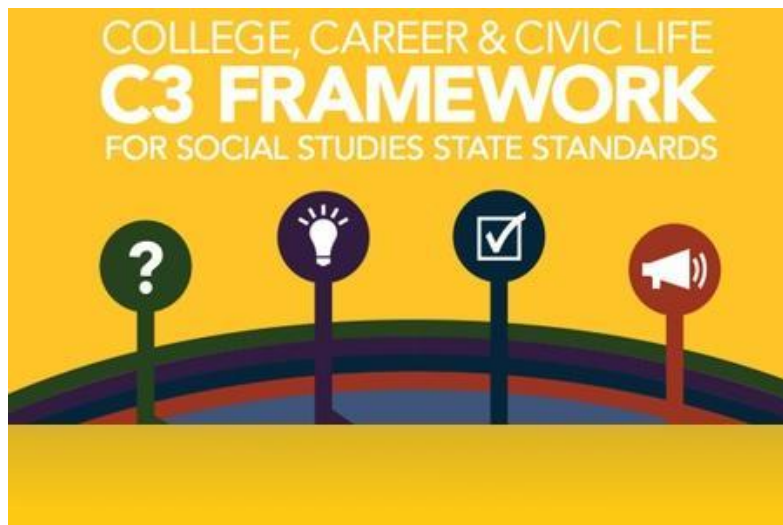


2017 GREATER METROPOLITAN NEW YORK SOCIAL STUDIES
CONFERENCE

*Did the Character Strengths of Hamilton and
Jefferson Shape America Then and Now?*

ACCESS LESSONS ON CONFERENCE WEBSITE

<http://behindthecurtainsofhistory.weebly.com>



Dr. Kevin Sheehan
Ksheehan1@molloy.edu
Molloy College
Division of Education
And Molloy Students
February 11, 2017




A GOOD TEACHER IS.....?



A GOOD THIEF

Find something for tomorrow...
Find something that can change
everything...



TEACHING LIFE LESSONS THROUGH HISTORY

behindthecurtainsofhistory.weebly.com

[New Approach to the NCSS C3 Inquiry Approach](#)

[The Forgotten National Standard: Why We Need to Think About It](#)

[Grade One: Did Abraham Lincoln Fail Well?](#)

[Grade Four: Was the American Revolution a Product of Hope and Grit?](#)

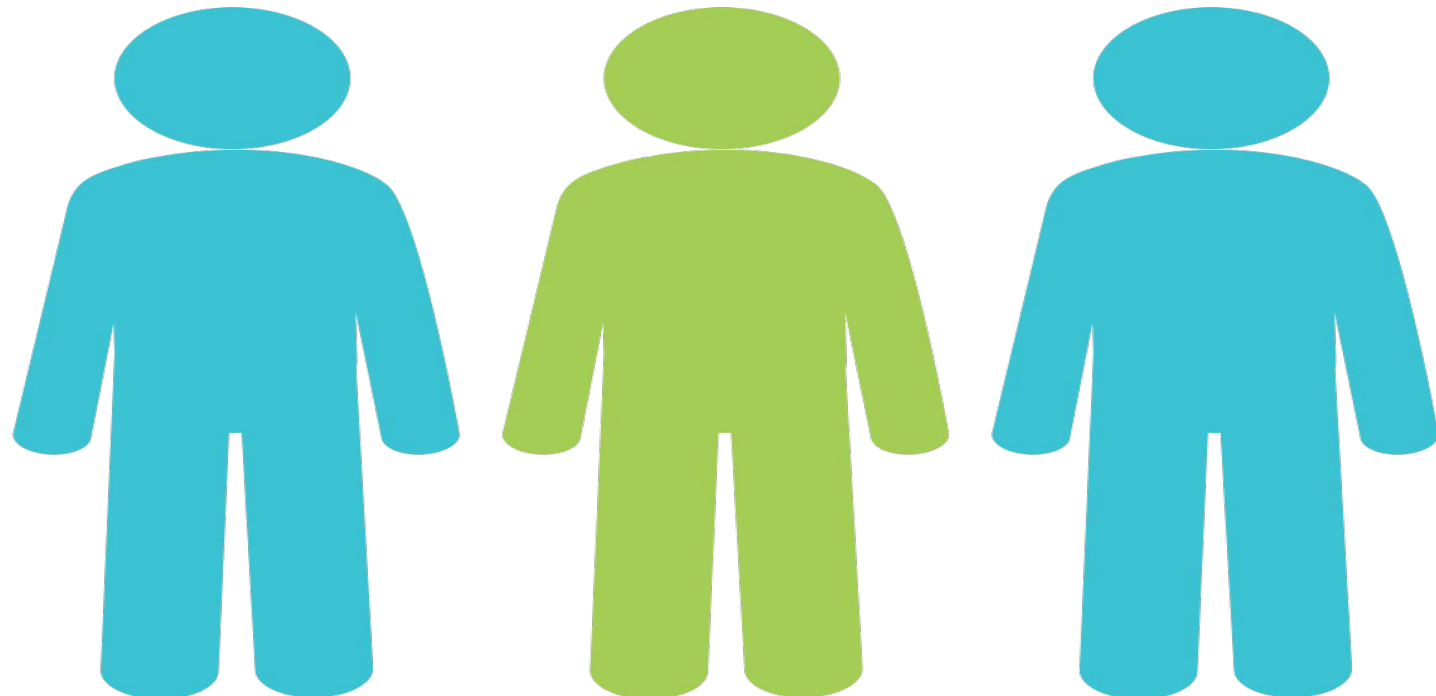
[Grade Four: Was the Industrial Revolution Fueled by a Growth Mindset?](#)

[Grade Six: Did the Character Strengths of the Leaders Shape the Classical Civilizations?](#)

[Grade 11: Did the Character Strengths of Hamilton and Jefferson Create our Current Political Parties?](#)

[Link to Growing A Growth Mindset Book](#) **[Paragons of Positive Psychology](#)**

[Meet the Curriculum Authors](#)




**NCSS
THEMES**
TEN
THEMES
THAT ARE
THE
FOUNDATION
FOR OUR
CURRICULUM
STANDARDS

| NCSS Thematic Strand | Disciplinary Connections to School Courses |
|--|--|
| 1. Culture | Geography, History, Anthropology, and Multicultural <i>Topics across the Curriculum</i> |
| 2. | OVERLOOKED |
| 3. | |
| 4. Individual Development and Identity | |

**The
Standard**

| | |
|--------------------------------|---|
| 9. Global Connections | Geography, Culture, Economics and across the Curriculum including Natural and Physical Sciences and the Humanities. |
| 10. Civic Ideals and Practices | History, Political Science, Cultural Anthropology and Global Studies and Law-related Fields |



Strand Four: The Forgotten Social Studies Strand

NATIONAL COUNCIL FOR SOCIAL STUDIES:

STRAND FOUR: INDIVIDUAL DEVELOPMENT AND IDENTITY

- Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally, and intellectually? Why do individuals behave as they do?
- The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

Why We Need to Think About this Hidden National Standard in the Social Studies More Than We Do?

WHY STANDARD FOUR MATTERS

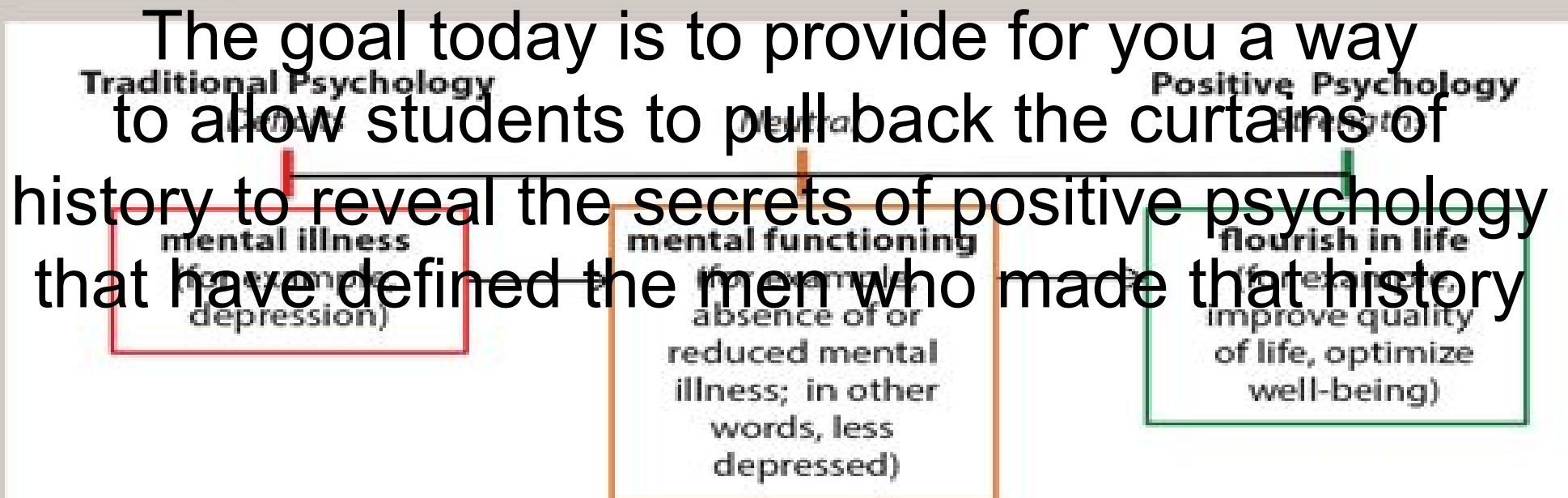
MY RESEARCH: Hope: The Way and The Will

- ❖ Better predictor of college completion than SAT, ACT, HS GPA
- ❖ Four times more likely to not finish college with low hope than low ability
- ❖ Research of Dr. Rose and Dr. Seirup confirms this statistic locally demonstrating that low hope students on probation are at greatest risk of dropping out.

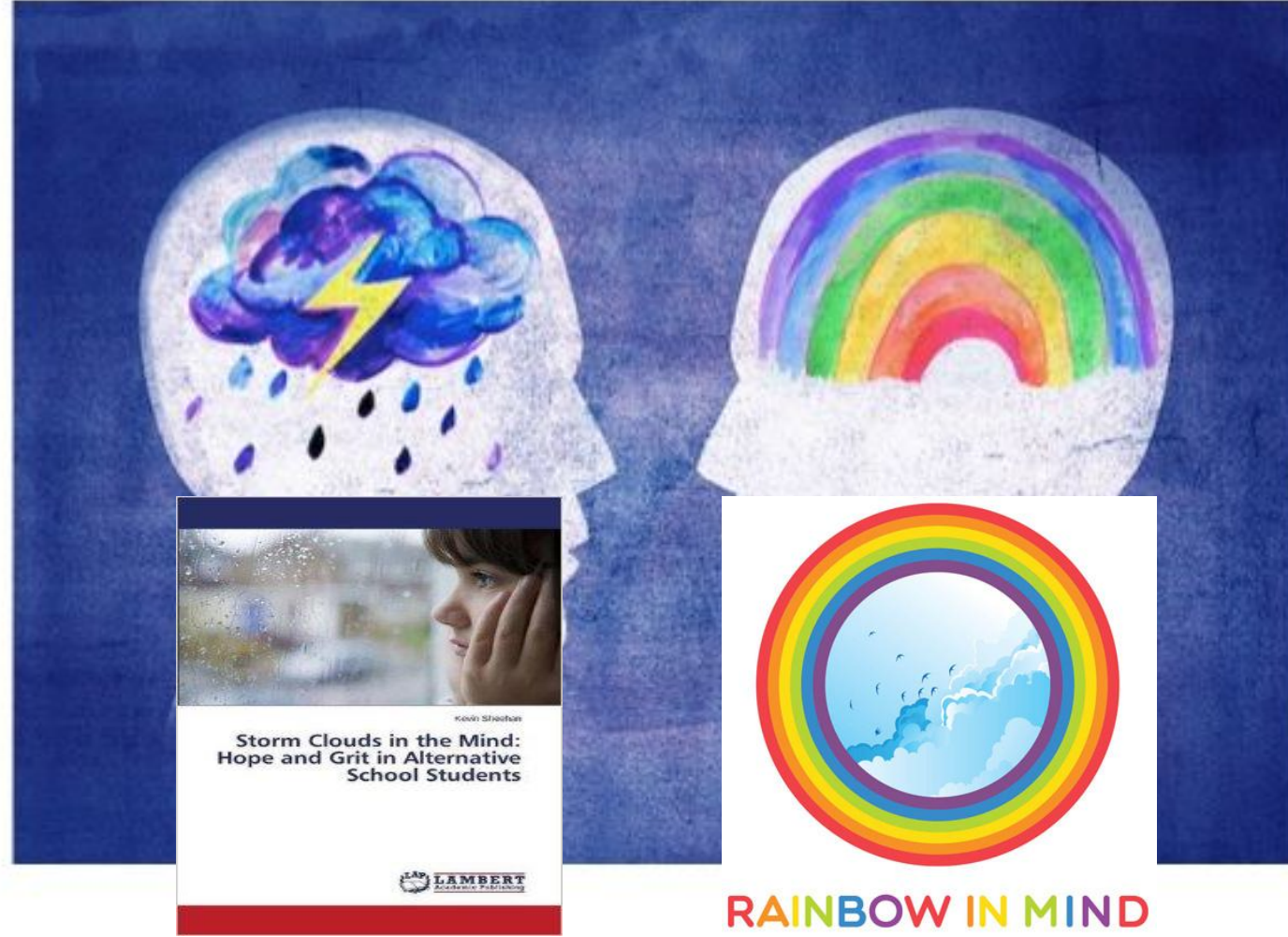
Shane Lopez Gallop Poll 2012



Figure 1: From Traditional Psychology to Positive Psychology



The Conversation in their Head May Be the Most Important Conversation in the Room



Mindset: The Power of Effort

Believing Achievement is not an Inborn Capacity Makes All the Difference

| Fixed Mindset | Growth Mindset |
|---|---|
| Intelligence is static. | Intelligence can be developed. |
| Leads to a desire to <i>look smart</i> and therefore a tendency to | Leads to a desire to <i>learn</i> and therefore a tendency to |
| <ul style="list-style-type: none">• avoid challenges | <ul style="list-style-type: none">• embrace challenges |
| <ul style="list-style-type: none">• give up easily due to obstacles | <ul style="list-style-type: none">• persist despite obstacles |
| <ul style="list-style-type: none">• see effort as fruitless | <ul style="list-style-type: none">• see effort as path to mastery |
| <ul style="list-style-type: none">• ignore useful feedback | <ul style="list-style-type: none">• learn from criticism |
| <ul style="list-style-type: none">• be threatened by others' success | <ul style="list-style-type: none">• be inspired by others' success |

Dr. Angela Duckworth

Grit:

Combination of Passion and Perseverance for Long Term Goals



- ★ West Point Cadets
- ★ Spelling Bee Winners
- ★ Recognized Geniuses

➤ ***Passion for Long Term Goals***

➤ ***Perseverance to Achieve Long Term Goals***

In Life
weak
that n



ress our
strengths

Character Strengths-- Viame.org

What are your top strengths?



Not sure we can teach grit,
but...



We need to get “gritty about getting our kids to be grittier. We need to explore our best ideas, intuitions *and be willing to fail*, in our attempts to getting our kids to be grittier.”

WHAT IS THE C3 THING

COLLEGE READY, CAREER READY AND.....

THE THIRD C=



CIVIC (ALLY) READY

*THE REAL PURPOSE OF SOCIAL STUDIES
IS TO CREATE INFORMED CITIZENS TO
PRESERVE OUR DEMOCRACY*

| | | | |
|--|---|---|------------|
| Compelling Question | Would the Europeans who colonized America have survived without the Native American knowledge of the environment? | | |
| Social Studies and NCSS C3 Standards | 4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian- speaking groups, inhabited the region that became New York State. | | |
| Staging the Question | Students will look at a few types of optical illusions on the board and discuss what they see. Class will also discuss the idea that sometimes the truth is not what it appears to be. This idea will be related to the story book version of the First Thanksgiving compared to the real tale of the First Thanksgiving. | | |
| Supportive Question | Supporting Question | Supportive Question | |
| How were the early relations between the Europeans and the Native Americans? | Based on evidence, what is your opinion between the relations of the Native Americans and Europeans? | Was the First Thanksgiving really like how it is depicted in story books? | |
| Formative Task | Formative Task | Formative Task | |
| Students will participate in a listen and retell activity. They will then complete a graphic organizer | Students will analyze four documents and answer questions. Through the history mystery activity, students will form an opinion based on evidence about the relations between the Native Americans and Europeans. | Students will participate in History Alive! Act-It-Out activities that depict two perspectives on Thanksgiving. | |
| Sources | Sources | Sources | |
| Scholastic Video Scholastic Article Online Article | 2 primary sources 2 secondary sources | Social Studies Alive! Reneesgarden.com Scholastic | |
| Summative Performance Task | Argument | Students will write a letter either from the perspective of a Native American or a European colonist. Students will either express thanks or criticism. | |
| | Extension | Students will have a Thanksgiving meal as a class. | |
| Taking Informed | Understand | Assess | Act |

AT FIRST GLANCE, THIS TEMPLATE IS OVERWHELMING BUT THE GOAL OF TODAY'S WORKSHOP IS TO MAKE THIS NEW JARGON AND THIS DIRECTION IN SOCIAL STUDIES SIMPLE, UNDERSTANDABLE, AND SOMETHING THAT YOU MIGHT USE TOMORROW.

From the NCSS C3 Perspective...



Documents

Reading Like a Historian
Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision



Documents

Reading Like a Historian
Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision

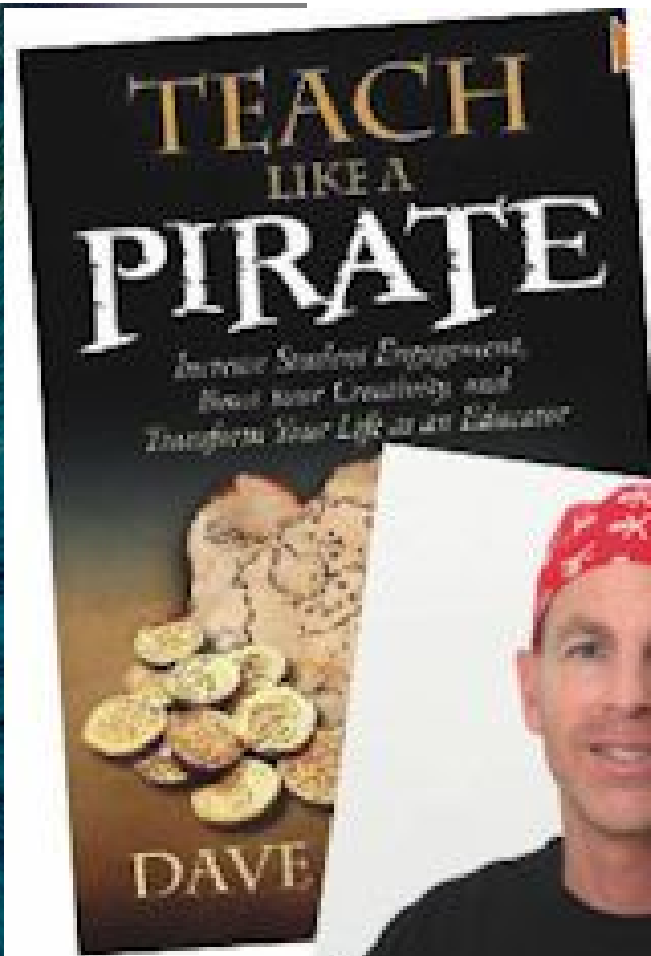


Documents

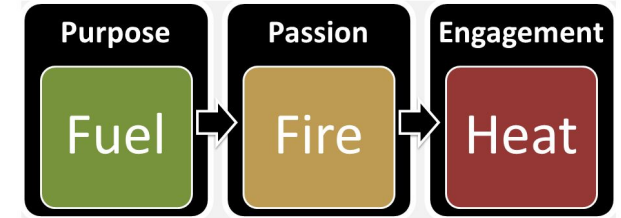
Reading Like a Historian
Inquiry Based
Conflicting-Two Sides
Evaluate Make a Decision

Compelling Question (Essential Question)

P- Passion
I- Immersion
R Rapport
A-Ask and Analyze
T-Transformation
E- Enthusiasm



From the My Perspective...



Context:

Story:

Framing the Big Idea

Filling the Filing Cabinet

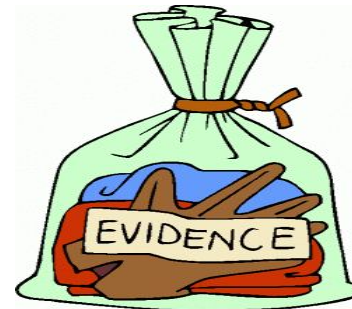
Literacy Strategies

(read and retell, your choice)

Flipped Instruction

Context at Home

You Tube



Documents

Reading Like a Historian

Inquiry Based

Conflicting-Two Sides

Evaluate Make a Decision

Song as a Document:

Close Reading

Return to Big Idea

EMOTION



Engagement:

Bringing the Documents to Life

One Day Simulation

History Alive

Teach Like a Pirate

Kahoot

Engagement/Fun

Evaluation

The Power of Stories...

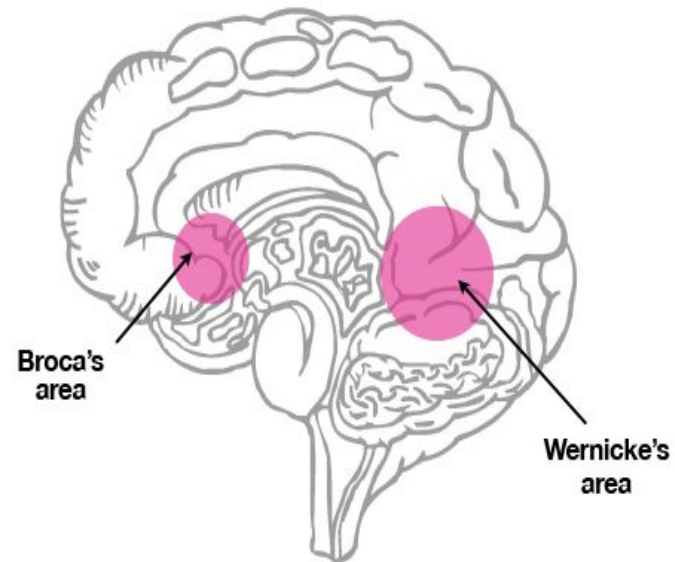
Sarah Doody

Services Newsletter Blog

Sarah Doody

Services Newsletter Blog UX Research

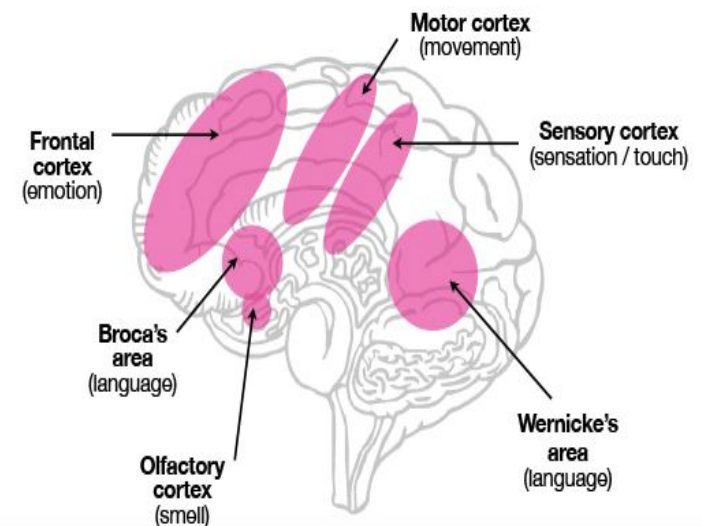
When your brain is exposed to facts (information and words maybe in a report, or bullets on a power point, or a textbook) there are two parts of your brain that are activated, Broca's area and Wernicke's area. These two areas of the brain are responsible for turning words into meaning.



For concept only. Not medically accurate.
www.sarahdoody.com

A well told story, such as a narrative with many intricate details will cause your brain to light up and engage. So for example, if the narrative has descriptors related to smell, the brain's olfactory cortex is engaged. And if the narrative includes movement, the motor cortex is activated.

This is why when we are reading a book, many times it feels like we're really in it - we visualize the location, the people, we hear their voices, smell scents, taste food, and feel touch and emotion. This isn't just our imagination. This is the impact of our brain responding to the fiction.



Due Out This March



GROWING A GROWTH MINDSET

GROWING A GROWTH MINDSET: UNLOCKING CHARACTER STRENGTHS THROUGH CHILDREN'S LITERATURE

BY DR. KEVIN SHEEHAN &

JESSICA RYAN

**Growing a Growth Mindset:
Unlocking Character Strengths
Through Children's Literature**

Kevin Sheehan
Jessica Ryan



**Due Out in March 2017
Rowman and Littlefield**

NEW LESSON DESIGN TEMPLATE

- **STORY THEORY:** Brain Research: Framing the Lesson
- **CONTEXT:** Brain Research: Framing the Lesson—Filling the Filing Cabinet—(Literacy Strategies, Short Feeding), and Flipped Instruction(you tube)
- **EVIDENCE:** Documents: *What If I Made this Up?*—Thinking Like a Historian Questioning—Inquiry Creating Informed Citizens
- **ENGAGEMENT:** Song: Common Core Document *History Alive* to Bring the Documents to Life

Evaluation:

Assessment: Their particular interpretation of history—take a Stand on the question. Demonstrate historical literacy.

Taking Informed Action: Taking learning to the real world. The learning should not happen when the lesson ends.



Did the character strengths of Hamilton and Jefferson create the early Federalists and Anti-Federalist divisions in America?

NCSS C3 Unit Plan Template (Andie Floresta, Danielle Miller, and Marisa Terranova)

Unit PowerPoint Presentation

Lesson One: Introduction to character strengths- What are the character strengths of Alexander Hamilton and Thomas Jefferson? (Created by Marisa Terranova)

Lesson Two: Introduction to the Federalist Antifederalist conflict including the bank controversy- How did the Federalists and Antifederalists, lead by Alexander Hamilton and Thomas Jefferson, disagree on the creation of the National Bank? (Created by Andie Floresta)

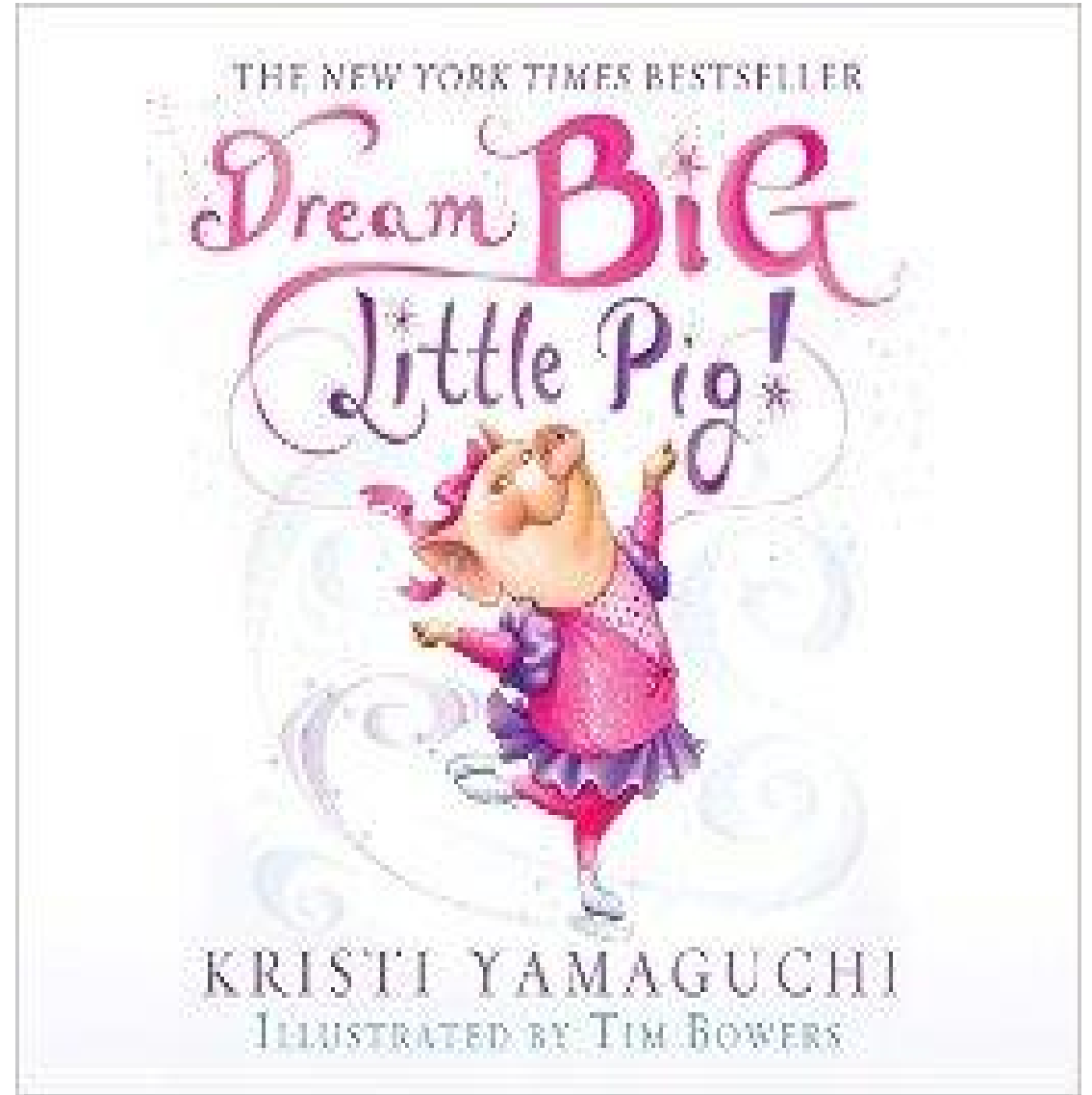
Lesson Three: The National Bank Controversy- Are Jefferson and Hamilton's different positions on the National Bank aligned with their personality strengths or not? (Created by Danielle Miller)

Unit DBQ

CHARACTER STRENGTHS

This book frames the story and creates a cognitive map for the lesson to follow. The pig finding his strength is a metaphor that each student must find their own music (Strengths--Viame.org)

..



Students first discuss and compare each other's strengths in small groups...

| | | | |
|--|--|--|---|
| <p><u>Perspective</u></p> <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the "Big" Picture View | <p><u>Bravery</u></p> <ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What is Right | <p><u>Perseverance</u></p> <ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts | <p><u>Zest</u></p> <ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive |
| <p><u>Social Intelligence</u></p> <ul style="list-style-type: none"> • Aware of the Motives/Feelings of Others • Knowing What Other People Tick | <p><u>Teamwork</u></p> <ul style="list-style-type: none"> • Citizenship • Social Responsibility • Loyalty | <p><u>Humility</u></p> <ul style="list-style-type: none"> • Modesty • Letting One's Accomplishments Speak for Themselves | <p><u>Appreciation of Beauty and Excellence</u></p> <ul style="list-style-type: none"> • Awe • Wonder • Elevation |
| <p><u>Humor</u></p> <ul style="list-style-type: none"> • Liking to Laugh • Bringing Smiles to Others • Seeing the "Lighter" Side | <p><u>Open Mindedness</u></p> <ul style="list-style-type: none"> • Examining Issues from All Sides • Weighing Evidence on All Sides | <p><u>Fairness</u></p> <ul style="list-style-type: none"> • Treating All People the Same Based on Notions of Fairness and Justice • Not Letting Personal Feelings Bias Decisions About Others | <p><u>Leadership</u></p> <ul style="list-style-type: none"> • Encouraging Others to Get Things Done While Maintaining Good Relations within the Group |

Where
the magic
happens

...





Click on the picture and the song
plays

Students first discuss and use evidence from the documents to reveal Hamilton's strengths in small groups...

| | | | |
|---|--|--|---|
| <p><u>Perspective</u></p> <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the "Big" Picture View | <p><u>Bravery</u></p> <ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What is Right | <p><u>Perseverance</u></p> <ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts | <p><u>Zest</u></p> <ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive |
| <p><u>Social Intelligence</u></p> <ul style="list-style-type: none"> • Aware of the Motives/Feelings of Others • Knowing What Other People Think | <p><u>Teamwork</u></p> <ul style="list-style-type: none"> • Citizenship • Social Responsibility • Loyalty | <p><u>Humility</u></p> <ul style="list-style-type: none"> • Modesty • Letting One's Accomplishments Speak for Themselves | <p><u>Appreciation of Beauty and Excellence</u></p> <ul style="list-style-type: none"> • Awe • Wonder • Elevation |
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DAY ONE; Framing: Storytelling

Motivation: Read Aloud Story on Character

- Make the Lesson Your Own
- Use the lesson to frame the Compelling Question
- Have students learn about themselves?
- Share and involve parents in HW
- Exit Slip

**Growing a Growth Mindset:
Unlocking Character Strengths
Through Children's Literature**

Kevin Sheehan
Jessica Ryan



**Due Out in January 2017
Rowman and Littlefield**





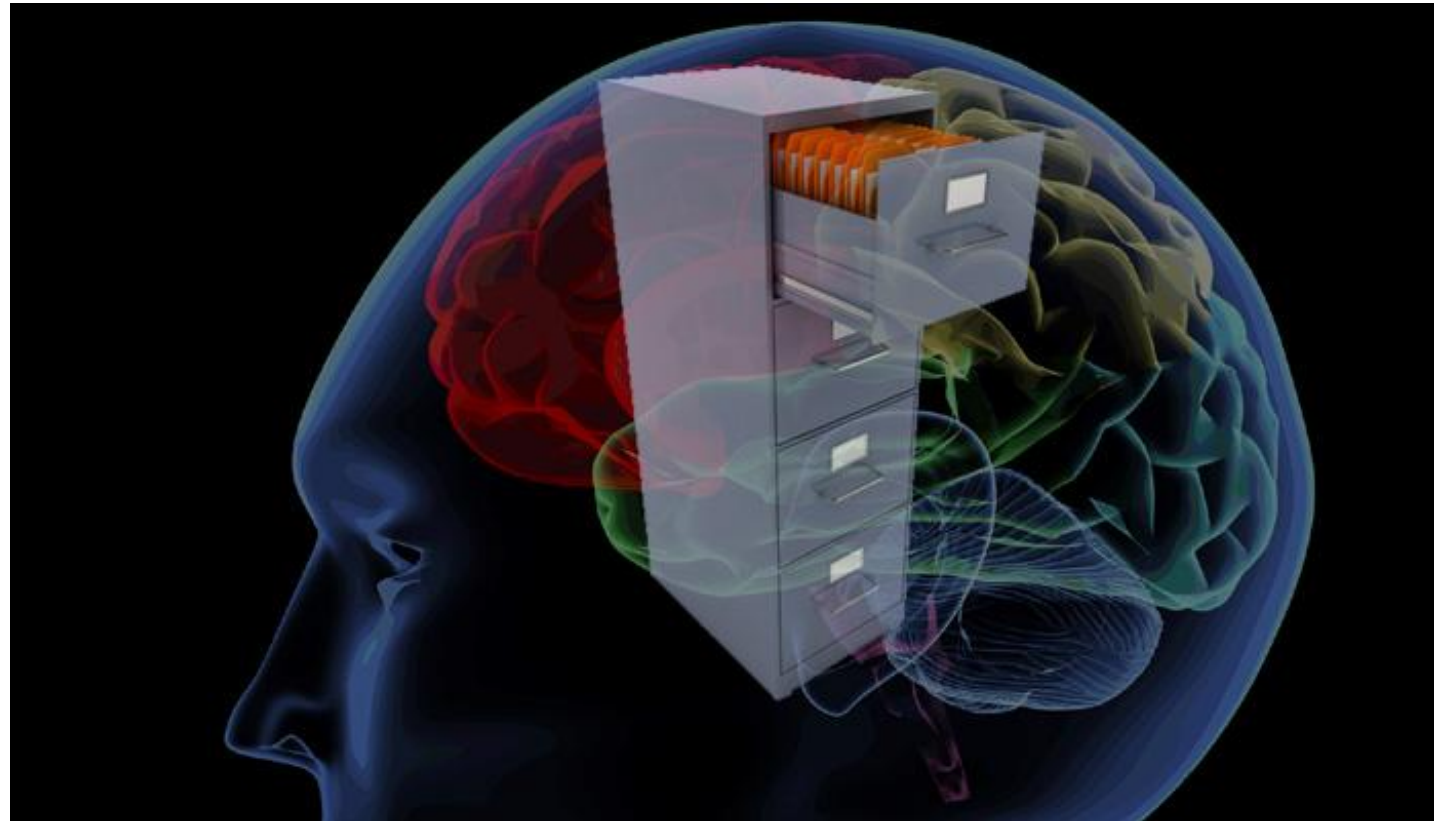
HW: TEACH PARENTS INTERACTIVE ASSIGNMENT

**HAVE PARENT AND CHILD INTERACT TO
SHARE LEARNING**

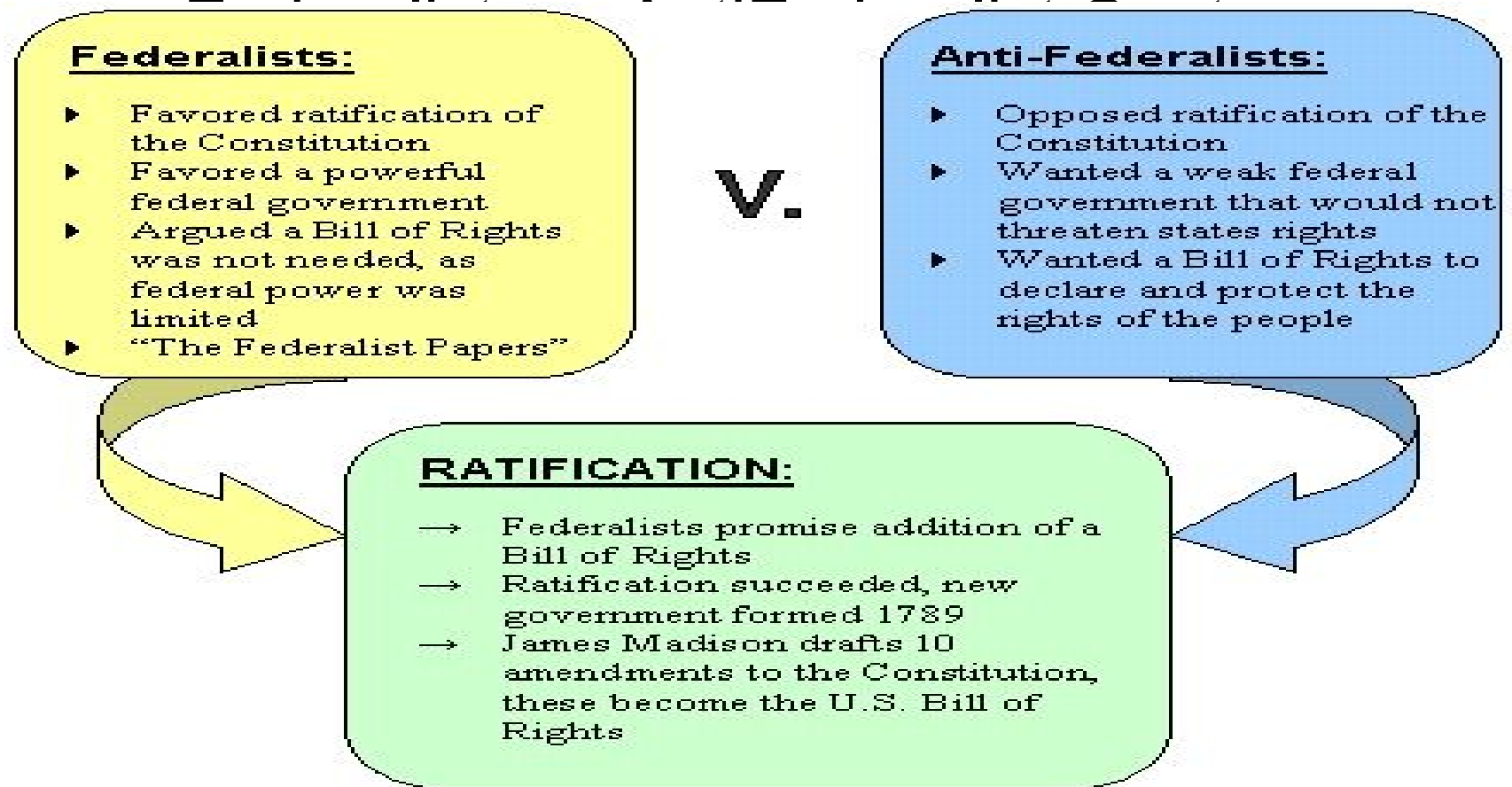
**WHAT DO YOU THINK YOUR CHARACTER
STRENGTHS ARE?**

**WAS YOUR LIFE SHAPED BY YOUR
CHARACTER STRENGTHS?**

DAY 2: Filling the Filing Cabinet
and Lighting the Imagination
Federalist vs. Anti Federalists



Was the Birth of Political Parties Due in Part to Differing Personalities and Character Traits?



Why is there such resentment against Hamilton?

Framing Story



Do Now

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

Essential Question:

"Was the disagreement on the Federalists and Antifederalists a disagreement based on their differences in their character traits?"

NON-STOP (HAMILTON)

Play Start of Song. 2:00, 4:00



This musical background set the stage for the Federalists and Antifederalist controversy to come to life and Dr, Sheehan wanted me to share the way the document appears in our final DBQ revealed the birth of political parties

GRADE 11

Did the Character strengths of Hamilton and Jefferson contribute to the formation of the Federalist and Anti-Federalist parties?

Name _____

Date _____

Part III: This part consists of a document-based question. On this part, you will be provided with one version of the test based on your readiness to handle critical thinking challenges. (You may opt for a more difficult version than your teacher provides, but you will be graded on the version that you complete).

Document #3:

Federalist No. 1

“To the People of the State of New York:

AFTER an unequivocal experience of the inefficiency of the subsisting federal government, you are called upon to deliberate on a new Constitution for the United States of America. The subject speaks its own importance; comprehending in its consequences nothing less than the existence of the UNION (of states to form a federal government), and a wrong election of the part we shall act may, in this view, deserve to be considered as the general misfortune of mankind.”

-Alexander Hamilton, The Federalist Papers, General Introduction

1. According to the document, what did Hamilton feel about the need for Union?

[2]

2. What did Hamilton feel a wrong decision would result in?

Document #4:

Read the excerpt from a letter that Thomas Jefferson, an Anti-Federalist, wrote to James Madison, a Federalist, and respond to the questions below.

Paris Dec. 20. 1787

“I think our governments will remain virtuous for many centuries; as long as they are chiefly agricultural; and this will be as long as there shall be vacant lands in any part of America. when they get piled upon one another in large cities, as in Europe, they will become corrupt as in Europe.” -Thomas Jefferson

1. How, according to Thomas Jefferson, can the government remain “virtuous” for many centuries?

[2]

2. According to Jefferson, What would corrupt America?

[2]

1. According to lines 5 through 8 in Document 5A, what did Hamilton have to overcome to become an important figure in American History?

[2]

2. According to Document 5B, which of Hamilton's character traits would have made him a poor president?

[2]

[A]

{1} How does a bastard, orphan, son of a whore and a Scotsman, dropped in the middle of a forgotten

{3} Spot in the Caribbean by providence, impoverished, in squalor
Grow up to be a hero and a scholar?

{5} The ten-dollar Founding Father without a father
Got a lot farther by working a lot harder

{7} By being a lot smarter
By being a self-starter

{9} By fourteen, they placed him in charge of a trading charter
And every day while slaves were being slaughtered and carted

{11} Away across the waves, he struggled and kept his guard up
Inside, he was longing for something to be a part of

{13} The brother was ready to beg, steal, borrow, or barter

[B]

"Hamilton was a great statesman and a terrible politician. He was too honest, too candid," explains historian Karl Walling. On the one hand, Hamilton was a skilled policy maker and gifted writer, capable of great charm and persuasiveness. But he could also be arrogant and uncompromising. "With his brilliance and sheer force of personality, Hamilton won many battles, but he also made bitter enemies," says writer Ronald Blumer. "His direct honesty gave him a contempt for the game of popular politics." These characteristics, paired with a scandalous and well-publicized love affair, prevented Hamilton from ever being considered for president.

What Character Traits of Hamilton and Jefferson Might Have Been Responsible for the Differences in Political Parties that Divided Our Nation ...

| | | | |
|--|--|--|---|
| <p><u>Perspective</u></p> <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the "Big" Picture View | <p><u>Bravery</u></p> <ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What is Right | <p><u>Perseverance</u></p> <ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts | <p><u>Zest</u></p> <ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive |
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DAY 3

National Bank Controversy



Analysis of Primary Documents &
Connections to Character Strengths

Presented by Danielle Miller

Cabinet Battle #1



Ladies and gentlemen, you could have been anywhere else in the world tonight, but you're with us here in New York City. Are you ready for a cabinet meeting, huh?

The issue on the table: Secretary Hamilton's plan to assume state debt and establish a national bank. Secretary Jefferson, you have the floor, sir

Life, liberty, and the pursuit of happiness

Essential Question:

Are Jefferson and Hamilton's different positions on the National Bank aligned with their personality strengths?



Document 1

Hamilton in His Own Words: *Report on a National Bank*

“That a National Bank is an Institution of primary importance to the prosperous administration of the Finances, and would be of the greatest utility in the operations connected with the support of the Public Credit. It is evident, for instance, that the money, which a merchant keeps in his chest, waiting for a favourable opportunity to employ it, produces nothing ’till that opportunity arrives. But if instead of locking it up in this manner, he either deposits it in a Bank, or invests it in the Stock of a Bank, it yields a profit, during the interval... His money thus deposited or invested, is a fund, upon which himself and others can borrow to a much larger amount.”

Document 2

Jefferson in His Own Words: *Opinion on the Constitutionality of the National Bank*

“It may be said that a bank whose bills would have a currency all over the States, would be more convenient than one whose currency is limited to a single State. So it would be still more convenient that there should be a bank, whose bills should have a currency all over the world. But it does not follow from this superior conveniency, that there exists anywhere a power to establish such a bank; or that the world may not go on very well without it.”

Document 3

Jefferson and Hamilton Quotes

“It would reduce the whole instrument to a single phrase, that of instituting a Congress with power to do whatever would be for the good of the United States; and, as they would be the sole judges of the good or evil, it would be also a power to do whatever evil they please.”

-Thomas Jefferson

“To deny the power of the Government to add this ingredient to the plan, would be to refine away all government.”

-Hamilton

Students will be able to:

- ★ Identify the character strengths of Hamilton and Jefferson.
- ★ Determine whether they believe their strengths impacted their opinions on the National Bank Controversy.
- ★ Decide whether or not they feel their character strengths ultimately contributed to the concept and basis of our modern political parties.

Homework

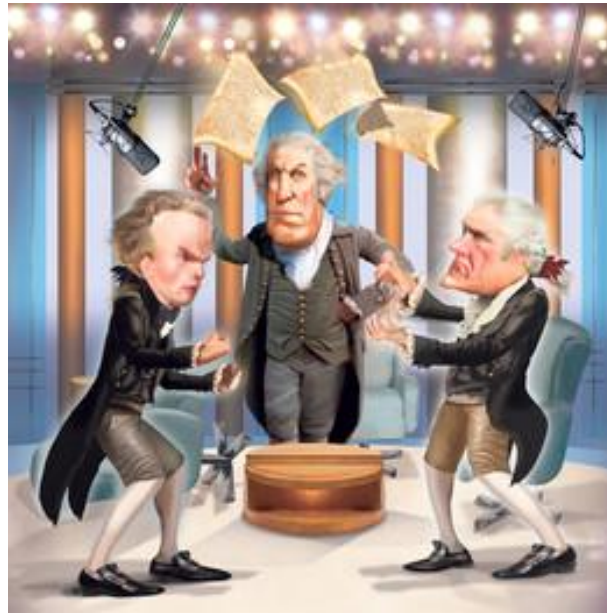
For homework, decide which primary sources align with the lyrics from the song, “Cabinet Battle #1” from *Hamilton: An American Musical*. Be sure to use evidence from the song to support your findings!

What New Evidence Does This Song Reveal About Hamilton's Character Strengths?... Find Evidence in the Text of the Song

| | | | |
|--|--|--|---|
| <p><u>Perspective</u></p> <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the "Big" Picture View | <p><u>Bravery</u></p> <ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What is Right | <p><u>Perseverance</u></p> <ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts | <p><u>Zest</u></p> <ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive |
| <p><u>Social Intelligence</u></p> <ul style="list-style-type: none"> • Aware of the Motives/Feelings of Others • Knowing What Other People Tick | <p><u>Teamwork</u></p> <ul style="list-style-type: none"> • Citizenship • Social Responsibility • Loyalty | <p><u>Humility</u></p> <ul style="list-style-type: none"> • Modesty • Letting One's Accomplishments Speak for Themselves | <p><u>Appreciation of Beauty and Excellence</u></p> <ul style="list-style-type: none"> • Awe • Wonder • Elevation |
| <p><u>Humor</u></p> <ul style="list-style-type: none"> • Liking to Laugh • Bringing Smiles to Others • Seeing the "Lighter" Side | <p><u>Open Mindedness</u></p> <ul style="list-style-type: none"> • Examining Issues from All Sides • Weighing Evidence on All Sides | <p><u>Fairness</u></p> <ul style="list-style-type: none"> • Treating All People the Same Based on Notions of Fairness and Justice • Not Letting Personal Feelings Bias Decisions About Others | <p><u>Leadership</u></p> <ul style="list-style-type: none"> • Encouraging Others to Get Things Done While Maintaining Good Relations within the Group |

Statement of Neutrality

Analysis of Primary and Secondary Sources
Reading Like A Historian Activity



Presented by: Tara Bickerton

CABINET BATTLE NUMBER 2



Essential Question: Does Jefferson and Hamilton's different positions on neutrality and the French Revolution align with their character strengths?



Reading Like A Historian Activity

Types of Questions:

Sourcing: Who wrote the article/document/text and what might the author's motivation and personal interests be

Close Reading (Inferential and Academic): What does the document actually say? What do specific phrases and words refer to

Close Reading (Perspective): Analyze the author's perspective in the article

Context: What else is going on in history at the time the document came out? Does this affect the author's bias, perspective, purpose for writing, etc.

Corroboration: Compare and contrast two texts. Do they contradict one another? Are there many similarities between the two?

Document 1

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

Alexander Hamilton

Defense of the President’s Neutrality Proclamation, May 1793

Reading Like A Historian Questions:

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

Homework:

- Using the documents from the Reading Like A Historian Activity, choose two character strengths from the chart that you believe Jefferson and Hamilton exhibited in their neutrality policies. Use evidence from the documents to support your claims.
- Answer the essential question: Does Jefferson and Hamilton's different positions on neutrality and the French Revolution align with their character strengths? Why or why not?

| | |
|--|--|
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| <p><u>Bravery</u></p> <ul style="list-style-type: none"> • Valor • Not shrinking from fear • Speaking up for what's right | |
| <p><u>Perseverance</u></p> <ul style="list-style-type: none"> • Persistence • Industry • Finishing what one starts | |
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Day 5: Rap Battle, DBQ, Taking Informed Action



<https://twitter.com/mrscaietOHS/status/789116545964408832>

Presented by: Anna Cavaluzzi

Create Your Own Rap Battle!

You'll be creating your own rap for a Hamilton v. Jefferson Rap Battle. Feel free to use the Cabinet Battle songs from *Hamilton* as inspiration and remember to have fun!

Be sure to include:

- At least one line about the **character strengths** of Hamilton or Jefferson
- At least one line about how this led to the **formation of political parties**
- At least one line about how this reflects **today's political parties**
- Use at least half of the words in this word bank

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

DBQ - Did the character strengths of Hamilton and Jefferson lead to the formation of political parties?

Task:

Using the information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. **Use evidence from *at least five* documents in your essay.** Support your response with relevant facts, examples, and details. Include additional outside information. Your essay should answer the following two questions:

- Discuss at least two character strengths each of Hamilton and Jefferson
- Evaluate how their character strengths influenced Hamilton and Jefferson's political stance(s)
- Discuss two differences between Jefferson and Hamilton on national policy

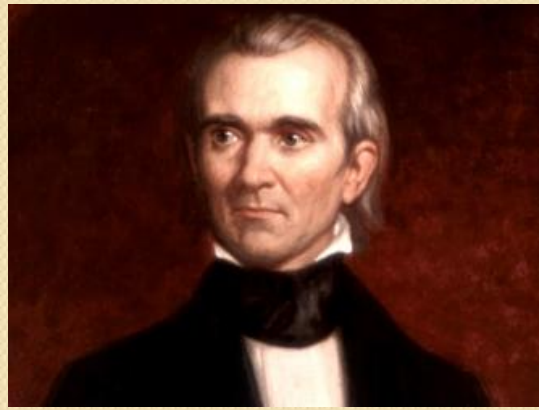
C3 Inquiry Arc: Taking Informed Action

Students will write letters to local politicians asking them what they believe their character strengths are and whether or not their character strengths helped shape their political beliefs.

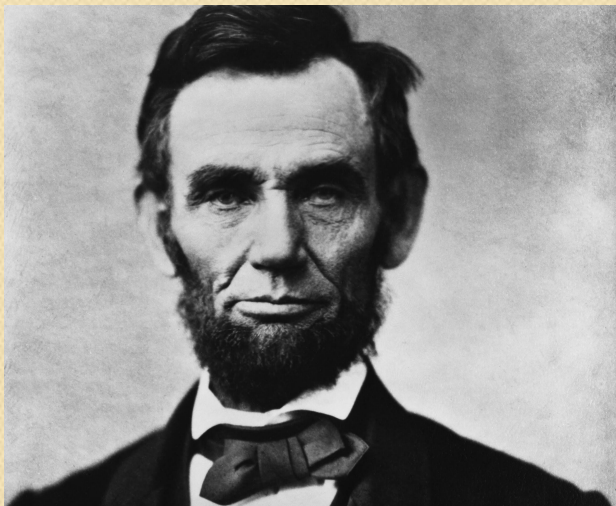


Motivation

3-2-1 Activity



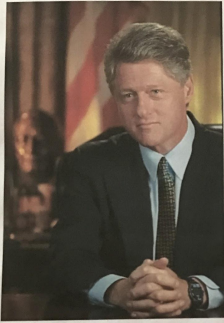
Is the history of nation defined by the character of our leaders? And, in addition to that, what defines the most effective character traits for a leader?



History Mystery

- In groups, students will analyze documents from former presidents to determine:
 - (1) What are the character strengths of this president?
 - (2) What are the political views of this president?
 - (3) Would this president have supported Hamilton or Jefferson?
- After crafting their arguments, students will present their findings to the class.
- Each group will have a different Post-WWII president. Groups will come together to discuss modern political parties as they relate to those created by Hamilton and Jefferson.

BILL CLINTON



DOB: August 19, 1946

Born in: Hope, Arkansas

Political Party: Democratic Party

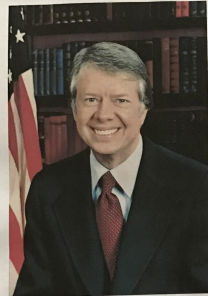
Presidency: 1993-2001

Career: Bill Clinton studied law at Yale University and later went on to teach law at the University of Arkansas. In 1976, Clinton was named Attorney General of Arkansas, and in 1978 he became the Governor of the state. He remained the Governor of Arkansas until 1992, when he ran for and won the seat of the President. Clinton had a very popular presidency, despite scandals and an impeachment (for which he was not found guilty).

Fun Fact: Bill Clinton was a saxophone player in his high school band, and upon graduation, received music scholarships.

"Politics gives guys so much power that they tend to behave badly around women. And I hope I never get into that." - Bill Clinton

JIMMY CARTER



DOB: October 1, 1924

Born in: Plains, Georgia

Political Party: Democratic Party

Presidency: 1977-1981

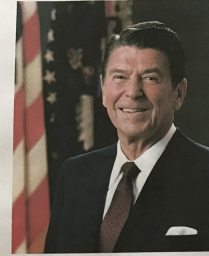
Career: Jimmy Carter served in the Navy. After returning home, he first began his career in politics by being elected to the local board of education. In 1962, he became a senator for Georgia and in 1970, he ran for the governorship and won. In 1974, he began traveling across the country and marketing himself as the most honest

politician who would never tell a lie. He won the presidency and was sworn in in 1977. He served one term and faced many difficulties during his presidency.

Fun Fact: Jimmy Carter had an incident in which he claims to have seen a UFO, and promised that when elected president, he would release all information the federal government had on UFO sightings.

"I look forward to these confrontations with the press to kind of balance up the nice and pleasant things that come to me as president." - Jimmy Carter

RONALD REAGAN



DOB: February 6, 1911

Born in: Tampico, Illinois

Political Party: Republican Party

Presidency: 1981-1989

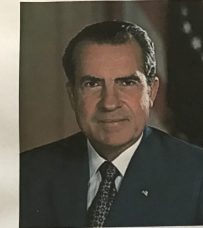
Nicknames: "Dutch," "The Great Communicator," "The Gipper"

Career: Ronald Reagan spent his early life as an avid supporter of the Democrats. He began his career as an actor, and slowly became more and more involved in politics. In the 1950's, he began to grow more conservative, and in 1962, he officially pledged loyalty to the Republican Party. In 1967, Reagan became the Governor of California, where he served until 1975. In 1981 Ronald Reagan was inaugurated as the 40th president of the United States. He served two terms and was a very popular president.

Fun Fact: On a trip to England, Reagan was fed so many brussel sprouts that he swore them off for life. His favorite food, however, was jelly beans, and a bowl of them could be found at every cabinet meeting.

Thomas Jefferson once said, 'We should never judge a president by his age, only by his works.' And ever since he told me that, I stopped worrying. - Ronald Reagan

RICHARD NIXON



DOB: January 9, 1913

Born in: Yorba Linda, California

Political Party: Republican Party

Presidency: 1969-1974

Career: Nixon served as an officer in the US Navy, and after arriving home, began his political career by being elected into the House of Representatives in 1946. In 1950, Nixon became a senator. He served as the Vice President for Eisenhower and after ran for president against JFK, to whom he lost. He ran again in 1968 and won. He had many great accomplishments during his presidency, particularly in foreign relations, however most were overshadowed by the Watergate Scandal which took place during his second term, and led to his resignation.

Fun Fact: While serving in the U.S. Navy during World War II, Richard Nixon won large amounts of money playing poker. He used these winnings to help fund his first political campaign in 1946.

"I have often thought that if there had been a good rap group around in those days, I might have chosen a career in music instead of politics." - Richard Nixon

Do the character strengths of men shape our nation's destiny?

"Government growing beyond our consent had become a lumbering giant, slamming shut the gates of opportunity, threatening to crush the very roots of our freedom. What brought America back? The American people brought us back -- with quiet courage and common sense; with undying faith that in this nation under God the future will be ours, for the future belongs to the free."

-Ronald Reagan, 1986 State of the Union Address

Political views?

Opinions on government?

Presidential Character Strengths

"Government growing beyond our consent had become a lumbering giant, slamming shut the gates of opportunity, threatening to crush the very roots of our freedom. What brought America back? The American people brought us back -- with quiet courage and common sense; with undying faith that in this nation under God the future will be ours, for the future belongs to the free."

-Ronald Reagan, 1986 State of the Union Address

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Hamilton vs. Jefferson

"Government growing beyond our consent had become a lumbering giant, slamming shut the gates of opportunity, threatening to crush the very roots of our freedom. What brought America back? The American people brought us back -- with quiet courage and common sense; with undying faith that in this nation under God the future will be ours, for the future belongs to the free."

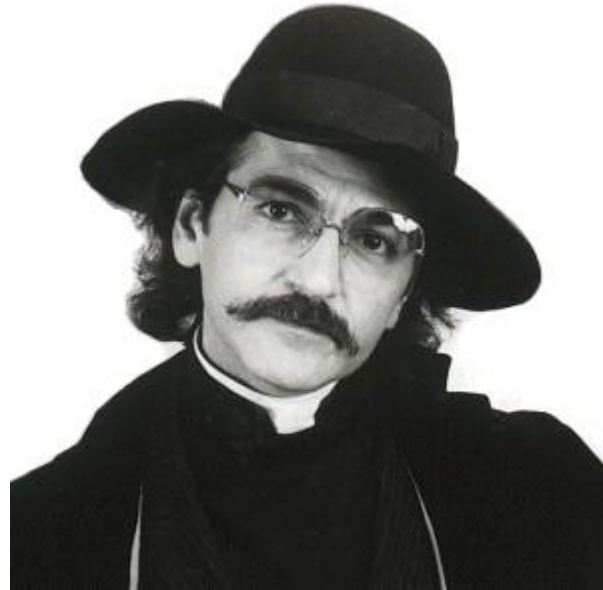
-Ronald Reagan, 1986 State of the Union Address

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

Got another minute..

(Guido Sarducci)...

I got another website...



Let's go the website...

- Detailed Lesson Plans on Construct
- Does immigration make our nation stronger?
- Would the colonists have survived without the Native peoples?
- Inquiry Based Approach
- NCSS Inquiry C3 Approach
- Justdosocialstudies2016.weebly.com



..A Good Teacher is...

- Were the woman's struggle for rights in America driven by growth mindsets and grit?
- Lessons, Background YouTube Videos, and DBQs

edu509class.weebly.com

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