you say that? 21. What do you see? 22. How do you think the cartoonist views Alexander Hamilton? 23. What do you see that makes you say that? 24. What do you see? 25. How do you feel about the political cartoon? 	<ol style="list-style-type: none"> 1. How did you represent Hamilton in your image? 2. Why did you represent Hamilton this way? 3. What aspect of Hamilton's life is represented in your image? 4. What controversial topics were represented in your political cartoon of Hamilton? 5. Why did you include or exclude certain topics in the political cartoon you observed? 6. How is truth represented in your image? 7. What images represented in your work dispel myths? 8. How can we challenge certain historical narratives about famous people such as Hamilton? 9. How does confronting hard history and telling the truth dispel myth? 10. Which myth portrayed in the video clip stood out to you the most? 11. How do you think different people in society would interpret your Political cartoon? <p>Essential question used for assessment:</p> <ol style="list-style-type: none"> 12. How does truth dispel myth? (used for assessment purposes)
--	--	---

	<p>26. What do you see in the image that makes you feel that way?</p> <p>27. How does avoiding hard history (controversial historical topics) reinforce myths in History?</p> <p>28. What do you see in the image that makes you think that?</p> <p>29. Why do you think this criticism of Hamilton the musical has come to life?</p> <p>30. What do you see in the image that makes you believe these criticisms have arisen?</p> <p>31. What is your criticism of Hamilton?</p> <p>32. What do you see in the image that is the basis for your criticism?</p> <p>33. What is the connection between Hamilton the Myth and the man?</p> <p>34. What do you see in the image that helps you make this connection?</p>	
--	---	--

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The political cartoon used in this lesson is content based. Political Cartoons represent concepts that are sophisticated. Students more than likely may not have come across this political cartoon.	VTS allows students to analyze an image, infer meaning from images and share their thoughts and opinion. This model allows students to think critically		Student led lesson.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the room, the words the truth shall set you free are displayed on the board. Teacher will ask students to raise their hand if they have heard this phrase before. This quote will set the tone for the lesson.

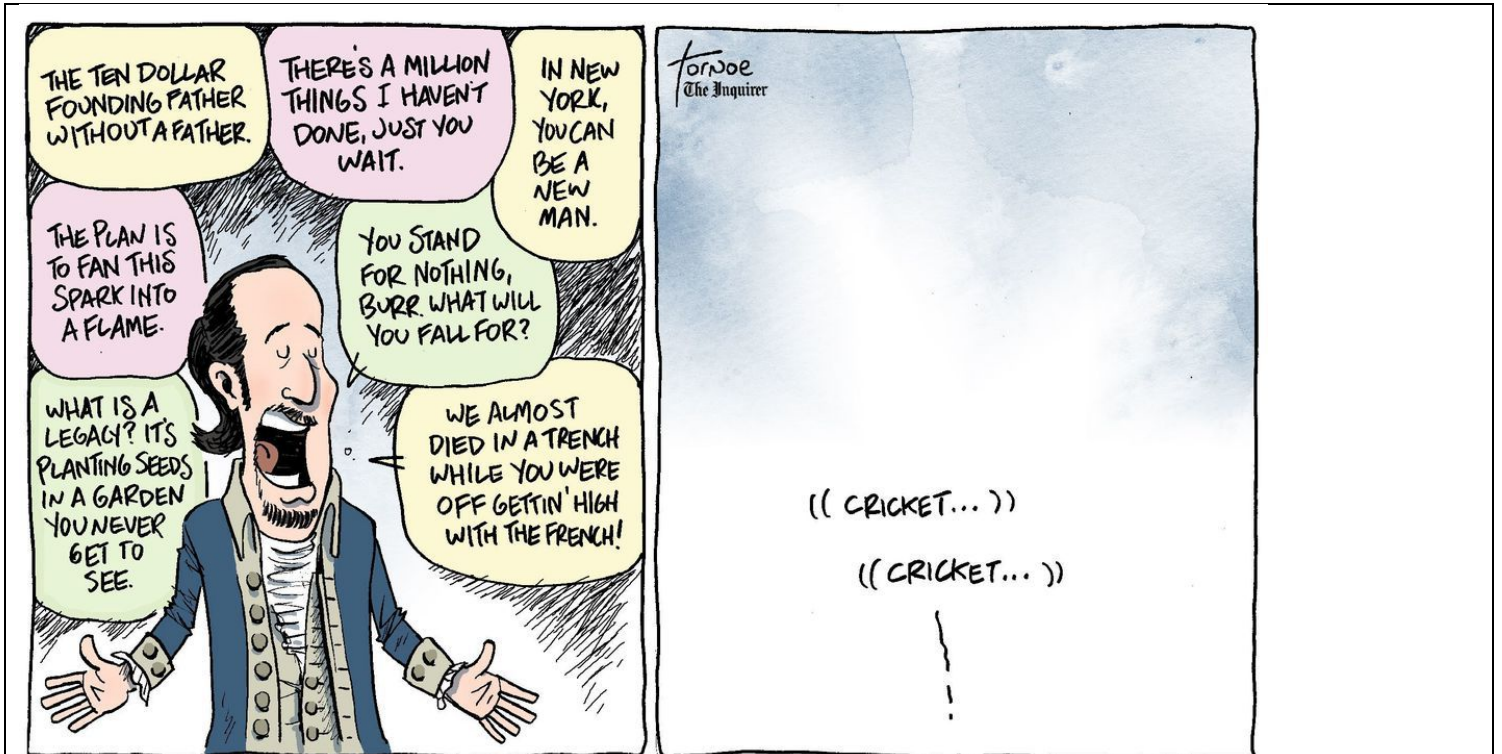
Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher begins the lesson by asking the pre lesson questions:

Pre- Lesson Questions:

1. What do you think about when you hear the word truth?
2. How does our society embrace truth?
3. How does our society hinder truth?
4. How can the truth be different for different people?
5. Think of a time when someone did not tell you the truth, how did you feel?
6. When is it appropriate for historical movies and plays to stray from the truth?
7. What level of responsibility do filmmakers and playwrights of historical pieces have in conveying the truth?
8. What do you think of when you hear the word myth?
9. How does our society perpetuate myths?
10. What myths are perpetuated in Social Studies classes?
11. In what ways are the founding fathers romanticized?
12. What are some widespread myths about Alexander Hamilton?
13. What do these myths mean in regard to Alexander Hamilton?

After the discussion of the Pre-Lesson Questions, the teacher will display the political cartoon, by Rob Tornoe, will be displayed on the Board (See image and link attached below)



GREAT MOMENTS IN "HAMILTON"

... ABOUT SLAVERY

Source: <https://www.inquirer.com/opinion/cartoons/hamilton-movie-disney-plus-streaming-slavery-george-washington-thomas-jefferson-20200710.html>

During Lesson Questions:

Teacher will tell students to view the image on the board carefully and silently for 3 minutes. After the focused observation time is over, the teacher will ask the students the following questions:

1. What do you see in this image?
2. What do you see that makes you say that?

The teacher will ask all students the two questions for multiple rounds. Teacher will paraphrase what the students say. If a student refers to a certain part of the political cartoon the teacher will point to it. The teacher will also refrain from giving her opinion or commentary about the picture or students answers.

After several rounds when the discussion fades, the teacher will ask the following questions:

3. What else do you see?
4. What is going on in the image?
5. What you see that makes you say that?
6. What else is going on in the image?

After multiple rounds of the foundational observation questions have been asked and multiple responses given by students, the teacher will now ask more content specific questions:

7. What do you see?
8. What else do you see?

9. What is going on in the picture?
10. What do you see that makes you say that?
11. What do you see?
12. What else do you see?
13. What is going on in the picture?
14. What do you see that makes you say that?
15. What else is happening?
16. What message do you think the cartoonist is trying to convey?
17. What do you see that makes you say that?
18. What do you see?
19. How does the cartoonist feel about Hamilton the play?
20. What do you see that makes you say that?
21. What do you see?
22. How do you think the cartoonist views Alexander Hamilton?
23. What do you see that makes you say that?
24. What do you see?
25. How do you feel about the political cartoon?
26. What do you see in the image that makes you feel that way?
27. How does avoiding hard history (controversial historical topics) reinforce myths in History?
28. What do you see in the image that makes you think that?
29. Why do you think this criticism of Hamilton the musical has come to life?
30. What do you see in the image that makes you believe these criticisms have arisen?
31. What is your criticism of Hamilton?
32. What do you see in the image that is the basis for your criticism?
33. What is the connection between Hamilton the Myth and the man?
34. What do you see in the image that helps you make this connection?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

After the during lesson questions are discussed, teacher will ask the students to fill out the political cartoon analysis sheet from the National Archives website. This graphic organizer helps student to further analyze the political cartoon. This will allow the students continue their critical analysis of the political cartoon and deepen their understanding by given students an additional chance to analyze the image a final time.

Graphic Organizer: https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_former.pdf

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will view the opening scene to Hamilton the Musical (the song *Alexander Hamilton* if DPS does not block Disney plus). If the video is blocked, they will listen to the song from the soundtrack on Spotify and read the lyrics and discuss with the class what they learned about Hamilton's life from the opening song.

Students will then view the video clip about Alexander Hamilton from the History Channel and read the article about his life and complete the close reading form. This will prepare students for the next part of the lesson, as they will share out some of the important information they wrote on the form.

Link: <https://www.history.com/topics/american-revolution/alexander-hamilton>

Close Reading form: https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_Double-Entry_LearnNet_RP2_1.pdf

Students will share in a class discussion what they learned about Hamilton's life from the video and articles. They will share the information on the close reading forms.

Students will take their 15 minute morning break.

When students return from break students will watch a video clip which describes some myths addressed in the play Hamilton. Is Hamilton Fact or Fiction video You tube (12:34): <https://www.youtube.com/watch?v=zhrVjfVmAow&list=PLZgnvOY2N52-i808OmitXzrWLMENvAWpn&index=3>

Students will record differences between historical truth and myths presented in Hamilton the play on a index card. Students will then share out in a class discussion what they recorded.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be asked to create their own political cartoon about Alexander Hamilton. Each student will be asked to share their political cartoon and answer the following questions:

Post Lesson questions

1. How did you represent Hamilton in your image?
2. Why did you represent Hamilton this way?
3. What aspect of Hamilton's life are represented in your image?
4. What controversial topics were represented in your political cartoon of Hamilton?
5. Why did you include or exclude certain topics in the political cartoon of Hamilton?
6. How is truth represented in your image?
7. What images represented in your work dispel myths?
8. How can we challenge certain historical narratives about famous people such as Hamilton?
9. How does confronting hard history and telling the truth dispel myth?
10. Which myth portrayed in the video clip stood out to you the most?
11. How do you think different people in society would interpret your Political cartoon?

Essential question used for assessment:

12. **How does truth dispel myth? (used for assessment purposes)**

TEACHER NAME		Lesson #
<i>Sashir Moore-Sloan</i>		2
MODEL	CONTENT AREA	GRADE LEVEL
<i>Socratic Seminar</i>	<i>Social Studies</i>	8th
CONCEPTUAL LENS		LESSON TOPIC
Truth		<i>Alexander Hamilton</i>
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>8.H.2.2: Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States</p> <p>8. H.2.1: Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.</p> <p>8. H.1.4: Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p> <p>8.H.1.3: Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.C&G.1.1: Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).</p> <p>8.H.3.3: Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Truth dispels myth</i>		<i>How does truth dispel myth?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>

<p>Students will know:</p> <ul style="list-style-type: none"> • Students will know that Alexander Hamilton was a founding father • Students will know that historical figures can be romanticized, and myths can be created about their life • Students will know that truth is defined as a verified or indisputable fact, proposition, principle, ideal of fundamental reality • Students will know that a myth is defined as an invented story, idea or concept • Students will know that people can view the truth differently. • Students will know that the truth can lead to divisive discourse. • Students will know that the truth can set you free. • Students will know that the truth can dispel myth • Students will know that historical inquiry can lead to the truth • Students will know that Alexander Hamilton was a significant figure in US history 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • think critically • engage in group dialogue • summarize • explain • analyze • interpret • Develop questions • Research • Evaluate • Collaborate • reflection
---	--

GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> 1. How does truth dispel myth? 2. What are the pros of the play Hamilton? 3. What Are the cons of the play Hamilton? 4. Who was Alexander Hamilton? 5. Why was Alexander Hamilton significant to American History? 6. What truths do you already know about Alexander Hamilton? 7. In what ways has the play Hamilton, impacted the truths and myths about Alexander Hamilton? 8. What is your favorite part of the play Hamilton? 9. How does our society perpetuate truths about Hamilton's life? 10. How does our society perpetuate myths about Hamilton's life? 	<ol style="list-style-type: none"> 1. How does the play portray Hamilton? 2. What is the text about? 3. Who is the target audience? 4. What words did you highlight or underline because they are relevant to the understanding the text? 5. Why did the author write this? 6. What did you find interesting or surprising about the text? 7. What does this text reveal about Alexander Hamilton? 8. What words did you underline? 9. What was the author's thesis? 10. What truth did you note in the text? 11. What myth did you note in the text? 	<ol style="list-style-type: none"> 1. What truths have you discovered about Hamilton? 2. What myths have you uncovered? 3. What was a major concept or idea discussed about Hamilton? 4. How has the article cleared up any myths about Hamilton? 5. How has the seminar provided more understanding about the truth of Hamilton's legacy? 6. What generalizations can you make about the impact of Hamilton's legacy? 7. How did this seminar reveal truths about Hamilton? 8. What is Hamilton's enduring legacy? 9. How can we dispel myths about Hamilton? (Essential

<p>11. How does our society promote truths about Hamilton’s life?</p> <p>12. When should historical movies or plays leave out controversial details about historical figures?</p> <p>13. What would you like to learn about Hamilton?</p>	<p>12. How did the text address truth?</p> <p>13. How did the text address myth?</p> <p>14. What is the author’s view about truth in the text?</p> <p>15. What is the author’s view of myth?</p> <p>Students questions will lead the seminar. Suggestions/Ideas for opening questions:</p> <p>1. How does truth dispel myth? 2. What truths have you discovered about Hamilton? 3. What myths have you uncovered?</p>	<p>Question)</p>
---	--	------------------

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The content in this lesson contains content that is above the 8th grade level.</p>	<p>Students will engage in a Socratic seminar. Students will develop questions and engage in dialogue. Students will have to think critically and use higher order thinking skills.</p>		<p>The student led Socratic seminar will be one-way students will engage with each other. They will also be in small groups</p>

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the classroom: The teacher will display an image of Alexander Hamilton on the board. Students will be provided with index cards that have the following questions on them:

Pre-Lesson Questions:

1. How does truth dispel myth?
2. What are the pros of the play Hamilton?
3. What Are the cons of the play Hamilton?
4. Who was Alexander Hamilton?
5. Why was Alexander Hamilton significant to American History?
6. What truths do you already know about Alexander Hamilton?
7. In what ways has the play Hamilton, impacted the truths and myths about Alexander Hamilton?
8. What is your favorite part of the play Hamilton?

Picture of Hamilton: <https://www.loc.gov/item/2016816336/>

Teacher will ask the rest of the pre lesson Questions:

9. How does our society perpetuate truths about Hamilton’s life?

10. How does our society perpetuate myths about Hamilton's life?
11. How does our society promote truths about Hamilton's life?
12. When should historical movies or plays leave out controversial details about historical figures?
13. What would you like to learn about Hamilton?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Watch the first 30 minutes of Hamilton the play for the purpose of introduction to Hamilton and concepts covered later. Students will take notes on important events covered in this portion of the play.

If students can't watch the play on Disney Plus then students will watch the video clip of Hamilton Intro video clip white house performance: <https://youtu.be/ZPrAKuOBWzw?t=534>

Students will also watch the duel scene if it is available if not they listen to the soundtrack version.

Students will share how the play portrays Hamilton.

During Lesson Question#1 How does the play portray Hamilton?

The teacher will explain that students will do a close reading of an article about Hamilton and model the close reading strategy.

Article (Bio provided): <https://www.pbs.org/wgbh/americanexperience/features/duel-alexander-hamilton/>

Teacher will explain that students are to read the article 3 times. Students will also be asked to annotate the text and highlight or underline key parts, and circle unknown words. After students read the article the teacher will ask the close reading strategy questions

Close Reading Questions (also during lesson questions):

1. What is the text about?
2. Who is the target audience?
3. What words did you highlight or underline because they are relevant to the understanding the text?
4. Why did the author write this?
5. What did you find interesting or surprising about the text?
6. What does this text reveal about Alexander Hamilton?
7. What words did you underline?
8. What was the author's thesis?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will be provided with an article about Hamilton and the constitution.

Article: <https://www.pbs.org/wgbh/americanexperience/features/duel-hamilton-and-us-constitution/>

Students will be divided in groups (4-5 people per group) and read the article, take notes and develop 6 questions for the Socratic seminar. Students will use the close reading strategy and discuss the article.

Students will be provided with an additional article entitled, "The Issue on the Table: Is "Hamilton" Good for History?"

Article: <https://www.smithsonianmag.com/history/issue-table-hamilton-good-history-180969192/>

Students will take their 15 minute morning break.

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Possible opening questions:

- 1. How does truth dispel myth?**
- 2. What truths have you discovered about Hamilton?**
- 3. What myths have you uncovered?**

Students will be divided into two groups in order to form the inner and outer circle for the Socratic seminar. The outer circle will take notes on the inner circle. One student leader will start the seminar with an opening question (one of the questions developed while in groups). Students will use a Socratic seminar observation form. Students will swap spaces after 12 minutes and continue the dialogue

Students will use the close reading strategy and discuss key information from the article. Teacher will then ask the post lesson questions:

After the seminar: Teacher will lead a discussion with the post questions

1. How does truth dispel myth?
2. What truths have you discovered about Hamilton?
3. What myths have you uncovered?
4. What was a major concept or idea discussed about Hamilton?
5. How has the article cleared up any myths about Hamilton?
6. How has the seminar provided more understanding about the truth of Hamilton's legacy?
7. What generalizations can you make about the impact of Hamilton's legacy?
8. How did this seminar reveal truths about Hamilton?
9. What is Hamilton's enduring legacy?
10. How can we dispel myths about Hamilton?

Students will reflect on the Socratic seminar using a reflection form.

Socratic seminar reflection form:

<https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3364/Socratic%20Seminar/Socratic%20seminar%20self%20reflection.pdf>

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will answer the essential questions as an evaluation. They will have to write at least a paragraph to answer the question. Create a timeline which includes critical information from the articles about Hamilton

Teacher will also introduce the performance task and rubric so and allow students to brainstorm and research ideas for their performance task. Teacher will show part of History channel documentary on Hamilton to help provide more research on Hamilton. This will help students who are visual learners as well. Students will be able to take notes and get more ideas for their performance task. Students will research until class is over.

History Channel documentary-Hamilton: Building America: <https://www.youtube.com/watch?v=XsvP4WRIUB4>

Will show about 20-30 minutes for research purposes. This will also provide a historical context of the united states for students as none of them will have had the middle school US history class yet.

Performance Task

Due to the popularity and success of Lin Manuel Miranda's Broadway play *Hamilton*, the National Museum of American History's board of directors has decided it is time to create a new exhibit of Founding Father Alexander Hamilton. Since you are the museum's new curator, you are in charge of developing and overseeing this exhibit.

Your task is to research and select important information about Alexander Hamilton and then create one part of the exhibit which will teach museum visitors about important aspects of Hamilton's life and legacy. The product can include but is not limited to: a google slide or PowerPoint presentation, poster (hard copy or digital), website, video, rap (summarize). Make sure to address myths about Hamilton and dispel them with the truth.

TEACHER NAME		Lesson #
Sashir Moore-Sloan		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner Structure of the Discipline	Social Studies	8th
CONCEPTUAL LENS		LESSON TOPIC
Truth		Working as a Museum Curator
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>8.H.1.3: Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.1.4: Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p> <p>8.H.2.2: Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States</p> <p>8.H.3.3: Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>		

<p align="center">THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i></p>	<p align="center">THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i></p>	
<p align="center"><i>Truth dispels myth</i></p>	<p align="center"><i>How does truth dispel myth?</i></p>	
<p align="center">CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i></p>	<p align="center">PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i></p>	
<p>Students will know that:</p> <ul style="list-style-type: none"> • A museum curator oversees a museum and selects content for the exhibit. • History museum curators use the discipline of history, museum studies and public history. • History museum curators must have a thorough understanding of history. • History museum curators must have research and analytical skills. • History museum curators have the power to use truth to dispel myth. 	<ul style="list-style-type: none"> • Role play • Apply • Research • interpret • Analyze • Evaluate • Utilize tools of discipline • Organize research • Think critically • Summarize 	
<p align="center">GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i></p>		
<p>Pre-Lesson Questions:</p>	<p>During Lesson Questions:</p>	<p>Post Lesson Questions:</p>

<ol style="list-style-type: none"> 1. What is the purpose of a museum? 2. Who is in charge of a museum? 3. How do people in charge of museums uncover the truth about the past? 4. What rules should researchers follow? 5. What do you do when you research? 6. What are some challenges you may face while researching? 7. How do researchers uncover the truth? 8. What is a museum curator? 9. What do you know about museum curators? 10. How do museum curators highlight the truth? 11. What skills do you think museum curators may need? 12. How do museum curators dispel myths? 13. What are some tools museum curators may use? 14. Who do museum curators work with? 15. How do museum curators research topics to prepare and build exhibits? 	<ol style="list-style-type: none"> 1. What did you learn from the video clips? 2. What did you learn from the job description of museum curator? 3. How did museum curators describe their roles? 4. What can you infer about the differences between an art museum curator and a history museum curator? 5. What methods do you think history curators use while researching a topic or person for an exhibit? 6. What skills do you think a history museum curator may need? 7. What type of rules do you think history museum curators have in their discipline? 8. What role should history museum curators play while conveying history to the public? 9. What role should history museum curators have in conveying the truth about history no matter how challenging it may be? 10. How can museum curators challenge the popular myths associated with historical figures such as Alexander Hamilton? 	<ol style="list-style-type: none"> 1. What have you learned from the online exhibits about the role of a museum curator? 2. What did you learn about skills that history museum curators may need? 3. What helpful information about curators did you observe in the videos? 4. What helpful information about curators did you gain from the readings? 5. Why is it important for a history museum curator to have a thorough understanding of the discipline of history? 6. In what ways do history curators think like a historian? 7. What was the most important observation from the videos you viewed? 8. What was the most important observation you gathered from the online history exhibits? 9. What did you observe in the history online exhibits that together that may be helpful for your exhibit on Hamilton (performance task)? 10. What role should history museum curators have in disrupting myths in history? 11. How does truth dispel myth?
--	---	--

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The content in this lesson contains content that is above the 8th grade level and has high level vocabulary.</p>	<p>Students will engage in applying the Bruner model by stepping into the role of a history museum curator. Students will be exposed to high level questions, analytical, and critical thinking skills.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students enter the classroom: to find a picture of a museum being projected.

Teacher will explain we will explore a particular career (Museum Curator; teacher won't use the job title on purpose to see if students are familiar with the title museum curator) in a museum today and it will be related to their performance task on Hamilton.

The teacher will ask the following pre-lesson questions:

1. **What is the purpose of a museum?**
2. **Who is in charge of a museum?**
3. **How do people in charge of museums uncover the truth about the past?**
4. **What rules should researchers follow?**
5. **What do you do when you research?**
6. **What are some challenges you may face while researching?**
7. **How do researchers uncover the truth?**

The teacher will select students for responses.

Teacher moves to **Familiarity with the Discipline.**

The teacher will ask the rest of the Pre-lesson questions. Teacher will have a student volunteer track responses for questions #11 (skills) and #13 (tools) on chart paper. The chart paper will be posted for all students to see on the white board.

8. **What is a museum curator?**
9. **What do you know about museum curators?**
10. **How do museum curators highlight the truth?**
11. **What skills do you think museum curators may need?**
12. **How do museum curators dispel myths?**
13. **What are some tools museum curators may use?**
14. **Who do museum curators work with?**
15. **How do museum curators research topics to prepare and build exhibits?**

Teacher may ask probing questions as students give their answers. Probing question could include the following below:

- What else can we add?
- Why do you say that?
- What are additional skills museum curators may need?
- What are additional tools museum curators may need?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The*

teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Teacher will Continue with Familiarity with the Discipline:

Teacher will explain that students are going to watch several short videos about museum curators. Teacher will explain that students should take notes on important details on the video notes sheet provided by the teacher. Teacher will explain students must have at least 3 important points from each video. Teacher will also explain that students will share their responses. Teacher will have a student volunteer chart student responses on chart paper for all to see or whiteboard (if space permits).

Video sheet:

https://drive.google.com/file/d/1ZTG4OeQ_SjOJmV7InH1yWjGTp2DLA7LO/view?usp=sharing

Video links:

1. Curators, Conservators, and Museum workers (1:41): https://youtu.be/zLYjrT_jvY0
2. Museum Curator- Get ready for your Career 3 (6:17): https://youtu.be/PrEiLx_pUE4
3. Ask A Curator (7:25): <https://youtu.be/VS4bJgw5tpE>

Teacher will pause after these videos 1-3 and ask students to share some of the things they recorded.

4. Career Advice on becoming an Assistant Curator (4:27): <https://youtu.be/Gp7LDOTk5vY>
5. History Museum Curators. M4v (2:56): <https://www.youtube.com/watch?v=-o0ShMidekM>
6. Is a career in museums for you? Museum Studies and the Global Museum (4:15):
<https://youtu.be/QmnlD8SkF9o>

Teacher will pause after these videos 4-6 and ask students to share some of the things they recorded. Teacher will ask students to share some of the notes they recorded from the video.

Students will be paired (social distanced) then read articles which explain the job description of a museum curator and the type of training needed. One partner will have article 1 and the other article 2. They will highlight important things to share with their partner. Students will be given 15 minutes to read the articles and discuss it with their partner. Teacher will circulate the room and listen to the discussions.

Article 1: American Historical Association reading, Historians in Museums:

<https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/historians-in-museums>

Article 2: Princeton Review: A Day in the life of a Curator:

<https://www.princetonreview.com/careers/48/curator>

After students are finished discussing the articles with their partners, the teacher will ask the class the during lesson questions.

Teacher will ask During lesson questions:

1. What did you learn from the video clips?
2. What did you learn from the job description of museum curator?
3. How did museum curators describe their roles?
4. What can you infer about the differences between an art museum curator and a history museum curator?
5. What methods do you think history curators use while researching a topic or person for an exhibit?
6. What skills do you think a history museum curator may need?
7. What type of rules do you think history museum curators have in their discipline?
8. What role should history museum curators play while conveying history to the public?
9. What role should history museum curators have in conveying the truth about history no matter how challenging it may be?
10. How can museum curators challenge the popular myths associated with historical figures such as Alexander Hamilton?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Practicing the Discipline:

The teacher will have students go through (research and observation) two online exhibits in order to help them prepare for their performance task. Students will gain ideas of how to present information for their exhibit on Hamilton. Each exhibit will be a station. In a normal post pandemic world students would rotate, however due to covid restrictions students will have 12 minutes to go through each exhibit. Students will observe how curators have to put together the collections in stations 1 and 2. Students will record ideas on a note card for their performance task and any other helpful information from the online exhibits. Teacher will explain that museum curators stay up to date in their craft through research and seeing what other museum curators in the United states are doing in the field.

Station 1: Smithsonian's National Museum of American History: Online exhibit on Abraham Lincoln: <https://americanhistory.si.edu/lincoln/introduction>

Station 2: Gilder Lehrman's online exhibit Alexander Hamilton: <https://www.gilderlehrman.org/history-resources/online-exhibitions/alexander-hamilton-man-who-made-modern-america>

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Continued Practice of Discipline: *Students will act as museum curators by working on their performance task.*

Performance Task

Due to the popularity and success of Lin Manuel Miranda's Broadway play *Hamilton*, the National Museum of American History's board of directors has decided it is time to create a new exhibit of Founding Father Alexander Hamilton. Since you are the museum's new curator, you are in charge of developing and overseeing this exhibit.

Your task is to research and select important information about Alexander Hamilton and then create one part of the exhibit which will teach museum visitors about important aspects of Hamilton's life and legacy. The product can include but is not limited to: a google slide or PowerPoint presentation, poster (hard copy or digital), website, video, rap (summarize). Make sure to address myths about Hamilton and dispel them with the truth.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Reflecting on the Discipline:

The teacher will ask post lesson questions:

1. What have you learned from the online exhibits about the role of a museum curator?
2. What did you learn about skills that history museum curators may need?
3. What helpful information about curators did you observe in the videos?
4. What helpful information about curators did you gain from the readings?
5. Why is it important for a history museum curator to have a thorough understanding of the discipline of history?
6. In what ways do history curators think like a historian?
7. What was the most important observation from the videos you viewed?
8. What was the most important observation you gathered from the online history exhibits?
9. What did you observe in the history online exhibits that together that may be helpful for your exhibit on Hamilton (performance task)?
10. What role should history museum curators have in disrupting myths in history?
11. How does truth dispel myth? (essential question)

Students will answer the essential question on an index card.

TEACHER NAME		Lesson #
Sashir Moore-Sloan		4 Revised
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Social Studies	8th
CONCEPTUAL LENS		LESSON TOPIC
Truth		Alexander Hamilton
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>8.H.2.2: Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States</p> <p>8.H.1.2: Summarize the literal meaning of historical documents in order to establish context.</p> <p>8. H.1.4: Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p> <p>8.H.1.3: Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.3.3: Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Truth dispels myth		How does truth dispel myth?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>

<p>Students will know:</p> <ul style="list-style-type: none"> • Students will know that Alexander Hamilton was a founding father • Students will know that historical figures can be romanticized, and myths can be created about their life • Students will know that truth is defined as a verified or indisputable fact, proposition, principle, ideal of fundamental reality • Students will know that a myth is defined as an invented story, idea or concept • Students will know that people can view the truth differently. • Students will know that the truth can lead to divisive discourse. • Students will know that the truth can set you free. • Students will know that the truth can dispel myth • Students will know that historical inquiry can lead to the truth • Students will know that Alexander Hamilton was a significant figure in US history • Students will know that historians can have varying perspectives about Alexander Hamilton. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • think critically • engage in group dialogue • compare and contrast • summarize • explain • analyze • interpret • Develop higher- level questions • Research • Evaluate • Collaborate • Apply • Organize 	
<p>GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>		
<p>Pre-Lesson Questions:</p>	<p>During Lesson Questions:</p>	<p>Post Lesson Questions:</p>

<ol style="list-style-type: none"> 1. Think of a time when someone did not tell you the truth, how did it make you feel? 2. What is truth? 3. What is a myth? 4. Why is it important for historians to share the truth in their research? 5. What is historical thinking? 6. Why is it important for historians to have a process for analyzing documents? 7. What are primary sources? 8. What are secondary sources? 9. What are some myths about Hamilton that have been promoted by the play? 10. Why do you think some historians have contradicting perspectives? 11. What are some contradicting perspectives about Hamilton? 	<ol style="list-style-type: none"> 1. What was Alexander Hamilton's relationship with George Washington like? 2. How is Hamilton's relationship with Washington portrayed in the play Hamilton? 3. What is the main point of Washington's letter to Hamilton? 4. Why is this letter an important document? 5. What conclusions can historians draw from this letter? 6. What conclusions have you drawn about Washington and Hamilton's relationship from this letter? 7. What is the authors perceptive for article 1 (Is Hamilton Good for History)? 8. What are some concerns that Historians brought up in the article? 9. What is the authors perceptive for article 2 (New Research suggests)? 10. How does article 2 challenge myths about Hamilton? 	<ol style="list-style-type: none"> 10. What truths have you discovered about Hamilton? 11. What myths have you uncovered? 12. What was a major concept or idea discussed about Hamilton in the readings from today? 13. How has the article cleared up any myths about Hamilton? 14. How have the articles you read provided more understanding about the truth of Hamilton's legacy? 15. How has your research about Hamilton during spark camp changed/shaped your perspective about Hamilton? 16. During your research on Hamilton what was the most surprising thing you uncovered? 17. How do you think Hamilton should be remembered? 18. If there was one myth you could dispel about Hamilton what would it be? 19. How does truth dispel myth? (essential question)
---	---	--

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The readings provided expresses historical content. The content in this lesson contains content that is above the 8th grade level and has high level vocabulary.</p>	<p>The question model requires students to think critically and fosters great discussion which leads to deeper understanding.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the classroom the phrase (essential understanding), "Truth dispels myth!", will be written on the board; teacher will ask students to silently think about this phrase for two minutes and jot down what comes to their mind on an index card. The teacher will then ask students question #1 under the pre-lesson questions section, "Think of a time when someone did not tell you the truth, how did it make you feel?"

The teacher will call on students who volunteer to share their answer.

The teacher will then ask Pre- lesson Questions 2-11 and facilitate the class discussion:

Pre Lesson Questions:

1. **Think of a time when someone did not tell you the truth, how did it make you feel?**
2. **What is truth?**
3. **What is a myth?**
4. **Why is it important for historians to share the truth in their research?**
5. **What is historical thinking?**
6. **Why is it important for historians to have a process for analyzing documents?**
7. **What are primary sources?**
8. **What are secondary sources?**
9. **What are some myths about Hamilton that have been promoted by the play?**
10. **Why do you think some historians have contradicting perspectives?**
11. **What are some contradicting perspectives about Hamilton?**

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher explains that today we will examine primary and secondary sources about Hamilton. Teacher will say but first we must understand historical thinking. Students will be instructed to write down three opened ended questions based on what they saw in the video on an index card. The teacher then introduces brief video clips about Historical thinking:

Links historical thinking video clips:

What is Historical Thinking (7:41): <https://www.youtube.com/watch?v=mSJLmWnXrPg&t=91s>
Khan Academy Thinking like a Historian (8:47) <https://www.youtube.com/watch?v=vldMgO-tfyE&t=290s>

Teacher will then ask students to share their responses with the class. A student volunteer will chart responses on chart paper so all students can see.

During lesson question #1: What was Alexander Hamilton's relationship with George Washington like?

Students will watch the “Right Hand Man,” clip of Hamilton if possible. If Disney Plus is blocked, I will play the song from the Hamilton Soundtrack on Spotify.

Students will be divided up into groups by their grade levels (for spark camp). In a normal school year, I would group students by reading level. Groups will include readers who are above grade level, on grade level, and below grade level. Students will be given a letter written to Hamilton (primary document) from George Washington. Students will explore the letter written to Hamilton by George Washington and then complete the document analysis form to help them analyze the document.

Letter: https://founders.archives.gov/?q=Volume%3AHamilton-01-01%20Recipient%3A%22Hamilton%2C%20Alexander%22&s=1511311112&r=40#print_view

Document Analysis Form: https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_DocAnalysis_LearnNet_RP3-f.pdf

After groups complete this task, they will share group responses. Then teacher will ask pre lesson questions 2-6.

During Lesson Questions:

2. How is Hamilton’s relationship with Washington portrayed in the play Hamilton?
3. What is the main point of Washington’s letter to Hamilton?
4. Why is this letter an important document?
5. What conclusions can historians draw from this letter?
6. What conclusions have you drawn about Washington and Hamilton’s relationship from this letter?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will then be presented with the two articles about Hamilton and asked to discuss the articles within their groups. Each individual in the group will complete the comparing text form. They will then share what they wrote on their forms. The teacher will circulate the room to listen for responses and assist students. Students will then complete one comparing text form for their group. Together, the scribe of the group will record the information on the form. One reporter from each group will share what the group discussed.

Article 1: <https://www.smithsonianmag.com/history/issue-table-hamilton-good-history-180969192/>

Article 2: <https://www.smithsonianmag.com/history/new-research-alexander-hamilton-slave-owner-180976260/>

Comparing text form: https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_CompareText_LearnNet_RP2.pdf

Teacher will ask students the rest of the during Lesson questions:

7. What is the authors perceptive for article 1 (Is Hamilton Good for History)?
8. What are some concerns that Historians brought up in the article?
9. What is the authors perceptive for article 2 (New Research suggests)?
10. How does article 2 challenge myths about Hamilton?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be given an option as to whether they would like to play the Hamilton Kahoot game as an individual or team. This kahoot game is one of the premade games about Hamilton; it has 15 questions. The winning team or individual will win a reward (snacks or chickfilla gift card if allowed). In addition, all students will receive something (a piece of candy or snack) for playing, but the winners will have a better prize.

The teacher will then ask students to create 3 Hamilton Kahoot questions. Questions must be higher order thinking questions, multiple choice and no yes or no questions. Once the task is completed, students will then share their favorite question. Students will use the Social Studies portion of the Costa handout to aid them in writing high-level questions.

Costa Question stem handout: https://oeupos.ca.uky.edu/files/costas_-_question_stems_by_content_area.pdf

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher will ask students the post lesson questions:

1. What truths have you discovered about Hamilton?
2. What myths have you uncovered?
3. What was a major concept or idea discussed about Hamilton in the readings from today?
4. How has the article cleared up any myths about Hamilton?
5. How have the articles you read provided more understanding about the truth of Hamilton's legacy?
6. How has your research about Hamilton during spark camp changed/shaped your perspective about Hamilton?
7. During your research on Hamilton what was the most surprising thing you uncovered?
8. How do you think Hamilton should be remembered?
9. If there was one myth you could dispel about Hamilton what would it be?
10. **How does truth dispel myth? (essential question -written on a index card for assessment)**

Then students will continue working on their performance task and present it to the class. This is also a culminating assessment of what they learned during spark camp.

Performance Task

Due to the popularity and success of Lin Manuel Miranda's Broadway play *Hamilton*, the National Museum of American History's board of directors has decided it is time to create a new exhibit of Founding Father Alexander Hamilton. Since you are the museum's new curator, you are in charge of developing and overseeing this exhibit.

Your task is to research and select important information about Alexander Hamilton and then create one part of the exhibit which will teach museum visitors about important aspects of Hamilton's life and legacy. The product can include but is not limited to: a google slide or PowerPoint presentation, poster (hard copy or digital), website, video, rap (summarize). Make sure to address myths about Hamilton and dispel them with the truth.

Unit Resources

Lesson 1 resources

Tornoe, R. (2020, July 10). *'Hamilton' forgot to mention one important thing: Cartoon*. <https://www.inquirer.com>. <https://www.inquirer.com/opinion/cartoons/hamilton-movie-disney-plus-streaming-slavery-george-washington-thomas-jefferson-20200710.html>.

This political cartoon was chosen for the Visual thinking strategy lesson. Students will unpack and discuss what they see in this image. It was challenging finding a political cartoon that would connect to the essential understanding “truth dispels myth.” However, this political cartoon sparked a lot of critical thinking.

Education Staff, National Archives and Records Administration. (n.d.). *Cartoon Analysis worksheet*. https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet_former.pdf.

This document was used in order to help students analyze the political cartoon. This is a good way to help students understand political cartoons. It is also a great discussion tool for group work discussions.

History.com Editors. (2009, November 9). *Alexander Hamilton*. History.com. <https://www.history.com/topics/american-revolution/alexander-hamilton>.

This article is used to introduce students to the life of Alexander Hamilton. This article provides a great overview of Hamilton’s Life.

The Learning Network: Teaching & Learning with the New York Times. (n.d.). *Double-Entry Chart for Close Reading*. https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_Double-Entry_LearnNet_RP2_1.pdf.

This graphic organizer was selected to help students with Close Reading. Graphic organizers are very helpful and this document can also be used during group discussions

YouTube. (2020). *Is Hamilton Fact or Fiction?* <https://www.youtube.com/watch?v=zhrVjfVmAow&list=PLZgnvOY2N52-i808OmitXzrWLMENvAWpn&index=3>.

This video is used to inform students of the historical inaccuracies/myths in the play. Students will learn what is historical fact and myth in Alexander Hamilton’s life.

Miranda, L. M. (2015, January). *Hamilton*. New York; New York.

The opening scene of the play introduces information about Alexander Hamilton's life. This is shown the first day of the lesson to get students excited about learning about the life of Hamilton. Students usually sing along and are very engaged.

Lesson 2 resources

Alexander Hamilton. The Library of Congress. (n.d.). <https://www.loc.gov/item/2016816336/>.

The picture of Hamilton is used as an opener to center student minds on Alexander Hamilton. Students are then asked to answer pre lesson questions on an index card.

Miranda, L. M. (2015, January). *Hamilton*. New York; New York.

Students watch the first 30 minutes of Lin Manuel Miranda's Alexander Hamilton play to see how Hamilton's life is portrayed in the play. This will prepare students to look for myths and historical facts in other documents they will be presented with during the unit.

Public Broadcasting Service. (n.d.). *Alexander Hamilton*. PBS.
<https://www.pbs.org/wgbh/americanexperience/features/duel-alexander-hamilton/>.

This article will provide an additional overview of Hamilton's life. This article is also used in preparation for the Socratic Seminar on Alexander Hamilton.

Public Broadcasting Service. (n.d.). *Hamilton and the U.S. Constitution*. PBS.
<https://www.pbs.org/wgbh/americanexperience/features/duel-hamilton-and-us-constitution/>.

This article will provide a context of Hamilton's influence on the ratification of the US Constitution and his role in the United States government. This article also exemplifies the importance of Alexander Hamilton's legacy. This article is also used in preparation for the Socratic Seminar on Alexander Hamilton.

Keller, K. (2018, May 30). *The Issue on the Table: Is "Hamilton" Good For History?* Smithsonian.com. <https://www.smithsonianmag.com/history/issue-table-hamilton-good-history-180969192/>.

This article will provide a context to the recent discussions by historian on the Broadway play Hamilton. This article also exemplifies the importance of Alexander Hamilton's legacy and students get a glimpse at the opinions of historians. This also encourages students to decide how they feel about Hamilton's portrayal in the play versus his actual life. This article is also used in preparation for the Socratic Seminar on Alexander Hamilton.

author unknown. (n.d.). Socratic Seminar reflection sheet.
<https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/3364/Socratic%20Seminar/Socratic%20seminar%20self%20reflection.pdf>.

This Socratic seminar form will be used to help students reflect on their seminar. Reflections are an important part of learning and this form will help students process their role and the role of their classmates during the seminar.

History Channel. (2020, June 27). *Hamilton: Building America | Full Episode | History*. YouTube. <https://www.youtube.com/watch?v=XsvP4WRIUB4>.

This video services as an additional resource that may be used by students and teachers about Alexander Hamilton's life. This resource can be used to help tie things together for visual learners. This video also provides a great overview of Alexander Hamilton's life.

Lesson 3 resources

Moore-Sloan, S. P. (n.d.). *Museum Curator Video Notes sheet.pdf*. Google Drive. https://drive.google.com/file/d/1ZTG4OeQ_SjOJmV7InH1yWjGTp2DLA7LO/view?usp=sharing.

This video sheet was created in order for students to take notes on the video clips from the Bruner Structure of the Discipline lesson. Students will step into the role of a history museum curator for their performance task. Therefore, this video sheet was created to help them organize information from the various video clips they will watch.

Career One Stop. (2018, June 25). *Curators, Conservators, and Museum Workers Career Video*. YouTube. https://youtu.be/zLYjrT_jvY0.

This video was used to explain the role of a museum curator. Students will step into the role of a history museum curator for their performance task. In order to help them prepare for this role they have to get an understanding of the discipline. This video provides context for the role of museum curator.

PBS Western Reserve. (2014, November 18). *Museum Curator -- Get Ready for Your Career 3*. YouTube. https://youtu.be/PrEiLx_pUE4.

This video was used to explain the role of a museum curator. Students will step into the role of a history museum curator for their performance task. In order to help them prepare for this role they have to get an understanding of the discipline. This video provides context for the role of museum curator.

Cincinnati Museum Center. (2015, September 17). *Ask A Curator*. YouTube. <https://youtu.be/Vs4bJgw5tpE>.

This video was used to explain the role of a museum curator. Students will step into the role of a history museum curator for their performance task. In order to help them prepare for this role they have to get an understanding of the discipline. This video provides context for the role of museum curator.

B, E. (2015, September 23). *Career Advice on becoming an Assistant Curator by Elizabeth B (Full Version)*. YouTube. <https://youtu.be/Gp7LDOtk5vY>.

This video was used to explain the role of a museum curator. Students will step into the role of a history museum curator for their performance task. In order to help them prepare for this role they have to get an understanding of the discipline. This video provides context for the role of museum curator.

The History Museum. (2011, July 4). *History Museum Curators.m4v*. YouTube. <https://www.youtube.com/watch?v=-o0ShMidekM>.

This video was used to explain the role of a museum curator. Students will step into the role of a history museum curator for their performance task. In order to help them prepare for this role they have to get an understanding of the discipline. This video provides context for the role of museum curator and actually shows how they deal with historical artifacts.

College of Liberal & Creative Arts at SF State. (2019, September 2). *IS A CAREER IN MUSEUMS FOR YOU? MUSEUM STUDIES AND THE GLOBAL MUSEUM: SAN FRANCISCO STATE UNIVERSITY*. YouTube. <https://youtu.be/QmnlD8SkF9o>.

This video was used to explain the role of a museum curator. Students will step into the role of a history museum curator for their performance task. In order to help them prepare for this role they have to get an understanding of the discipline. This video provides context for the role of museum curator and other people who work in museum and actually shows how students in the field of Museum studies learn behind the scenes.

Historians in Museums: AHA. Historians in Museums | AHA. (n.d.). <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history/historians-in-museums>.

This reading provides insight to students about the job description of a museum curator. This article also discusses education needed for this discipline and other helpful information about the role of a museum curator.

Curator. Curator Careers | The Princeton Review. (n.d.). <https://www.princetonreview.com/careers/48/curator>.

This reading provides insight to students about the job description of a museum curator. This article also discusses education needed for this discipline and other helpful information about the role of a museum curator.

Abraham Lincoln: Introduction. National Museum of American History. (2019, June 3). <https://americanhistory.si.edu/lincoln/introduction>.

This online exhibit provides a model for students so they can see how an online exhibit is put together by an actual museum. This will aid the students in creating their performance task. This also provides the teacher with an example of an exemplar product.

The Gilder Lehrman Institute of American History. Alexander Hamilton: The Man Who Made Modern America | Gilder Lehrman Institute of American History. (n.d.). <https://www.gilderlehrman.org/history-resources/online-exhibitions/alexander-hamilton-man-who-made-modern-america>.

This online exhibit provides a model for students so they can see how an online exhibit is put together by an actual museum. This will aid the students in creating their performance task. This also provides the teacher with an example of an exemplar product.

Lesson 4 resources

teachinghistoryorg. (2010, November 10). *What is Historical Thinking*. YouTube. <https://www.youtube.com/watch?v=mSJLmWnxrPg&t=91s>.

This video clip can be used for students and teachers to understand historical thinking. This video covers important steps students should take will examining the past. Additional this video explains the differences between primary and secondary sources.

khanacademy. (2016, March 24). *Thinking like a historian | The historian's toolkit | US History | Khan Academy*. YouTube. <https://www.youtube.com/watch?v=vIdMgO-tfyE&t=290s>.

This video clip can be used for students and teachers to understand historical thinking. This video covers important steps students should take will examining the past. Additional this video explains the differences between primary and secondary sources.

National Archives and Records Administration. (n.d.). *Founders Online: To Alexander Hamilton from George Washington, [21 September 17 ...* National Archives and Records Administration. https://founders.archives.gov/?q=Volume%3AHamilton-01-01+Recipient%3A%22Hamilton%2C+Alexander%22&s=1511311112&r=40#print_view.

This letter is a primary source document in which students will use the skills observed in the historical thinking video clips to understand this document. The letter also can be used to examine the relationship between George Washington and Alexander Hamilton. As the teacher you can have a discussion and ask students to compare and contrast how the play portrays the relationship between Washington and Hamilton and what the document tells students about their relationship.

The Learning Network: Teaching and learning with the New York Times. (n.d.). *Document Analysis Form*. The learn Network.
https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_DocAnalysis_LearnNet_RP3-f.pdf .

This graphic organizer can be used to help students analyze the primary source document (the letter) between George Washington and Alexander Hamilton. This walks students through certain questions and helps them process the meaning and importance of the document. This form makes them think about details that may be easily missed by some students.

Keller, K. (2018, May 30). *The Issue on the Table: Is "Hamilton" Good For History?* Smithsonian.com. <https://www.smithsonianmag.com/history/issue-table-hamilton-good-history-180969192/>.

Although students were exposed to this article the day before they will re-read to compare and contrast it with another article. This article can also be used to help them develop their performance task.

Kindy, D. (2020, November 10). *New Research Suggests Alexander Hamilton Was a Slave Owner*. Smithsonian.com. <https://www.smithsonianmag.com/history/new-research-alexander-hamilton-slave-owner-180976260/>.

The purpose of this article is to have students understand the new historical research surrounding Alexander Hamilton. This article also shows students that Historians do not always agree on facts. This information can be used as a resource to include in their performance task.

The Learning Network: Teaching and Learning with the New York Times. (n.d.). *Compare Text*. https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_CompareText_LearnNet_RP2.pdf .

This graphic organizer can be used to help students analyze the secondary source documents (the two articles) on Alexander Hamilton. This walks students through certain questions and helps them process the meaning and importance of the documents. This form makes them think about details that may be easily missed by some students. This document can also be used as a discussion piece for group work.

AVID. (n.d.). *Costa's Levels of thinking and Questioning*. https://oepos.ca.uky.edu/files/costas_-_question_stems_by_content_area.pdf.

The Costa's Level of Questioning document can be used by the students and the teacher to help develop Kahoot Questions or review questions in general. This is an excellent document for teachers to use to help ensure you are focusing on high order thinking. The questions we ask as teachers are important and a key foundation to our students learning experience.

*Actual links to all materials are embedded in the lesson plans.

