

Hamilton Grange National Memorial

Educator's Guide

Middle School Adaptable for High School



Visiting Hamilton Grange – arranging school group visits:

Alexander Hamilton was born and spent his early years in the Caribbean, becoming orphaned at a young age. Despite Hamilton's background and difficult upbringing, he would become an indispensable aid to George Washington, both during the Revolution and after. Come visit Hamilton Grange National Memorial and find out more about this fascinating Founding Father, and the country home he built on his Harlem estate he affectionately called "The Grange."

Hamilton Grange is open Wednesday through Sunday, 9am to 5pm. The site is closed Monday and Tuesday.

We prioritize school group visits on Wednesdays and Thursdays in one-hour blocks between the hours of 10:00am and 12:00pm. The first floor at Hamilton Grange houses our historic furnishings. Tours of the historic first floor last approximately one-half hour. The capacity of the first floor is limited to 15 visitors at all times. Therefore, school groups are strictly limited to a total of 30 people including all teachers and chaperones. NOTE: School groups must include 1 adult for every 8 students or part thereof (e.g. a class of 12 must be accompanied by 2 adults.) Be aware that groups larger than 15 will be split into two groups to visit the historically furnished rooms.

A 20-minute film covering Hamilton's life is available for viewing by one group while the other group visits the house. School groups must reserve at least 3 weeks in advance but no more than 3 months. Date change requests and cancellations must be made no less than 48 hours before your reservation. Email and voice messages will not suffice. You must speak directly with a staff member.

To request a reservation for a school visit, please visit our website at <http://www.nps.gov/hagr/index.htm> and click on the "For Teachers" link to download a reservation form. Fax your completed request to 646-548-9366 and we will respond.

Thank you.

Be advised: There are no dining facilities available anywhere on the property. Those groups wishing to picnic may do so in adjacent St. Nicholas Park, which is separately managed by the NYC Department of Parks and Recreation. Picnic groups of 20 or more for St. Nicholas Park must apply for a NYC permit, which may be applied for online: <https://nyceventpermits.nyc.gov/Parks/>.

ALEXANDER HAMILTON



Drawing: Oil (1792) by John Trumbull. National Gallery of Art.

Hamilton, a brilliant and pragmatic politician-lawyer who soared to fame and power from modest origins, was one of the giants of the early period of U.S. history. An ardent nationalist, he was instrumental in the convening of the Constitutional Convention and spearheaded ratification in New York—though he did not play a key role at the Convention. Later, he served as the first Secretary of the Treasury, laid the foundations for national economic growth, and helped found the Federalist Party. His life ended tragically in a duel with then Vice President Aaron Burr.

Biography: Hamilton was most likely born about 1755, in the British West Indies on the island of Nevis. Because Hamilton's parents were not married there is no parish or civic record of his birth and therefore the exact date is difficult to identify. Hamilton was the illegitimate son of a common-law marriage between an English-French Huguenot mother who was a planter's daughter and a poor itinerant Scottish merchant of aristocratic descent. In 1765, after Hamilton's father had moved his family to St. Croix in the West Indies (now part of the United States Virgin Islands), he deserted his wife and two sons.

Hamilton's mother opened a small store to make ends meet. She and a Presbyterian clergyman provided the young Alexander with a basic education after he was denied a place at the local Church of England school. He learned to speak fluent French from his mother. Between the ages of 12 and 14, about the time of his mother's death, he became an apprentice clerk in the town of Christiansted in a mercantile establishment, the proprietor of which became one of his benefactors. Recognizing his ambition and remarkable intelligence, his employers raised a fund for his education.

In 1772 Hamilton traveled to New York City. Patrons he met there arranged for him to attend Barber's Academy at Elizabethtown (present-day Elizabeth), N.J. During this time, he met and stayed briefly at the home of the wealthy and influential William Livingston, who would one day be a fellow signer of the Constitution. Late the next year in 1773, Hamilton entered King's College (which later became Columbia College) in New York City, but the Revolution would interrupt his studies.

Although not yet 20 years of age, in 1774-75 Hamilton wrote several widely read pro-Continental Congress pamphlets. Right after the war broke-out, Hamilton accepted an artillery captaincy and fought in the principal campaigns of 1776 and 1777, which included the Battle of Harlem Heights, where Hamilton may have first come to the attention of General George Washington. In 1777, Hamilton was invited to join Washington's staff as an aide-de-camp. There he received the rank of lieutenant colonel, and soon became Washington's close confidant.

In 1780 Hamilton married New Yorker Elizabeth Schuyler, whose family was very wealthy and politically influential in the state; they would later have eight children. In 1781, as the war was winding down, Hamilton pushed for and received a field command, and led a daring and victorious attack in the Yorktown, Virginia campaign that ended the siege. Hamilton resigned his commission later that year.

Hamilton then studied law in Albany and quickly entered practice, but public service soon attracted him. He was elected to the Continental Congress in 1782. In 1783, Hamilton established a law office in New York City. Because of his interest in strengthening the national government, he represented New York State at the Annapolis Convention in 1786, where he urged delegates to meet again, this later gathering would become the Constitutional Convention.

In 1787 Hamilton served in the New York State legislature, which appointed him as a delegate to the Constitutional Convention, held in Philadelphia. Hamilton played a surprisingly small role in the debates, apparently because he was frequently absent on legal business, but his nationalistic views also put him at odds with many of the delegates, and he was frustrated by the conservative views of his two fellow-New York delegates. Hamilton did, however, sit on the Committee of Style, and was the only one of the three delegates from New York State who signed the finished document. Hamilton's part in New York's ratification of the Constitution the next year was substantial. Although Hamilton believed the Constitution was not perfect, he felt out of necessity it needed to be ratified. Against determined opposition, Hamilton waged a strenuous and ultimately successful campaign for ratification. Hamilton's efforts to encourage ratification of the Constitution included collaborating with John Jay and James Madison in writing the vast majority of *The Federalist Papers*, first published as a series of essays in newspapers explaining the new ideas for government, which are still widely cited in court cases and used for study in U.S. history and political science. In 1787-88 Hamilton was again elected to the Continental Congress.

The new government got underway in 1789 and George Washington was elected president. Hamilton would be appointed Secretary of the Treasury that same year and he began at once to place the nation's disorganized and troubled finances on a sound footing. In a series of reports (1790-91), he presented a program not only to stabilize national finances, but also to shape the future of the country as a powerful and industrial nation. Hamilton proposed establishment of a national bank, funding of the national debt, assumption of the state war debts incurred during the Revolution and the encouragement of domestic manufacturing.

Hamilton's policies soon brought him into conflict with Thomas Jefferson and James Madison. Their disputes with Hamilton over his pro-business economic program, support of renewed trade with Great Britain and opposition to the excesses of the French Revolution contributed to the formation of the U.S. political party system. It pitted Hamilton, who was a Federalist, against Jefferson and Madison, who were Democratic-Republicans.

During most of Washington's administration, Hamilton's views largely prevailed with the President, especially after 1793 when Jefferson left the government. In 1795 Hamilton's low salary as a cabinet officer influenced him to resign from government and resume his law practice in New York City in order to secure his family's future. Except for a stint as inspector-general of the Army (1798-1800) during the undeclared war with France, Hamilton never again held public office.

While gaining stature in the practice of law, Hamilton continued to exert a powerful impact on New York as well as national politics. John Adams was elected president in 1797, and although Adams was a Federalist Hamilton did not actively support his election. However, Hamilton remained a strong influence on his Adams' cabinet, having served with several members during Washington's second term. The bitterness between Adams and Hamilton became public knowledge in 1800 when Hamilton's poor opinion of Adams was revealed in a letter that was published through the efforts of the Democratic-Republicans. Adams lost his reelection bid 1800 to Thomas Jefferson.

In 1802 Hamilton and his family moved into a large country home he had built in a rural part of Upper Manhattan, north of New York City, which at that time was concentrated on the southern tip of Manhattan. Hamilton affectionately called his new home "The Grange," after his father's country estate in Scotland. However, expenses incurred to buy the property and build the home seriously strained Hamilton's finances.

In the presidential election of 1800, there was a standoff between Thomas Jefferson and Aaron Burr, who were both tied in electoral votes. Hamilton threw valuable support to Jefferson, which angered Aaron Burr. In 1804, when Burr sought the governorship of New York, Hamilton again influenced his defeat. That same year, Burr, taking offense at remarks he believed to have originated with Hamilton, challenged Hamilton to a duel. The duel took place at present day Weehawken, N.J., on July 11. Mortally wounded, Hamilton died the next day. Hamilton was buried at Trinity Church in New York City and his funeral was one of the largest in New York history at that time. Hamilton was in his late forties at the time of his death.

Source: http://www.cr.nps.gov/history/online_books/constitution/bio18.htm

A Brief History of Hamilton Grange

1800 - Hamilton bought 34 acres of farmland, picturesquely wooded and watered by two streams, in Upper Manhattan. The 200-foot elevation offered views of the Hudson River on the west and the Harlem and East Rivers on the east.

1801 - John McComb, Jr., the leading architect in New York City was hired to design the house. McComb had been to England and was familiar with the style developed by the Adam brothers there. When adapted to America, this became the “Federal” style. McComb and the builder, Ezra Weeks, had also completed Gracie Mansion, which has some similarities to The Grange. McComb later went on to design the New York City Hall.

1802 - The Hamilton family moved into their new home and Hamilton named it “The Grange,” a reference to his father’s ancestral home in Scotland. The cost of the land and construction of the house left Hamilton deeply in debt. The elegant interior includes two octagonal rooms; a parlor and dining room, both with tall windows, which can be used as doors. The dining room doors have mirrors on them, reflecting the view of the landscape from the windows opposite.

1804 - Hamilton was killed in a duel with Vice President Aaron Burr. Hamilton’s friends and supporters created a trust fund to allow the family to remain in their home.

1833 - The Grange was sold and Elizabeth Hamilton moved to Washington D. C.

1889 - The Manhattan street grid was extended north to Harlem. West 143rd Street was to be built through the site where the grange stood. However the congregation of St. Luke’s Episcopal Church was planning to move uptown and bought the grange for use as the site of their new church. Front and rear porches were removed and the house was lifted off its foundation and drawn by horses to the new site on Convent Avenue, near West 141st Street.

1924 -The American Scenic and Historic Preservation Society bought the grange and turned it into a public museum. Furniture and decorative objects associated with the Hamilton family were displayed.

1962 - The National Park Foundation purchased the house and property and transferred it to the National Park Service. Congress authorized Hamilton Grange National Memorial, contingent upon relocating it and restoring the house as Hamilton knew it in 1802-1804, which is considered its period of historic significance.

1995 - NPS developed a General Management Plan following extensive consultation and review. The preferred alternative was to move the house to nearby St. Nicholas Park, which would keep it on part of Hamilton’s original property and where it could be fully restored.

Source:

http://www.nps.gov/hagr/historyculture/upload/Hamilton%20Grange_Timeline.pdf

How to use this guide:

These lessons are based on a collection of primary source documents, maps and images. It is meant to be used for elementary and middle school students. However, the middle school lessons can be adapted for high schools students and teachers can modify activities and worksheets to meet the needs of their particular class.

The worksheets are broken into three parts, “Pre-Visit,” “Visit-Activity” and “Post-Visit.” The “Pre-Visit” worksheets will allow for important preparation before the class arrives for their visit. The “Visit-Activity” worksheets will encourage the active involvement and learning of students during their visit. The “Post-Visit” worksheets will reinforce the Ranger-led tour of the house and the film and exhibits.

Essential Question:

What does the Grange tell us about Alexander Hamilton’s family life and history?

Lesson One

Part I—Pre-Visit/Middle School

Part II—Visit-Activity/Middle School

Part III—Post Visit/Middle School

Part I—Pre-Visit: Geographical Location of “The Grange”

Subject: Social Studies

Grade: Middle School (Adaptable for high school)

Duration: 2 periods

Aim: What can we infer about the geographical location of Hamilton Grange?

Learning Objectives: *Students will learn:*

- Geographical location of the Grange and how the location and community changed over time.
- How the expansion of New York City affected the location of The Grange.
- How to read and interpret maps.

New York Common Core and Social Studies Standards: See appendix charts.

Materials: Pre-Visit/Middle School – Worksheet 1: Geographical Location of Hamilton Grange

Pre-Visit/Middle School – Worksheet 2: Geographical Location of Hamilton Grange

Moving Hamilton’s house across the street (4:16):

http://www.nps.gov/featurecontent/npnh/Quicktime_Compessed/HAMILTON_MOVE_FINAL_COMPRESS_09_15_08.mov

Introduction: This lesson is designed to introduce students to the geographical location of Hamilton Grange and set the foundation for the eventual visit to the site. Explain why the house was moved twice and the why the new location was chosen. To begin, give the students a background of the house from the National Park Service video.

Background: Video text, the words of Steve Liaise, NPS Historian, Manhattan Sites: *When the house was built in 1802, it was on open farmland, but in 1889, West 143rd Street would have been built through Hamilton Grange. So The Grange was moved. It was purchased by St. Luke’s Episcopal Church. They relocated it, they changed its appearance, they took off the porches and the front and the rear entrance. They built the church adjacent to the house, later an apartment building was erected on the opposite side of the house.*

In 1962, it became part of the National Park System as Hamilton Grange National Memorial with the provisions made by Congress that a (new) location be found, where it would be fully restored to represent the house as Hamilton once knew.

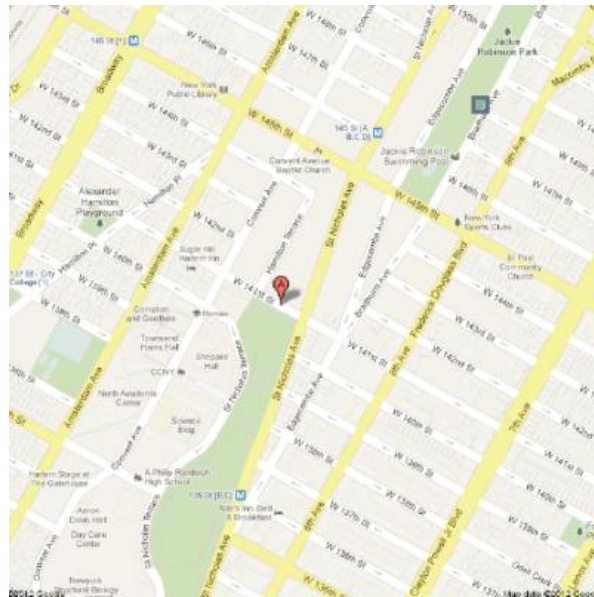
Mini-lesson:

- Explain to the students that today they will learn about the geographical location of Hamilton Grange and how it changed over time.
- Display a map of New York City from 1802. Show geographical boundaries of New York City.
- Display map of Hamilton Grange area. Show geographical boundaries and the location of The Grange in relation to New York City in 1802.
- Explain that when The Grange was built, the area was open farmland; however, as the city expanded northward, new streets were built and the house had to be relocated.
- Display the following interactive map to illustrate the expansion of Manhattan:
 - Directions: Use *The New York Times* interactive map illustrating the growth of Manhattan over time. The interactive allows you to track the street openings from 1642. To access the New York Times interactive map click on the following link: [How Manhattan’s Grid Grew](http://www.nytimes.com/interactive/2011/03/21/nyregion/map-of-how-manhattan-grid-grew.html?ref=nyregion) (<http://www.nytimes.com/interactive/2011/03/21/nyregion/map-of-how-manhattan-grid-grew.html?ref=nyregion>). After accessing the map, on the left navigation bar, go to Street Opening section and drag the bar to see how the streets changed since 1642. Zoom in on the map and locate the area from West 136th Street to West 155th Street. Select “Street openings” and scroll the navigation bar to view the information.
- Once the students understand how the streets changed over time, explain that they are going to watch a video describing the relocation of Hamilton Grange.

Closing/Share: Ask students to talk notes and share their observations.

Extended Activities:

- Using the map below as a guide, create a grid map of the area showing the current location of Hamilton Grange and neighborhood landmarks. Use graph paper to create your grid map. Make sure your grid map includes a title, legend, scale and compass rose.

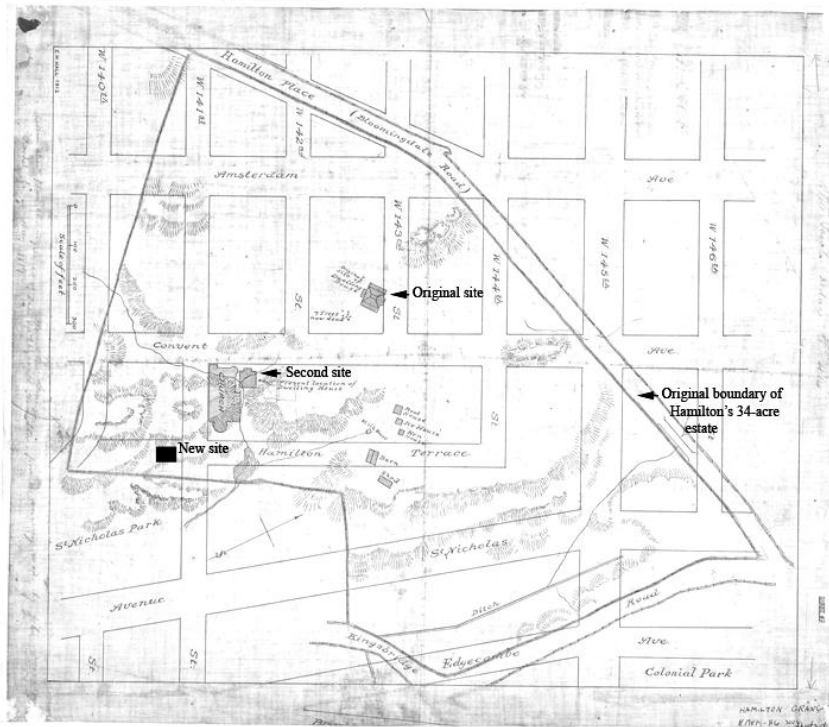


Name _____ Date _____

Pre-Visit/Middle School – Worksheet 1

Geographical Location of Hamilton Grange

Map Background: This is an area map of the original boundaries of Alexander Hamilton’s 34-acre estate. A grid map has been superimposed on the original map to illustrate the modern layout.



OBSERVATION (Identify facts and details)

1. Study the map for several minutes. Form an overall impression of the map and then examine individual items on the map. Next, divide the map into quadrants and study each section to see what new details become visible.
2. Use the space below to list four observations you made from this map.

List four observations from this map.

1. _____
2. _____
3. _____
4. _____

(Worksheet 1 continued...)

Worksheet 1 - Geographical Location of Hamilton Grange

INTERPRETATION (making inferences and drawing conclusions)

Based on what you have observed above, list three things you might infer from this map.

1. _____
2. _____
3. _____

QUESTIONS

1. What questions does this map raise in your mind?

2. Where could you find answers to them?

3. How can this map help us better understand the issues of the time period or event we are studying?

Name _____ Date _____

Pre-Visit/Middle School – Worksheet 2

Video viewing Activity - Hamilton Grange National Memorial: Moving Hamilton's House across the Street

Statement	During-Viewing			Post-Viewing
	Agree	Disagree	Evidence Cite Text/Audio	Evidence In your own words
In 1802, the area of present day Hamilton Heights was open farmland.				
In 1889, the area of West 143 rd Street was open farmland.				
After the Grange was moved in 1889, its appearance remained the same.				
In 1962, St. Luke's Episcopal Church purchased the house.				
St. Nicholas Park is not part of Hamilton's original property.				
Today, the Grange has been restored to represent the house as Hamilton knew it.				

Assessment: Post-viewing Questions:

Do you think it is important for the house to remain in the neighborhood? Why or why not?

Do you think it is important for the house to maintain its architectural character? Why or why not?

Part II—Visit-Activity: Learning about Hamilton’s family and the life they lived.

Subject: Social Studies

Grade: Middle School (Adaptable for High School)

Duration: Visit time, roughly 1 hour

Aim: What can we learn about Hamilton’s family and early 19th century New York.

Learning Objectives: *Students will learn:*

- How through objects and personal artifacts we can learn about the individual.
- Attempting to make a personal connection with members of the Hamilton family.
- Better understanding early 19th century New York.

New York Common Core and Social Studies Standards: See appendix charts.

Materials: Visit-Activity/Middle School – Worksheet 1: Exploring “A Founding Father’s Elegant Home”

Visit-Activity/Middle School – Worksheet 2: Artifact Analysis

Visit-Activity/Middle School – Worksheet 3: Artifact Guiding Questions

Introduction: Hamilton Grange was the former home of Alexander and Elizabeth Hamilton and their eight children. The furnishings and artwork in the home are comprised of period pieces (example: a chair made by a New York carpenter in 1800, but not associated with the Hamilton’s), reproductions (example: a copy of John Trumbull’s 1792 portrait of Hamilton) and original pieces (example: a piano that was given to Hamilton’s oldest daughter Angelica, by her aunt and namesake, Angelica Schuyler Church). What might students learn by studying these objects? How might understanding personal affects better inform students of the life and times of the Hamiltons? Are these objects similar to objects people use today or are they completely different?

Name _____ Date _____

Visit-Activity/Middle School – Worksheet 1

Exploring a Founding Father's Elegant Home

What do I see?	Who made this object?
Identify the Artifact (draw a picture of it)	
What are my impressions of this object?	What I would like to know about this object?

I think this object was created because...

Name _____ Date _____

Visit-Activity/Middle School – Worksheet 2

Artifact Analysis

<p>What is the artifact? _____</p> <p>What is made of? _____</p> <p>What color is it? _____</p> <p>What is its shape and size? _____ _____</p> <p>How was it made? _____</p> <p>Why was this material chosen? _____</p>	<p>Who was the maker? _____</p> <p>Did the maker have experience making this type of object? _____</p> <p>Did an individual or a group of people make the artifact? _____</p> <p>Was the maker identified with an artistic, political or ideological movement? _____</p>
<p>What was the function of the artifact? _____</p> <p>How is this artifact used? _____ _____</p> <p>Does it have a practical use or is (was) it used for pleasure? _____</p> <p>Has it been used? Is it still in use? Has the use changed? _____</p>	<p>Who was the audience? _____</p> <p>What type of person might have used this artifact? _____</p> <p>Did people other than the owner use this artifact? _____</p> <p>How might the users have reacted to this artifact? _____ _____</p>

This artifact tells me that Alexander Hamilton....

Name _____ Date _____

Visit-Activity/Middle School – Worksheet 3

Artifact Guiding Questions

Artifact Details
Title or Caption:
Type of artifact:
Date created:
Creator's name:
Questions to consider?
What impressions do I get from this artifact?
What might this artifact have been used for?
Is the owner of the artifact trying to make a point? Why or Why not?
If yes, what are some of the points the owner is trying to make?
What type of person might have used this object?
What type of person might have made this object?
What does this object tell us about the maker and user?

Part III—Post-Visit: A Community in Transition

Subject: Social Studies

Grade: Middle School (Adaptable for High School)

Duration: 2 periods

Aim: What can we learn about the transitions of Hamilton Grange and New York City?

Learning Objectives: *Students will learn:*

- The transitions of Hamilton Grange and New York City.

New York Common Core and Social Studies Standards: See appendix charts.

Materials: Post-Visit/Middle School – Worksheet 1A: Hamilton Grange – A Community in Transition.

Post-Visit/Elementary – Worksheet 1B: Hamilton Grange – A Community in Transition

Post-Visit/Elementary – Worksheet 1C: Hamilton Grange – A Community in Transition

Post-Visit/Elementary – Worksheet 2: Hamilton Grange – Response to the relocation of Hamilton Grange

Introduction: Hamilton Grange was the former home of Alexander and Elizabeth Hamilton and their eight children. The furnishings and artwork in the home are comprised of period pieces (example: a chair made by a New York carpenter in 1800, but not associated with the Hamilton's), reproductions (example: a copy of John Trumbull's 1792 portrait of Hamilton) and original pieces (example: a piano that was given to Hamilton's oldest daughter Angelica, by her aunt and name sake, Angelica Schuyler Church). What might students learn by studying these objects? How might understanding personal affects better inform students of the life and times of the Hamiltons? Are these objects similar to objects people use today or are they completely different?

Name _____ Date _____

Post-Visit/Middle School – Worksheet 1A

Middle School and High School - Post-Visit Activity Hamilton Grange – A community in Transition

Background: New York City is constantly reinventing itself and its neighborhoods continue to change over time. In 1811, New York City's streets commissioners certified a grid plan that extended about eight miles north to present day 155th street. The following poster depicts the Hamilton Grange area as a community in transition.

Directions: Study the visual for several minutes. Form an overall impression of the illustration and then examine individual items. Next, complete the S.I.G.H.T. and Inference worksheets.

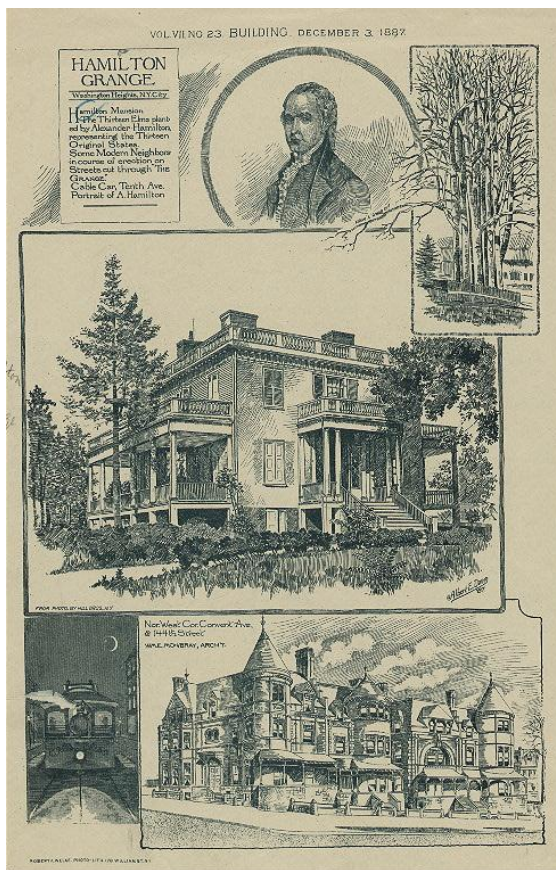


Image Title: Alexander Hamilton

Source: Print Collection portrait file. / H / Alexander Hamilton / Homes & haunts.

Location: Stephen A. Schwarzman Building / Print Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs

Digital ID: 1250144 , **Record ID:** 602454

Digital Item Published: 1-20-2005; updated 3-2-2012

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?trg=1&word=Hamilton%2C%20Alexander%2C%201757%20D1804%20%2D%2D%20Homes%20and%20haunts&s=3¬word=&d=&c=&f=2&k=0&IWord=&IField=&sScope=&sLevel=&sLabel=&sort=&num=0&imgs=20&pNum=>

Name _____ Date _____

Post-Visit/Middle School – Worksheet 1B

**Middle School and High School - Post-Visit Activity
Hamilton Grange – A Community in Transition**

Using the S.I.G.H.T.TM method, critically analyze the accompanying image

**S.I.G.H.T.TM → S scan for important details I identify the conflict or tension
G guess the creator’s intent or message H hear the voices T talk or write about your observations**

S scan for important details

I identify the conflict or tension

G guess the creator’s intent or message

H hear the voices

T talk or write about your observations

Name _____ Date _____

Post-Visit/Middle School – Worksheet 1C

**Middle School and High School - Post-Visit Activity
Hamilton Grange – A Community in Transition**

Directions: Answer questions based on the image Hamilton Grange – A community in transition

Inference:

How does the image depict change over time?

What evidence in the image supports your analysis?

Name _____ Date _____

Post-Visit/Middle School – Worksheet 2

Post-Visit Activity - Writing Persuasive Letters in Response to the relocation of Hamilton Grange, Persuasive Writing Graphic

Hamilton Grange Worksheets

Lesson Title: Geographical Location of the “The Grange”
- Writing Persuasive Letters in Response to the relocation of Hamilton Grange

Graphic Organizer

Topic: _____

	Source (book title, URL, etc.)	Cite Evidence From Text	Notes (paraphrase or quotes)
Argument			
Counterargument			

Persuasive Essay Rubric

	Exceeds Standards 4 pts	Meets Standards 3 pts	Meeting Standards 2 pts
Introduction & Conclusion Position (premise) and persuasion.	Introduction: Creative and is interesting for the reader. The problem is introduced and the author's position clearly stated. Conclusion: It proposes a viable solution and/or moves the reader to rethink or act.	Introduction: Simple, introduces the problem and the position of the author. Conclusion: Proposes a viable solution to the issue and attempts to move the reader to rethink or act.	Introduction: Problem is not clearly introduced. The position of the author is not clear. Conclusion: The reader is not persuaded by what is being proposed.
Development and Organization of ideas, relevance of the arguments.	There is a profound understanding of the problem/situation. Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	There is an understanding of the problem/situation. Uses some evidence appropriately and effectively, mostly providing sufficient evidence and explanation to convince.	There is some understanding of the problem/situation. Rarely uses evidence appropriately and effectively. Provides little evidence and explanation to convince.
Language and style Punctuation, vocabulary, Spelling, Grammar	Language is vivid and attractive. Sentence structure is varied. There are no more than 2 grammar/spelling mistakes. Professional and sophisticated.	Generally uses language accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. No more than 5 spelling/grammar mistakes.	Language is basic; solid in some areas, weak in others. Student may use simple words and take few risks. Vocabulary is somewhat dull and/or repetitive and/or used incorrectly. There are more than 5 spelling/grammar mistakes.
Presentation	400 words or more. Paragraphs begin with a topic sentence, followed by supporting details. Details are thorough and factual. There are no errors in content. Revisions are obvious.	Less than 400 words. Most paragraphs begin with a topic sentence, followed by supporting details. Most details are thorough and factual. There are no errors in content. Revisions made.	Less than 350 words. Some or none of the paragraphs begin with a topic sentence, followed by supporting details. Some details are thorough and factual. There are a few content errors. Needs revision.

Lesson Two

Post-visit Lesson: The Grange – A Founding Father’s Elegant Home

Subject: Social Studies

Grade: Middle School (adaptable for High School)

Duration: 2 Periods

Aim: How is the Grange a reflection of Alexander Hamilton’s personal beliefs?

Learning Objectives: *Students will learn...*

- The architectural significance of the Grange
- How the Grange enabled Hamilton to reinvent himself and establish himself among the landed gentry
- How the Grange was a reflection of Hamilton’s success
- How Hamilton took pride in his home and was personally involved in the construction and daily management of the Grange
- How to analyze primary sources

New York Common Core and Social Studies Standards: See appendix charts

Materials: Video from National Park Service website and video worksheet, guiding questions, historical marker worksheet, artifact analysis worksheet, written document source analysis worksheet, Introductory Note (background on the Grange), Documents A-F (The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.)

Introduction: This lesson was designed to help students understand the personal significance of the Grange to Hamilton. Alexander Hamilton built this home after having achieved personal and political success. He named the house the Grange in honor of his father’s ancestral home and in reference to his family’s social status in Ayrshire, Scotland. The Grange gave Hamilton the opportunity to reinvent himself and it was a reflection of his success. It established him among the privileged landed gentry and reinforced his social standing in New York society. Hamilton took great pride in his home and was personally involved in the construction and management of the Grange.

Motivation: Watch video on the Grange. Complete the corresponding video worksheet questions. [A Founding Father’s Elegant Home \(3:36\)](#)

Mini-lesson:

- After watching the video and discussing the guiding questions, explain to the students that today they are going to learn about Alexander Hamilton’s country estate.
- Explain that the Grange can help you gain additional insights into Alexander Hamilton’s character. His home was a reflection of him, his beliefs, and his success. Explain that Alexander Hamilton was highly involved in the construction and management of the Grange; therefore, by studying his home, you can get a better understanding of who he was and how he wanted to be perceived by others.
- Explain to the students that you are going to engage in an investigation to help them get a deeper understanding of the Grange. This investigation involves analyzing primary source documents (correspondence) and artifacts (images of the home).
- To begin, display an image of the Grange on the screen (provide the students with a copy of the image as well as the guiding questions). Zoom in on the image; take time to parse the different aspects of the image with the students (i.e., materials, age, condition, etc.) Discuss guiding questions with students.
- Distribute artifact study worksheet.

Independent Activity/Group Activity:

Using information from the video, notes from the visit to the Grange, and primary sources, complete the artifact and written document analysis worksheets.

Documents A-F must be analyzed using the written document analysis worksheet.

These worksheets can be adapted to meet the needs of the particular grade level.

Closing/Share: Students will share their findings and discuss any outstanding questions they might have.

Assessment: After sharing findings from lesson, distribute writing prompt worksheet and ask students to respond to it.

Extended Activities:

- **HOW SHOULD THIS HISTORICAL EVENT BE REMEMBERED?** Using the space provided, write a brief text for a historical marker to commemorate the event you have been learning about in class. Remember that you have limited space and that passersby will probably only spend a minute reading it. You will want to include the *key details* of the event, but also a statement of its *significance*. You will also want to have a banner headline. In every case, consider carefully the *interpretation* of the event you wish to present, whose *perspective* you will take, and the *words* you choose.

Source: www.EdwardTODonnell.com | eodonnell@holycross.edu | © Edward T. O'Donnell, 2009

Writing Assignments

- Alexander Hamilton prided himself on entertaining guests at the Grange. Use information from the mini-lesson, primary sources, and additional research for the following writing assignments.
 1. Design an invitation card inviting guests to a dinner party at the Grange.
 2. Imagine that you were a guest at one of Alexander Hamilton's dinner parties; write a diary/journal entry describing your experience.
 3. Imagine that you were a guest at one of Alexander Hamilton's dinner parties; write a thank you letter to Elizabeth and Alexander Hamilton for the invitation.
 4. All writing must be well-organized (use graphic organizers and worksheets provided for planning). Make sure that the writing uses the writing process – plan, revise, edit, and rewrite.

Name _____ Date _____

The Grange – A Founding Father’s Elegant Home

Middle School (adaptable for High School) – Artifact Analysis worksheet

<p>Who was the maker or designer of the artifact?</p> <p>What knowledge or experience did the maker have?</p> <p>Was the artifact produced by an individual or a group?</p> <p>Was either the individual or group identified with an artistic, political, or ideological movement?</p>	<p>What was the occasion?</p> <p>When and where was it made?</p> <p>Did the artifact change over time?</p> <p>What events or conditions might have affected it?</p> <p>What was the early use of the artifact?</p> <p>Did it commemorate a specific event?</p>	
<p>What is the purpose of the artifact?</p> <p>Why was the artifact made?</p> <p>Was there an implicit purpose (hidden agenda)?</p> <p>Who would benefit or be harmed by the artifact?</p> <p>How was the artifact actually used?</p>	<p>What is the artifact?</p> <p>What type of object is it (house, tool, painting, etc)?</p> <p>What color is it?</p> <p>What is its shape and size?</p> <p>What is its style?</p> <p>What is it made of?</p> <p>Why was this material chosen?</p> <p>How was it produced?</p>	<p>Who was the audience?</p> <p>Who were the intended users?</p> <p>Did people outside the intended group use the artifact?</p> <p>How might the users have reacted to the artifacts?</p>

This artifact tells me that Alexander Hamilton....

Name _____ Date _____

Written Document Analysis Worksheet



1. Who wrote or created the document? How can you tell?
2. How do you think the title of the document connects to the excerpt?
3. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

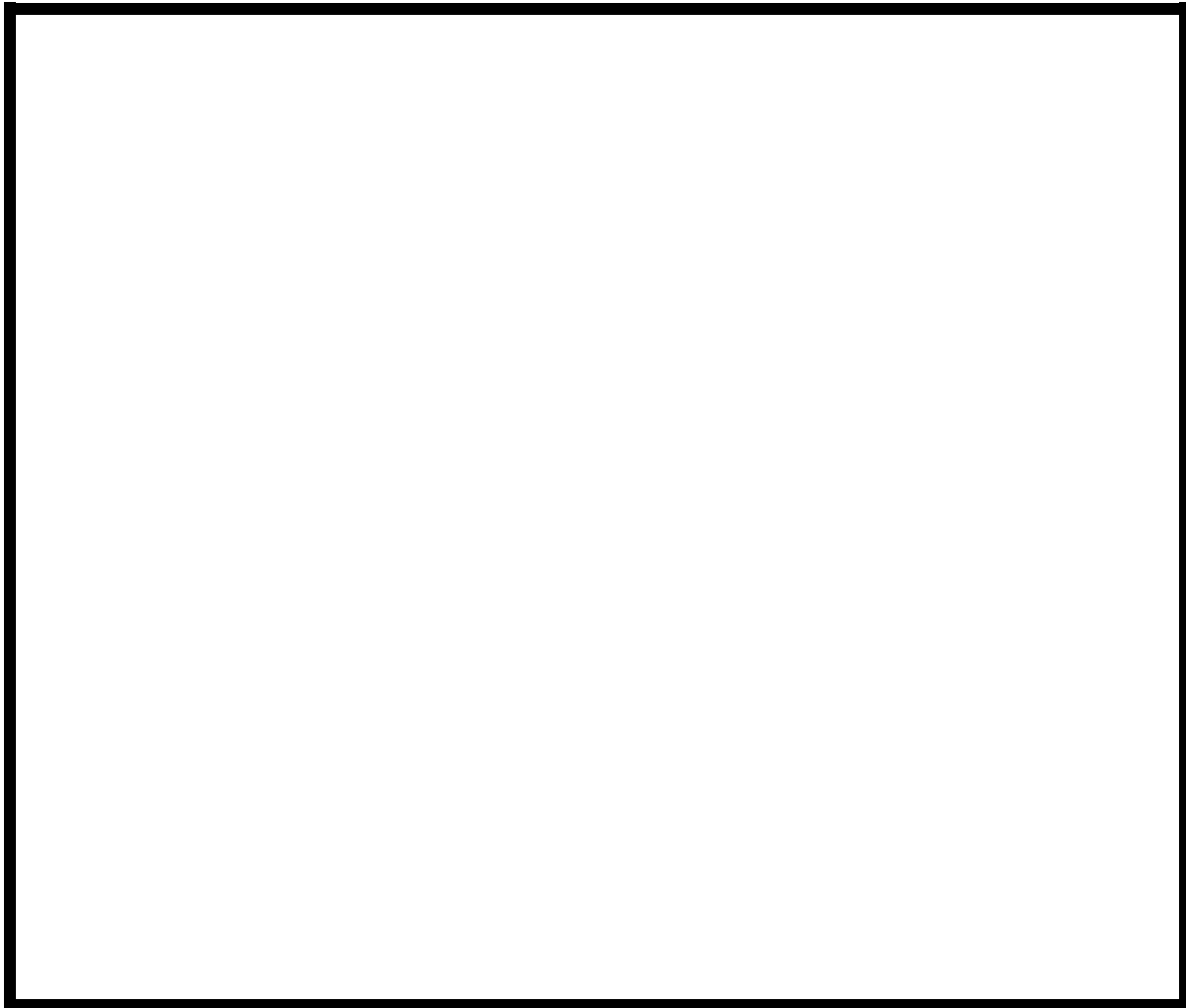
D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

4. How does the author appeal to the five senses? Find examples from the document and categorize them in the chart below. (The description may not appeal to all five senses – fill in as best you can.)

Taste	Touch	Sight	Smell	Sound

5. Imagine your document is being published and you've been asked to create a cover image. Sketch a scene or draw symbols in the box below that would represent the document.



6. Do you think the information in this document gave you some insight into the character of Alexander Hamilton?

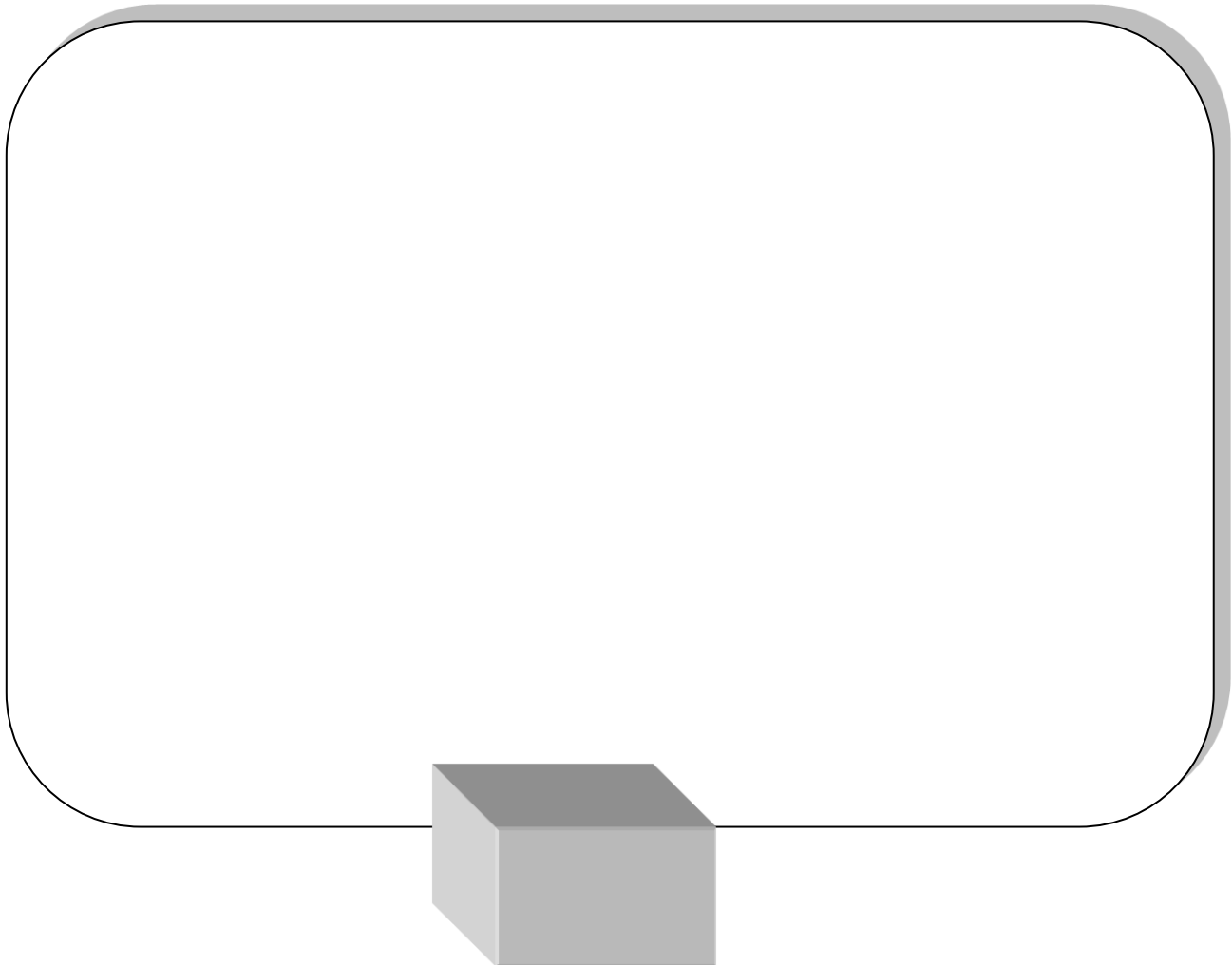
Why or why not? What evidence do you see? (cite the text)

Adapted from the National Archives and Records Administration's *Written Document Analysis Worksheet*

The Grange – A Founding Father’s Elegant Home

Historical Marker for the Grange

HOW SHOULD THIS HISTORICAL EVENT BE REMEMBERED? Using the space provided, write a brief text for a historical marker to commemorate the event you have been learning about in class. Remember that you have limited space and that passersby will probably only spend a minute reading it. You will want to include the *key details* of the event, but also a statement of its *significance*. You will also want to have a banner headline. In every case, consider carefully the *interpretation* of the event you wish to present, whose *perspective* you will take, and the *words* you choose.







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Name _____ Date _____

The Grange - A Founding Father's Elegant Home

Video Viewing Worksheet

<p>What did you see? </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What did you hear? </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>A Founding Father's Elegant Home</p>	
<p>What did you realize? </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What do you wonder? </p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Background Information on the Grange

Introductory Note

This letter contains the first explicit reference to the Grange, Hamilton's country home in upper Manhattan. Hamilton may have begun to plan this "retreat," as he called it, as early as 1798, when he wrote to his wife Elizabeth of a "sweet project" which he had formed. The name he gave to his country estate was the same as that of his family's ancestral home in Ayrshire, Scotland, and of his uncle James Lytton's plantation in St. Croix.³

The land on which Hamilton built the Grange is located between the present-day Edgecombe Avenue and Hamilton Place, and it extends from 140th Street to 147th Street. Hamilton obtained this land through three separate purchases. On August 2, 1800, he bought for the price of \$4,000 a rectangular lot containing fifteen acres from Jacob Schieffelin, a pharmacist, and his wife Hannah. This plot, which lay between two main thoroughfares, Bloomingdale Road and Kingsbridge Road, was on a slight rise overlooking both the Hudson River and the Harlem Valley.⁴ On September 27, 1800, Hamilton paid Dr. Samuel Bradhurst \$750 for three acres which adjoined the northern boundary of Hamilton's first purchase.⁵ On January 14, 1803, Hamilton obtained from Bradhurst an additional seventeen acres adjacent to the first Bradhurst purchase. This land was not paid for until after Hamilton's death. On April 11, 1805, John B. Church, John Laurance, and Matthew Clarkson, the trustees to whom Hamilton had conveyed the Grange shortly before his duel [39]with Aaron Burr,⁶ paid Bradhurst \$3,648.⁵⁶⁷ The entire estate consisted of thirty-five acres, including a farmhouse, a barn, and several outbuildings.⁸

To design the Grange, Hamilton hired John McComb, Jr., a New York City architect and builder, who also designed New York City Hall and Castle Garden on the Battery. McComb first renovated the old farmhouse, which was located on the northwestern corner of the Schieffelin purchase and which Hamilton and his family used until the Grange was built.⁹ It is not clear when the Grange was completed, but in June, 1801, McComb submitted a “Proposal for finishing General Hamilton’s Country House.”¹⁰ Hamilton’s earliest correspondence written at the Grange [40] is dated August, 1802,¹¹ and he first mentions entertaining friends at the estate in September, 1802.¹²

Although Hamilton’s accounts for the Grange are not complete, those records that have survived indicate that he spent at least \$16,000 on the Grange during his life and that he owed an additional \$3,500 to Bradhurst at the time of his death for the purchase he had made in early 1803. Hamilton paid \$2,830.70 to McComb¹³ and approximately \$8,500 to Ezra Weeks, a New York builder who constructed the house.¹⁴ With the remaining \$11,000 Hamilton paid for building materials, workmen’s wages, furnishings, and garden supplies.¹⁵ On July 1, 1804, shortly before his death, Hamilton estimated that his “establishment in the Country at Harlem” was worth approximately \$25,000.¹⁶

The Grange was a two-story, square building faced with white clapboards. On its two sides were verandas, or “piazzas”, and four chimneys were at the points of a quadrangle within the structure. The basement contained a kitchen, family dining room, ironing room, and storeroom. The first floor was entered by a hall which had a staircase to its left and a library to its right and which opened into two octagonal rooms, one of which was the parlor and the other the dining room. Behind these rooms were two guest rooms. The third floor consisted of a family living room and three bedrooms.¹⁷

On April 26, 1804, James Kent, a judge of the New York Supreme Court, described his visit to the Grange in the following letter to his wife, Elizabeth: “I went out with General Hamilton on Saturday, the 21st, and stayed till Sunday evening. There was a furious and dreadful storm on Saturday night. It blew almost a hurricane. His house stands high and was much exposed, and I am certain that in the second story, where I slept, it rocked like a cradle. He never appeared before so friendly and amiable. I was alone, and he treated

me with a minute attention that I did not suppose he knew how to bestow. His manners [41] were also very delicate and chaste. His daughter,¹⁸ who is nineteen years old, has a very uncommon simplicity and modesty of deportment, and he appeared in his domestic state the plain, modest, and affectionate father and husband.”¹⁹

In neither size nor architecture was the Grange comparable to the famous plantation mansions occupied by some of Hamilton’s contemporaries among southern slaveholders and politicians. In the words of one of Hamilton’s grandsons, the Grange “was never an architectural triumph, although it is a type of the comfortable house of the period.”²⁰ And this was not surprising, for Hamilton remained a city dweller until the day he died, and the Grange was essentially a “retreat” and a hobby rather than the center around which his entire life revolved.

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-25-02-0028-0001>

Original source: Volume XXV: July 1800–April 1802

To Elizabeth Hamilton

Philadelphia
Nov [19] 1798

I am always very happy My Dear Eliza when I can steal a few moments to sit down and write to you. You are my good genius; of that kind which the ancient Philosophers called a *familiar*; and you know very well that I am glad to be in every way as familiar as possible with you. I have formed a sweet project, of which I will make you my confident when I come to New York, and in which I rely that you will cooperate with me cheerfully.

“You may guess and guess and guess again

Your guessing will be still in vain.”

But you will not be the less pleased when you come to understand and realize the scheme.^{[1](#)}

Adieu best of wives & best of mothers. Heaven ever bless you & me in you

A H
Mrs. Hamilton

ALS, Lloyd W. Smith Collection, Morristown National Historical Park, Morristown, New Jersey.

^{[1](#)} This may be a reference to H’s plans for a house in northern Manhattan which he subsequently built and named “The Grange.” In any event, a history of “The Grange” states: “This was Hamilton’s first mention of his plans for the acquisition of land on which he was to build a country house” (Eric Sloane and Edward Anthony, *Mr. Daniels and the Grange* [New York, 1968], 41).

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-22-02-0154>

Original source: Volume XXII: July 1798–March 1799

To Elizabeth Hamilton

Document

B

[January 18, 1801]
Thirty three Miles from
N York

I intended to have reached Croton this Evening and would have done it without difficulty had not a very violent shower of Rain [328]obliged me to stop at this place. If the storm subsides I hope to be at Albany¹ on Wednesday.

The roads are too bad for you to venture this part of the road in your carriage if you can possibly avoid it. The plan of going to Poughkepsie is best.

Don't forget to visit the *Grange*.² From what I saw there it is very important the drains should be better regulated. There must be one from the South side into that already made & I fear one from the Northern Quarter into the high road. The Clay if to be had must by no means be neglected. And sand must be brought for the next Springs work.

You must leave in particular charge of Philip³ what you cannot yourself accomplish.

Adieu my very dear Eliza

A H
Sunday Evening
5 o'clock

ALS, Hamilton Papers, Library of Congress.

¹ H was going to Albany to attend the January, 1801, session of the New York Supreme Court, which convened on January 20.

In *HCLW*, X, 421, this letter is dated "Feb., 1801."

² See the [introductory note to Philip Schuyler to H, July 17, 1800](#).

³ Philip Hamilton, H's oldest child.

SOURCE: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011. Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-25-02-0172>. Original source: Volume XXV: July 1800–April 1802

To Governor Morris

My Dear Sir [Grange, New York, September 4, 1802]

I fully intended to have dined with you to day but going to Town the two last days & forgetting that I ought to observe a regimen, I have brought back in some degree the complaint which lately annoyed me & which requires to be well watched. This must deprive me of the pleasure of seeing you.

I send Schedules of the papers² required of Tillier, all which have been put into my hands—the bill to remain 'till the close of [46]the affair, the other documents to be delivered to your order.

I also send a draft of the Trust deed. It endeavors to comply with your suggestion as far as can be done without running foul of the danger desired to be avoided.

Yrs. very truly

A H
Grange Sep 4th.

Your guests³ are invited to dine with us Thursday next. Will you make one?

ALS, Hamilton Papers, Library of Congress.

¹ For an explanation of the contents of this letter, see [H to Morris, August 25, 1802](#); [Morris to H, August 31, 1802](#).

² None of the documents mentioned in this and the succeeding paragraph has been found.

³ Robert and Mary Morris.

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-26-02-0001-0039> Original source: Volume XXVI: 1 May 1802–23 October 1804 and Additional Documents 1774–1799

To Charles Cotesworth Pinckney

Grange (NY)

My Dear Sir

Decr. 29. 1802 1

A garden, you know, is a very usual refuge of a disappointed politician. Accordingly, I have purchased a few acres about 9 Miles from Town, have built a house and am cultivating a Garden. The melons in your country are very fine. Will you have the goodness to send me some seed both of the Water & Muss Melons?

My daughter² adds another request, which is for three or four of your perouquets. She is very fond of birds. If there be any thing in this quarter the sending of which can give you pleasure, you have only to name them. As Farmers a new source of sympathy has risen between us; and I am pleased with every thing in which our likings and tastes can be approximated.

Ever Yrs Adieu My Dear Sir

A H

Mrs. H joins me in affectionate Compliments to Mrs. Pinckney.

¹ In Hamilton, *Intimate Life*, 346, this letter is dated "December 20, 1802."

² Angelica Hamilton, H's older daughter, was eighteen years old in 1802. According to Allan McLane Hamilton, "Upon receipt of the news of her brother's death in the Eacker duel, she suffered so great a shock that her mind became permanently impaired, and although taken care of by her devoted mother for a long time there was no amelioration in her condition, and she was finally placed under the care of Dr. [James] MacDonald of Flushing, and remained in his charge until her death at the age of seventy-three" (Hamilton, *Intimate Life*, 219). For information on the duel between Philip Hamilton and George I. Eacker, see [Benjamin Rush to H, November 26, 1801](#).

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.
Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-26-02-0001-0056>. Original source: Volume XXVI: 1 May 1802–23 October 1804 and Additional Documents 1774–1799

To Elizabeth Hamilton

My Dear Eliza

Claverack¹ [New York] Oct 14. 1803

I arrived here this day, in about as good health as I left home though somewhat fatigued.

There are some things necessary to be done which I omitted mentioning to you.² I wish the Carpenters to make and insert two Chimnies for ventilating the Ice-House, each about two feet Square & four feet long half above and half below the ground—to have a cap on the top sloping downwards so that the rain may not easily enter—the aperture for letting in and out the air to be about a foot and a half square in the side immediately below the cap (see *figure* on the other side).

Let a separate compost bed be formed near the present one; to consist of 3 barrels full of the *clay* which I bought³ 6 barrels of *black mold* 2 wagon loads of the best clay on the Hill opposite the *Quakers*⁴ *place* this side of Mrs. Verplanks⁵ (the Gardener must go for it himself) and one wagon load of pure cow-dung. Let these be well and repeatedly mixed and pounded together to be made use of hereafter for the Vines.

I hope the apple trees will have been planted so as to profit by this moderate and wet weather. If not done—let *Tough*⁶ be reminded that a temporary fence is to be put up along the declivity of the Hill from the Kings Bridge road to the opposite wood so as to prevent the cattle injuring the young trees—the fence near the entrance to the *Helicon spring* ought for the same reason to be attended to. The materials of the fence taken down in making the Kitchen Garden & some rubbish which may be picked up will answer.

Remember that the piazzas are also to be caulked & that additional accommodations for the pigeons are to be made.

[160]

You see I do not forget the Grange.⁷ No that I do not; nor any one that inhabits it. Accept yourself my tenderest affection. Give my love to your Children & remember me to Cornelia.⁸ Adieu my darling

A H
Mrs. H

ALS, MS Division, New York Public Library.

[1](#) H was in Claverack in his capacity as counsel for the heirs of John Van Rensselaer, who had brought actions against those individuals who were charged with occupying his lands in Claverack without acknowledging themselves as tenants and without accepting leases. For a discussion of the controversy involving the Claverack lands, see Goebel, *Law Practice*, forthcoming volumes.

[2](#) The remainder of H's letter concerns the Grange, his country house in upper Manhattan. See the [introductory note to Philip Schuyler to H, July 17, 1800](#).

[3](#) An entry in H's Cash Book, 1795–1804, under the date of October 8, 1803, reads: "Grange (Clay) 10" (AD, Hamilton Papers, Library of Congress).

[4](#) Joseph Mott.

[5](#) Cornelia Verplanck, the widow of Gulian Verplanck, president of the Bank of New York from 1791 until his death in 1799, owned property from 121st Street to 127th Street on the west side of Bloomingdale Road.

[6](#) For H's payments to William Tuff for his services, see Tuff's account in H's Cash Book, 1795–1804 (AD, Hamilton Papers, Library of Congress).

[7](#) On November 20, 1803, Rufus King, who had returned to New York City from London in July, 1803, wrote to Christopher Gore: "Hamilton is at the head of his profession, and in the annual rect. of a handsome income. He lives wholly at his house 9. miles from town so that on an average he must spend three hours a day on the road going and returning between his house and town, which he performs four or five days each week. I don't perceive that he meddles or feels much concerning Politics. He has formed very decided opinions of our System as well as of our administration, and as the one and the other has the voice of the country, he has nothing to do but to prophecy!" (King, *The Life and Correspondence of Rufus King*, IV, 326).

[8](#) Cornelia Morton, Elizabeth Hamilton's youngest sister and the wife of Washington Morton.

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011. Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-26-02-0001-0125>. Original source: Volume XXVI: 1 May 1802–23 October 1804 and Additional Documents 1774–1799

From John McComb, Junior 1

[New York, June 22, 1801]

Proposal for finishing General Hamiltons, country House—Vizt.

To Build two Stacks of Chimneys to contain eight fire places, exclusive of those in Cellar Story.

To fit in with brick all the outside walls of the 1st. & 2d. Stories, also all the interior walls that Separate the two Octagon Rooms and the two rooms over them fr the Hall & other Rooms in both Stories.

To Lath & plaster the Side walls of the 1st. & 2d. Stories with two coats & set in white or prepared for painting or papering as General Hamilton may direct.

To Lath & plaster the ceilings of 1st. & 2d. Stories with two coats & set in white.

To Plaster the interior walls which separate the Octagon Rooms in both Stories, to be finished white, or as General Hamilton may chose.

To Lath & plaster all the other partitions in both Stories.

To Lath & plaster the ceiling of the cellar Story throughout.

To Plaster the Side walls of Kitchen, Ironing Room, Hall, & passage, & to point & white wash the Stone & brick walls of the other part of Cellar Story.

To Point the outside walls of cellar Story, and to fill in under the Sills.

To Lay both Kitchen hearths with brick placed edge ways.

To put a strong Iron back in the Kitchen fire place five feet long by 2 ft. 9 inches high.

To put another Iron back in the Ironing Room 3'6" by 2'9".

To Place two Iron Cranes in the Kitchen fire Place & an Iron door for the oven mouth.

The Rooms, Hall, & passage of the first Story to have neat Stucco cornices—those of Octagon Rooms of Best Kind (but not enriched).

To put up two Setts of Italian Marble in the Octagon Rooms, Such as General Hamilton may chose—and Six setts of Stone Chimney pieces for the other Rooms.

The Four fire places in the two Octogan rooms & the two rooms over them to have Iron Backs & jambs, & four fire places to have backs only.

To lay the foundations for eight piers for the Piazza.*

Mr. McComb to find at his own expence all the Matireals requisite for the afore described work and execute it complete in a good & workmanlike manner for One thousand Eight hundred & Seventy five Dollars.

General Hamilton to have all the Materials carted and to have [391]all the Carpenters work done at his expence. General Hamilton is to find the workmen their board or to allow Shillings pr. day for each days work in lieu thereof.

John McComb Junr

New York 22d. June 1801

ADS, Hamilton Papers, Library of Congress.

SOURCE: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Canonic URL: <http://rotunda.upress.virginia.edu/founders/ARHN-01-25-02-0218>

Original source: Volume XXV: July 1800–April 1802

Lesson Three

Post-visit Lesson: Alexander Hamilton the Intellectual

Subject: Social Studies

Grade: Middle School (adaptable for High School)

Duration: 2 Periods

Aim: What does Alexander Hamilton's study tell us about him?

Learning Objectives: *Students will learn...*

- What the objects in Alexander Hamilton's library can tell us about him
- How to study and analyze objects critically
- Students will engage in activities designed to help them understand Alexander Hamilton the person

New York Common Core and Social Studies Standards: See appendix charts

Materials: Images from Hamilton Grange, object analysis worksheets, artwork observation worksheet, artwork recording sheets

Introduction: This lesson is designed to help the students understand Alexander Hamilton as an intellectual. The students will observe and study some of the objects found in Alexander Hamilton's library to get a better understanding of the materials that were around during that time period, how the materials were used, and to gain some insight into everyday life.

Do Now (Motivation): Show the students an image and ask them what do they think the object is and how is this object used?



Mini-lesson:

- Explain to the students that today you are going to look at some objects from Alexander Hamilton's study to get a better sense of what he was like.
- Tell students that objects give us a more complete picture of Hamilton. Although his writing helps us understand his thinking, the objects can give us additional clues about his daily life. However, we must keep in mind that objects have limitations and must be used in conjunction with other sources.
- Display the objects on a screen and distribute copies of the images and object analysis worksheets. Take the time to parse the different aspects of the artifacts with the students.

Independent Activity/Group Activity:

Complete the object analysis worksheets using information from the mini-lesson as well as notes from the visit to the Grange.

These worksheets can be adapted to meet the needs of the particular grade level.

Closing/Share: Students will share their findings and discuss any outstanding questions they might have.

Assessment: Ask students to write a paragraph describing what they learned about Alexander Hamilton based on the objects found in his study.

Extended Activities:

Distribute Artwork Observation Worksheet. Ask students to select one object from Hamilton Grange and conduct a further research and analysis of it.

Writing Activity

Alexander Hamilton was an intellectual and a writer. His writings are well documented and this has enabled us to have a more complete picture of him as an individual. Share with the students a letter written by Hamilton and ask the students to respond to it. The response letter should be well organized and follow the writing process (plan, revise, edit, and rewrite). It should reflect relevant and accurate historical information.

Name _____ Date _____

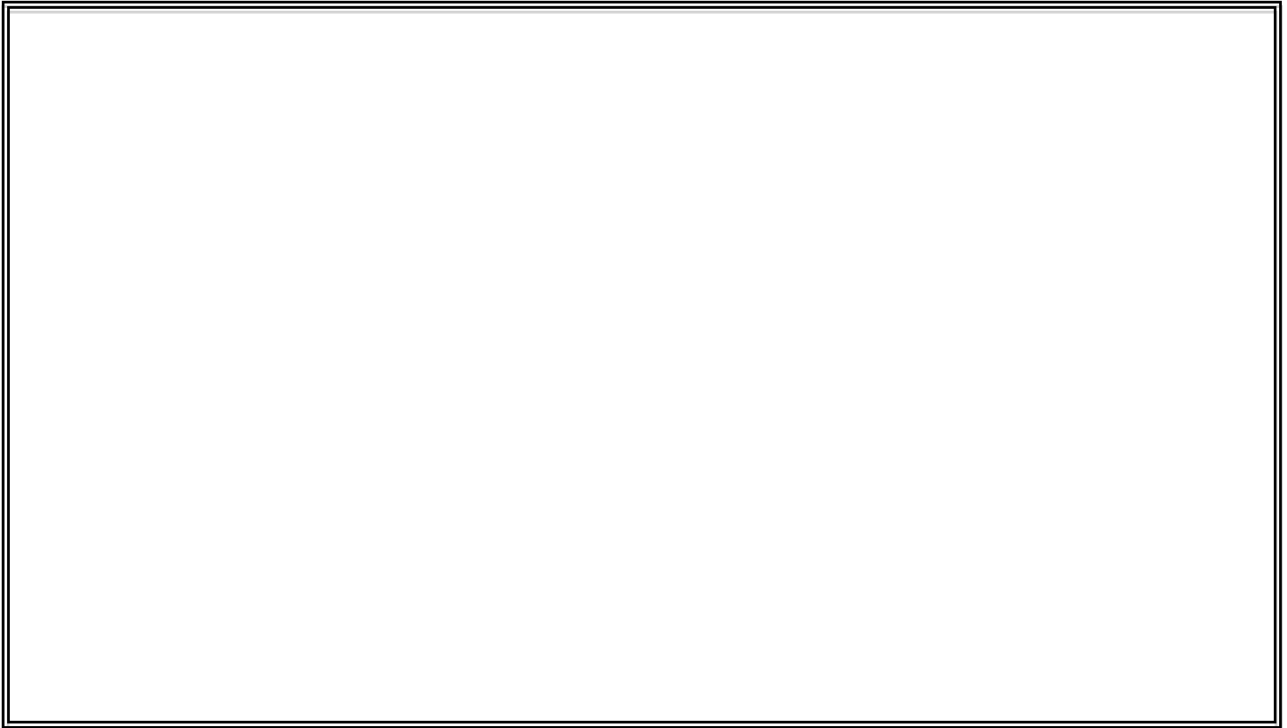
Analyzing Objects to Tell Stories

Observation – What I see.

Shapes:	
Size:	
Colors:	
Textures:	
Details:	

Name _____ Date _____

Draw your object



Interpretation - What I think about the object

How it was used:	Who used it:	When it was used:	Why it was used:

Inference:

What can I infer about the person that used the object?

Name _____ Date _____

Hamilton Grange - Recording Sheet



Object: Terrestrial Globe with stand

Notes

I notice:

I think:

It makes me feel:

Because:

Name _____ Date _____

Hamilton Grange – Recording Sheet



Object: 1797 Georgian sterling silver inkstand

Notes:

I notice:

I think:

It makes me feel:

Because:

Name _____ Date _____

Hamilton Grange – Recording Sheet



Object: Reproduction of a 18th century bookcase

Notes

I notice:

I think:

It makes me feel:

Because:

Name _____ Date _____

Hamilton Grange – Recording Sheet



Object: Reproduction of Hamilton's Lap Desk

Notes

I notice:

I think:

It makes me feel:

Because:

Name _____ Date _____

Hamilton Grange – Recording Sheet



Object: Reproduction of Hamilton desk

Notes

I notice:

I think:

It makes me feel:

Because:

Name _____ Date _____

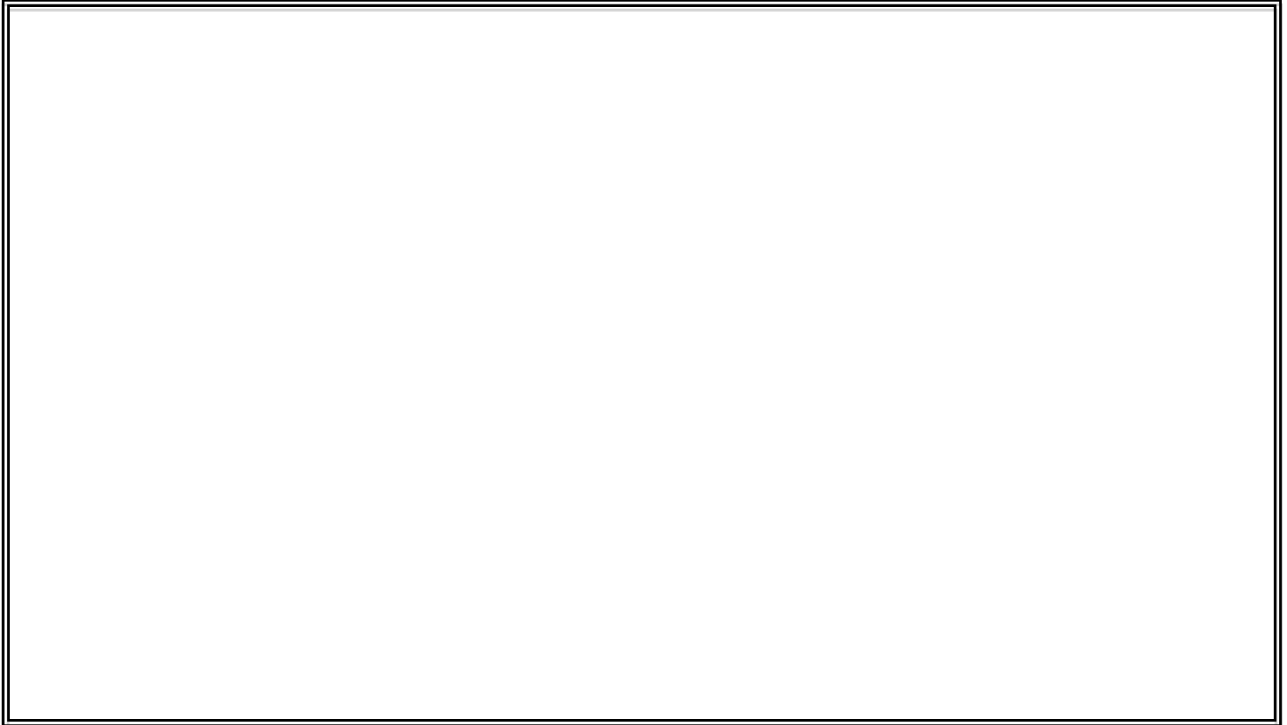
Analyzing Objects to Tell Stories

Observation - What I see.

Shapes:	
Size:	
Colors:	
Textures:	
Details:	

Name _____ Date _____

Draw your object



Interpretation - What I think

How it was used:	Who used it:	When it was used:	Why it was used:

Inference:

What can I infer about the person that used the object?

Name _____ Date _____

Artwork Observation Worksheet

Observation - What I see. (Identify facts and details)

Create a quick sketch of a detail of the artwork in the box below. You may draw stick figures.

Interpretation - What I think. (Make an inference or draw a conclusion)

Noun <i>Write down an object you see.</i>	Adjective <i>Write two words that describe this object.</i>
---	---

Write out a descriptive paragraph describing the object.

Lesson Four

Post-visit Lesson: Portrait of a man – Picturing Hamilton

Subject: Social Studies

Grade: Middle School (adaptable for High School)

Duration: 1 Period

Aim: What does this portrait tell us about Alexander Hamilton?

Objectives: *Students will ...*

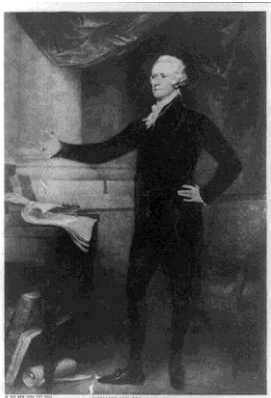
- Learn to analyze portraits and interpret an artist point-of-view
- Analyze a portrait of Alexander Hamilton to understand how the image reflect the historical period in which it was created
- Infer whether this portrait of Hamilton reflected the public's perception or misconception of him

New York Common Core and Social Studies Standards: See appendix charts

Materials: Print of Alexander Hamilton by Thomas Hamilton Crawford, c. 1932. Prints and Photographs Division, Library of Congress, Interpreting / Analyzing Visuals Worksheet, Painting Observation Worksheet, Venn-Diagram

Introduction: Given Alexander Hamilton's personal background, he had an image he wanted to portray. This lesson was designed to help the students understand the image Alexander Hamilton wanted to portray of himself.

Do Now (Motivation): Show students image of Alexander Hamilton and ask what does his body language tell us about him?



Mini-lesson: Analyzing Primary Sources: Visuals

- Remind students that visuals such as photographs, illustrations, and paintings are primary sources and they can help us understand history.
- Make sure that the students understand that a full understanding and interpretation of history requires both primary and secondary sources.
- The primary sources describe American history from many different points of view. The author, place, date, and the historical context are found at the beginning of each document.
- Remind students that photographs, illustrations, and paintings are primary sources that were taken or used at the time of an event by the people who experienced it. When analyzing images, ask:
 - What does this image show? What is the purpose of this image? Who took this photograph, painted, or illustrated this image?
 - What is the author's point of view? How does that point of view affect the image?
 - What does the image tell us about the people of this era?
- Explain that today we're going to look at a portrait of Alexander Hamilton to understand the persona he wanted to portray.
- Project the image of Alexander Hamilton on a screen.
- Point cursor to different parts of the image to analyze the details.
- Discuss the painting.
- Distribute the painting analysis worksheet.

Independent Activity/Group Activity: In pairs or individually, examine the portrait and write down your observations. (use Interpreting / Analyzing Visuals Worksheet - Paintings). These worksheets can be adapted to meet the needs of the particular grade level.

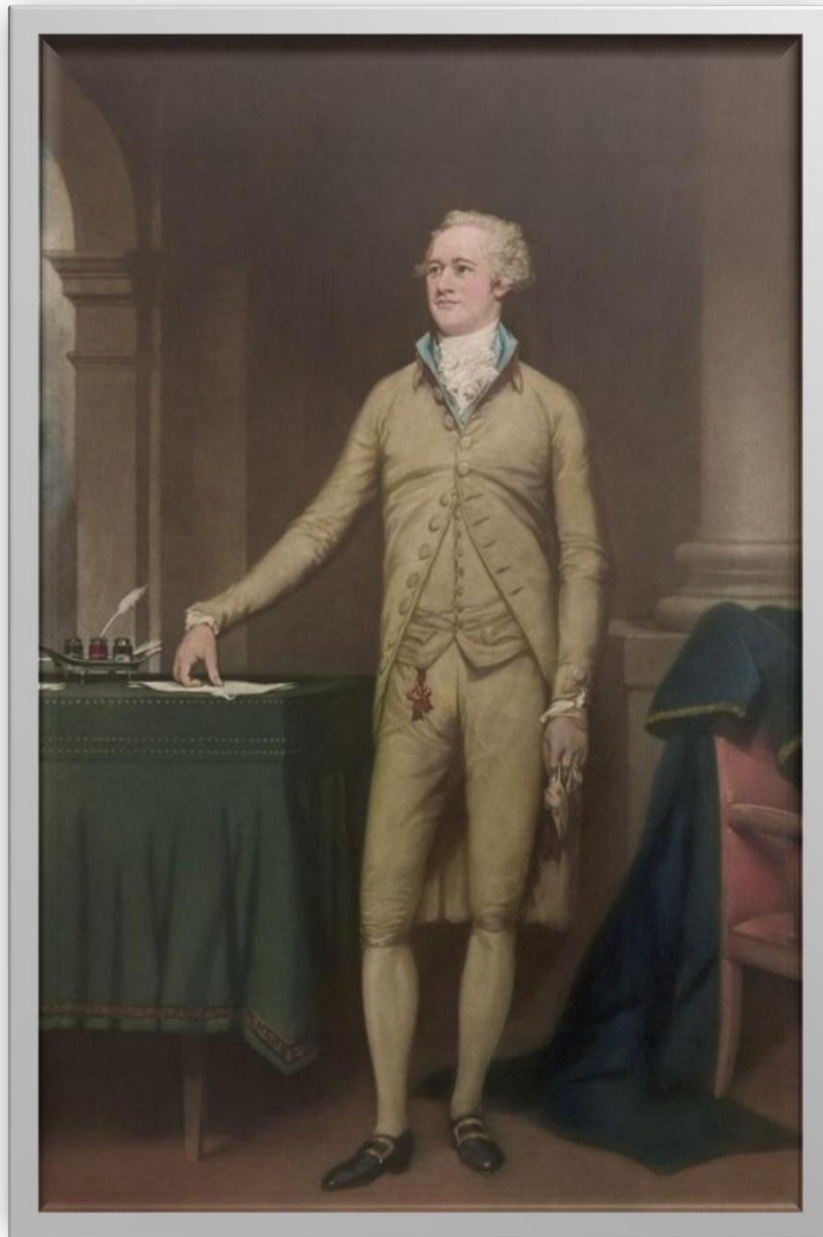
Closing/Share: Students will share their findings and discuss any outstanding questions they students might have.

Assessment: Ask students to write a reflection explaining whether this portrait has changed their perception of Alexander Hamilton.

Extended Activities: Create a gallery exhibition of Alexander Hamilton. Ask students to research additional portraits of and complete analysis worksheets for each portrait. After completing the analyses, ask the students to write their own label text for the exhibition. The writing should be well organized and follow the writing process (plan, revise, edit, rewrite).

Writing Assignment – Select two portraits of Alexander Hamilton. Write an essay comparing and contrasting both portraits. Use the portrait analysis worksheets to analyze portraits and Venn-Diagram to compare and contrast the portraits. The writing should be well organized and follow the writing process (plan, revise, edit, rewrite).

Portrait of a man - Picturing Hamilton



Print of Alexander Hamilton

By Thomas Hamilton Crawford, c. 1932. Prints and Photographs Division, Library of Congress

Name _____ Date _____

Middle School (adaptable for High School)

Interpreting / Analyzing Visuals Worksheet – Paintings

Study the visual for several minutes. Form an overall impression of the illustration and then examine individual items. Next, complete the following questions.

- Describe the central character in this painting.

- Write three words that describe the central character in this painting.

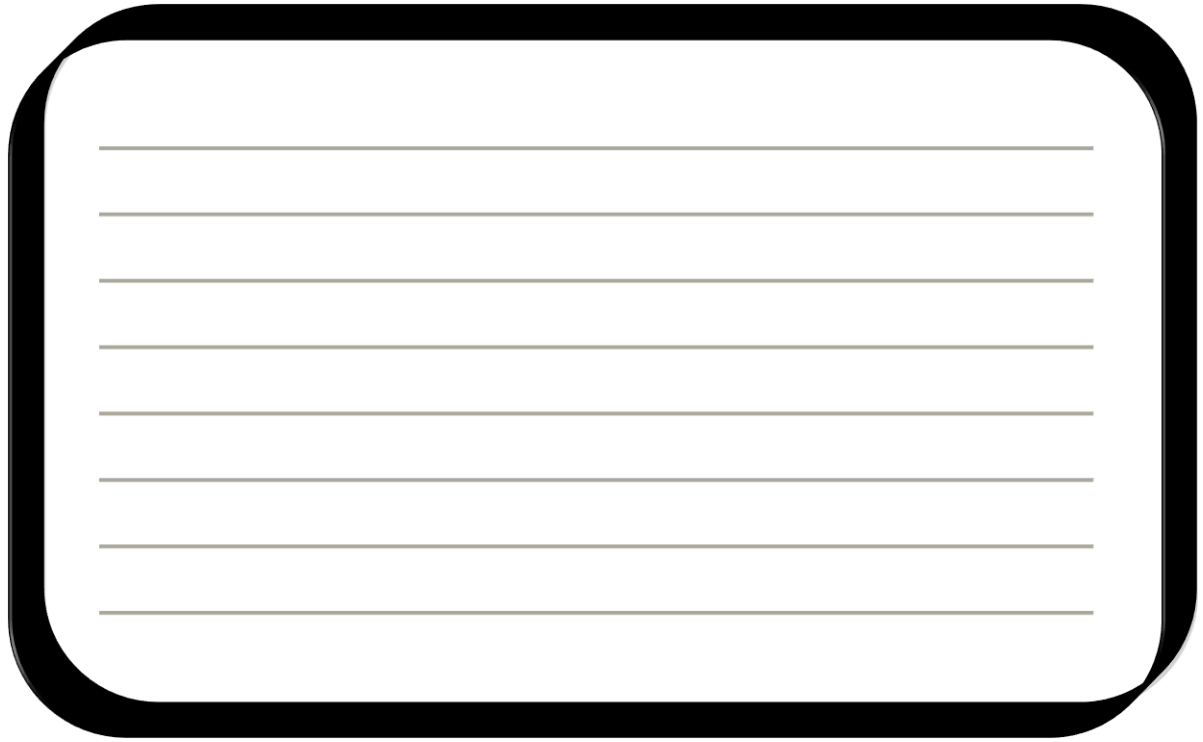
- Write three words that describe the mood of the painting.

- What is the author's point of view? How does that point of view affect the painting?

- What does the painting tell us about the people of this era?

- Based on this painting and your prior knowledge, what can you infer about Alexander Hamilton's character?

Exhibition Label



A large, rounded rectangular box with a thick black border. Inside the box, there are ten horizontal lines, evenly spaced, providing a template for writing an exhibition label.

Name _____ Date _____

Painting Observation Worksheet

Observation - What I see. (Identify facts and details)

Create a quick sketch of a detail of the artwork in the box below. You may draw stick figures.



Interpretation - What I think. (Make an inference or draw a conclusion)

<p style="text-align: center;">Noun</p> <p style="text-align: center;"><i>Who you think the person in this painting might be?</i></p>	<p style="text-align: center;">Adjective</p> <p style="text-align: center;"><i>Write four words that describe this person.</i></p>
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Write out a descriptive paragraph describing the object.

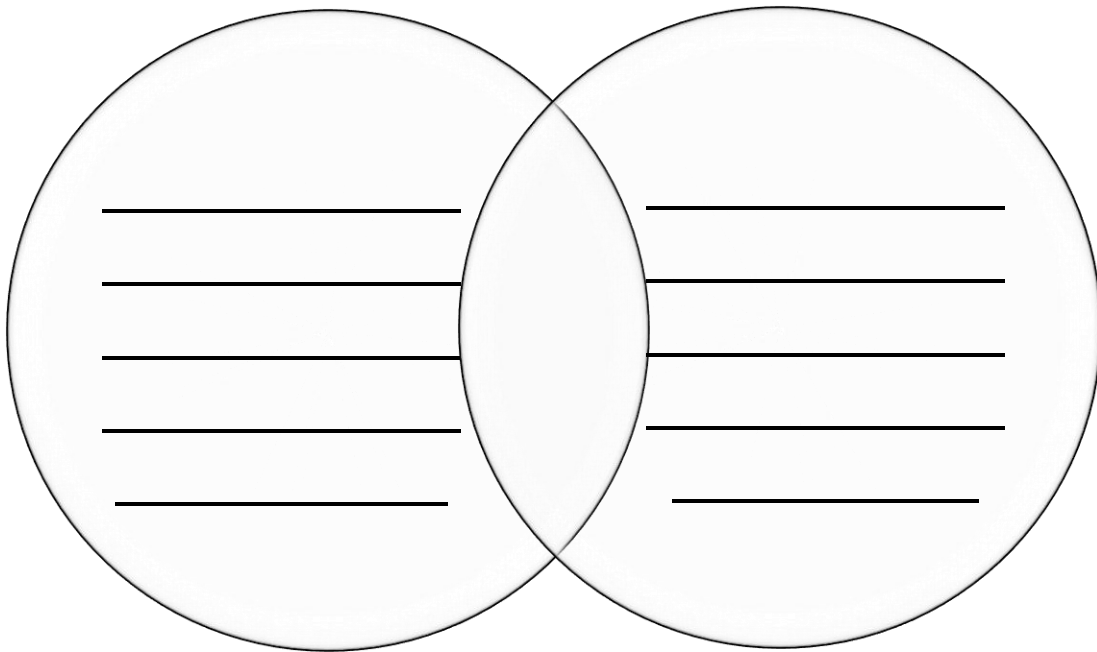
Name _____ Date _____

Venn-Diagram - Portrait Analysis

Directions: Complete the Venn-Diagram using information you gathered from mini-lesson, research, and visit to Hamilton Grange.

Portrait (Title)

Portrait (Title)



Lesson Five

Post-visit Lesson: Alexander Hamilton and Slavery

Subject: Social Studies

Grade: Middle School (Adaptable for High School)

Duration: 2 periods

Aim: What was Alexander Hamilton's view toward slavery?

Learning Objectives: Students will learn...

- How Hamilton's West Indian upbringing shaped his views toward race and slavery
- About Hamilton's involvement in the manumission movement
- How to analyze primary sources
- Analyze U.S. Census Data from 1800 through 1830 to understand the slave population in NYC and how it changed over time

New York Common Core and Social Studies Standards: See appendix charts

Materials: Primary Sources (5 Documents and corresponding worksheets): **#1:** Alexander Hamilton - letter to John Jay, [14 March 1779], **#2:** Attendance at a Meeting of the Society for Promoting the Manumission of Slaves, **#3:** Alexander Hamilton - "New York Ratifying Convention. Remarks," Francis Childs's Version, June 27, 1788, **#4:** Alexander Hamilton - *A Full Vindication of the Measures of the Congress, from the Calumnies of their Enemies; In Answer to A Letter, Under the Signature of A. W. Farmer.*, **#5:** Account with John Barker Church, **Document #6:** Mourning Scarf, Do Now (motivational worksheet): New York City Runaway Slave Advertisement, Case Study worksheet, Census Data Analysis Worksheets.

Introduction: This lesson is designed to introduce students to Alexander Hamilton and discuss his views on slavery and race. To begin, discuss with the students how he was greatly shaped by his West Indian upbringing. Hamilton was raised in St. Croix an island whose economy was highly dependent on sugar and slave labor. As a clerk for the firm of Nicolas Cruger, Hamilton witnessed first-hand the horrors of slavery. This experience probably influenced his opposition to slavery.


Hamilton arrived in New York City in 1773. At this time New York City was the second largest city in the thirteen colonies and home to many slaves.

Hamilton was a complex character and a product of his time. Like many of his contemporaries, his actions sometimes conflicted with his personal convictions. In spite of this paradox, Hamilton's views on race and slavery were fairly progressive. In 1785, Hamilton became involved in the anti-slavery movement and one of the founding members of the New-York Manumission Society. This organization advocated the abolition of slavery and protection of free blacks.

Although Hamilton did not get to see the complete abolition of slavery in his lifetime, he did get to witness the first step towards its erosion. The abolition of slavery in New York State was a gradual process. New York outlawed the importation of slaves in 1788. By 1790, the slave population of New York State was about six percent. In 1799, New York passed the state's first Gradual Emancipation law. This law freed children of slaves born after July 4, 1799. However, the children were required to work as servants for their mother's owners until they reach the age of 28 for men, and 25 for women. In 1817 a law was passed to abolish slavery by July 4, 1827. Although the vast majority of slaves were freed by 1827, it was not until 14 years later that slavery was completely abolished. In 1841, New York State revoked a clause that enabled non-state residents to hold their slaves for as long as nine months.

Motivation (Do Now): What does this ad tell us about New York City?

R U N A W A Y



THE 18th Instant at Night from the Subscriber, in the City of New-York, four Negro Men, Viz. LESTER, about 40 Years of Age, had on a white Flannel Jacket and Drawers, Duck Trowsers and Home-spun Shirt. CESAR, about 18 Years of Age, clothed in the same Manner. ISAAC, aged 17 Years clothed in the same Manner, except that his Breeches were Leather; and MINGO, 15 Years of Age, with the same Clothing as the 2 first, all of them of a middling Size, Whoever delivers either of the said Negroes to the Subscriber, shall receive TWENTY SHILLINGS Reward for each beside all reasonable Charges. If any person can give Intelligence of their being harbour'd, a reward of TEN POUNDS will be paid upon conviction of the Offender. All Masters of Vessels and others are forewarn'd not to Transport them from the City, as I am resolv'd to prosecute as far as the Law will allow.

WILLIAM BULL.

N. B. If the Negroes return, they shall be pardon'd. - 88

Mini-lesson:

- Discuss the runaway slave ad and explain to the students that today they are going to investigate and learn about Alexander Hamilton and his views toward race and slavery.
- Alexander Hamilton was greatly shaped by his West Indian upbringing. He was raised in St. Croix, an island whose economy was highly dependent on sugar and slave labor. As a clerk for the firm of Nicolas Cruger, Hamilton witnessed first-hand the horrors of slavery. Like many of his contemporaries, Hamilton was the byproduct of his time and sometimes his actions conflicted with personal beliefs.

- Describe slavery in New York during the early years of the United States.
- Explain to the students that Alexander Hamilton was a member of the New-York Manumission Society, an organization that worked toward the abolition of slavery in New York.
- Discuss some of that laws that were enacted to gradually abolish slavery in the state.

Independent Activity/Group Activity:

Students will read primary sources to evaluate Alexander Hamilton’s views on race and slavery. Ask students to read documents 1 through 6 and respond to the corresponding questions. After analyzing the documents, students are to complete the case study activity. Distribute the worksheets as appropriate for students’ grade level.

Closing/Share: Students will share their findings and discuss any remaining questions at the end of the lesson.

Assessment: Students should summarize their findings in their notebooks.

Extended Activities:

Understanding Sequence: Using capzles.com, create a timeline depicting the history of slavery in New York from the time Hamilton arrived in New York until its abolition. Attach images that represent different time periods, add dates and descriptions of the images to the timeline.

Making Sense of Numbers and Interpreting Data: These activities were designed to help the students get a deeper understanding of slavery in New York State during the time of Alexander Hamilton. By using U.S. Census data from 1800 through 1830, the students can investigate the changes that took place over that period of time. Teachers can adapt the activities in the worksheets to meet the needs of their particular students or mini-lesson.

Writing Activity: Alexander Hamilton: Pro-slavery or anti-slavery

- Research Alexander Hamilton’s views on the issue of slavery and race. Use the primary sources, information provided during mini-lesson as well as graphic organizers to determine Alexander Hamilton’s views. After gathering all your data, write an expository essay evaluating Alexander Hamilton’s views. Provide relevant evidence and logical reasoning to support your argument. Make sure that you plan, revise, and edit your writing before submitting final draft.
- Imagine that you are Alexander Hamilton, write an opinion piece in opposition or support of slavery. Use relevant information, evidence, and logical reasoning to support your opinion. Make sure that you plan, revise, and edit your writing before submitting final draft.

Name _____ Date _____

Motivation (Do Now): What does this ad tell us about New York City?

R U N A W A Y



THE 18th Instant at Night

from the Subscriber, in the City of New-York, four Negro Men, Viz. LESTER, about 40 Years of Age, had on a white Flannel Jacket and Drawers, Duck Trowsers and Home-spun Shirt. CÆSAR, about 18 Years of Age, clothed in the same Manner. ISAAC, aged 17 Years clothed in the same Manner, except that his Breeches were Leather; and MINGO, 15 Years of Age, with the the same Clothing as the 2 first, all of them of a middling Size, Whoever delivers either of the said Negroes to the Subscriber, shall receive TWENTY SHILLINGS Reward for each beside all reasonable Charges. If any person can give Intelligence of their being harbour'd, a reward of TEN POUNDS will be paid upon conviction of the Offender. All Masters of Vessels and others are forewarn'd not to Transport them from the City, as I am resolv'd to prosecute as far as the Law will allow.

WILLIAM BULL.

N. B. If the Negroes return, they shall be pardon'd.

- 88

Name _____ Date _____

Middle School (adaptable for high school) - Activity Analyzing Primary Sources

Document # 1: Alexander Hamilton - letter to John Jay, [14 March 1779]

“I have not the least doubt, that the negroes will make very excellent soldiers, with proper management; and I will venture to pronounce, that they cannot be put in better hands than those of Mr. Laurens. He has all the zeal, intelligence, enterprise, and every other qualification requisite to succeed in such an undertaking. It is a maxim with some great military judges, that with sensible officer’s soldiers can hardly be too stupid; and on this principle it is thought that the Russians would make the best troops in the world, if they were under other³ officers than their own. The King of Prussia is among the numbers who maintain this doctrine and has a very emphatically saying on the occasion, which I do not exactly recollect. I mention this, because I frequently hear it objected to the scheme of embodying negroes that they are too stupid to make soldiers. This is so far from appearing to me a valid objection that I think their want of cultivation⁴ (for their natural faculties are probably⁵ as good as ours) joined to that habit of subordination which they acquire from a life of servitude, will make them sooner became soldiers than our White inhabitants. Let officers be men of sense and sentiment, and the nearer the soldiers approach to machines perhaps the better.

I foresee that this project will have to combat much opposition from prejudice and self-interest. The contempt we have been taught to entertain for the blacks, makes us fancy many things that are founded neither in reason nor experience; and an unwillingness to part with property of so valuable a kind will furnish a thousand arguments to show the impracticability or pernicious tendency of a scheme which requires such a sacrifice. But it should be considered, that if we do not make use of them in this way, the enemy probably will; and that the best way to counteract the temptations they will hold out will be to offer them ourselves. An essential part of the plan is to give them their freedom with their muskets. This will secure their fidelity, animate their courage, and I believe will have a good influence upon those who remain, by opening a door to their emancipation. This circumstance, I confess, has no small weight in inducing me to wish the success of the project; for the dictates of humanity and true policy equally interest me in favor of this unfortunate class of men.”

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Did Hamilton consider blacks to be intellectually equal to whites?

Cite the evidence

Name _____ Date _____

Middle School - Activity Analyzing Primary Sources

Document # 2: Attendance at a Meeting of the Society for Promoting the Manumission of Slaves

New York, February 4, 1785. On this date Hamilton attended an organization meeting of the Society for Promoting the Manumission of Slaves held at the Coffee House in New York City. After the proposed constitution of the Society was read and adopted, the Society “Ordered—That Colonel Hamilton, Colonel Troup² and Mr. Matlack³ be a Committee to Report a Line of Conduct to be recommended to the Members of the Society in relation to any Slaves possessed by them; and also to prepare a Recommendation to all such Persons as have manumitted or shall Manumit Slaves to transmit their names and the names and Ages of the Slaves manumitted; in Order that the same may be Registered and the Society be the better Enabled to detect Attempts to deprive such Manumitted Persons of their Liberty.” MS,

“Minutes of the Society for Promoting the Manumission of Slaves,” New York Historical Society, New York City.

¹ At the first meeting of the society, held on January 25, 1785, a committee was appointed “to draw up a set of Rules for the Government of the said Society,” and “the Meeting was then adjourned to the 4th day of February next” (*ibid.*). H was one of thirty-two men who attended the meeting on February 4.

² Robert Troup.

³ White Matlack.

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Alexander Hamilton was a member of the Manumission Society and was present at the February 4, 1785 meeting. What does this tell you about his feelings toward slavery?

Cite the evidence

Name _____ Date _____

Middle School - Activity Analyzing Primary Sources

Document #3: Alexander Hamilton - "New York Ratifying Convention. Remarks,"
Francis Childs's Version, June 27, 1788

"The best writers on government have held that representation should be compounded of persons and property. This rule has been adopted, as far as it could be, in the Constitution of New York. It will however by no means be admitted, that the slaves are considered altogether as property. They are men, though degraded to the condition of slavery. They are persons known to the municipal laws of the states which they inhabit, as well as to the laws of nature. But representation and taxation go together—and one uniform rule ought to apply to both. Would it be just to compute these slaves in the assessment of taxes; and discard them from the estimate in the apportionment of representatives? Would it be just to impose a singular burthen, without conferring some adequate advantage?"

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

What argument does Hamilton make about the value of slaves?

Cite the evidence

Name _____ Date _____

Middle School - Activity Analyzing Primary Sources

Document #4: Alexander Hamilton - *A Full Vindication of the Measures of the Congress, from the Calumnies of their Enemies; In Answer to A Letter, Under the Signature of A. W. Farmer.*

“Before I proceed to confirm this assertion by the most obvious arguments, I will premise a few brief remarks. The only distinction between freedom and slavery consists in this: In the former state, a man is governed by the laws to which he has given his consent, either in person, or by his representative: In the latter, he is governed by the will of another. In the one case his life and property are his own, in the other, they depend upon the pleasure of a master. It is easy to discern which of these two states is preferable. No man in his senses can hesitate in choosing to be free, rather than a slave.

That Americans are entitled to freedom, is incontestable upon every rational principle. All men have one common original: they participate in one common nature, and consequently have one common right. No reason can be assigned why one man should exercise any power or pre-eminence over his fellow creatures more than another; unless they have voluntarily vested him with it. Since then, Americans have not by any act of theirs empowered the British Parliament to make laws for them, it follows they can have no just authority to do it.”

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Did Hamilton see any connections between the struggle for independence from Great Britain and struggle against slavery?	Cite the evidence
What argument does Hamilton make about the equality of men? Cite the evidence.	Cite the evidence

Name _____ Date _____

Middle School - Activity Analyzing Primary Sources

Activity - Account with John Barker Church

Directions: Carefully study the document below and then respond to the questions that follow. Fill in the squares.

Document 5: Account with John Barker Church

Dr.	Cr
May 17 To Cash paid yourself	200— 8
29 To ditto paid price of Negro Woman	90— 9
June 5 To paid for coal per Order	120— 10
7 To Cash paid yourself	200— 11
Balance due J: B Church	1496. 13. 10
	<u>£2684. 16—</u>
<p>From the above Balance deductions are to be made on two Accounts</p> <p>House Rent paid more than received about 300 ¹²</p> <p>Interest credited from the supposition of a balance which did not exist owing to a double credit of a sum received from Wadsworth,¹³ whole sum credited } 300</p> <p>£329.9.04—excess about } <u>600—</u></p>	
	<u>£2684. 16—</u>
	E. E. New York June 15. 1797 A Hamilton

An entry in H's Cash Book, 1795–1804, for May 29, 1797, reads: "John B. Church Dr. to Cash paid for negro woman & child 225" (AD, Hamilton Papers, Library of Congress).

Source: The Papers of Alexander Hamilton Digital Edition, ed. Harold C. Syrett. Charlottesville: University of Virginia Press, Rotunda, 2011.

Name _____ Date _____

Middle School - Activity Analyzing Primary Sources
Worksheet for document #5: Account with John Barker Church

Directions: Carefully study the document “Account with John Barker Church” and fill in the squares below.

What do you see?	What does the document tell you about Alexander Hamilton?
What feelings/attitude does this document evoke?	What questions does this document raise?

Name _____ Date _____

Middle School - Activity Analyzing Primary Sources

Directions: Carefully study document #6 “Mourning Scarf” and fill in the squares Follow.



Name _____ Date _____

Middle School - Activity Analyzing Primary Sources

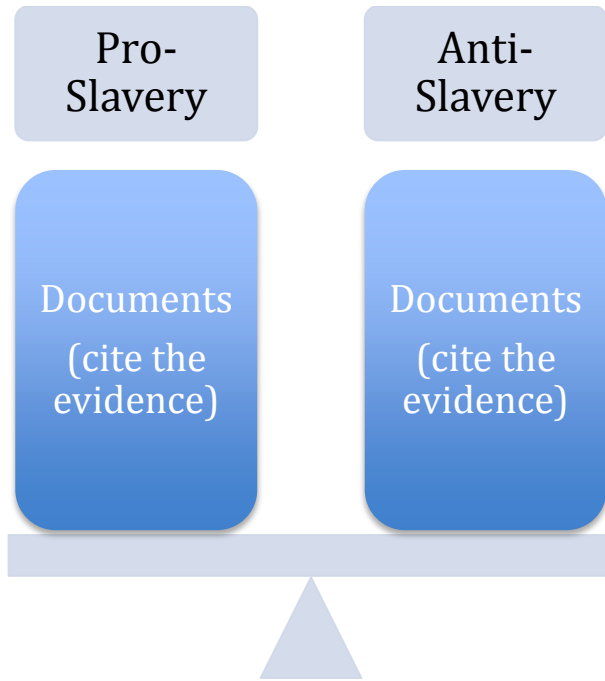
Directions: Carefully study document #6 “Mourning Scarf” and fill in the squares Follow.

What do you see?	What does the document tell you about Alexander Hamilton?
What feelings/attitude does this document evoke?	What questions does this document raise?

Name _____ Date _____

Middle School – “Case Study of Alexander Hamilton: Pro-slavery or anti-slavery”

Activity: Research Alexander Hamilton’s views on the issue of slavery and race. Use the scale below to determine Alexander Hamilton’s views. In the space provided, list as much evidence as you can from the five documents provided as well as your research to support each point of view. After you evaluate the evidence, decide which way the scale would tip.



Based on the scale above, I think Alexander Hamilton

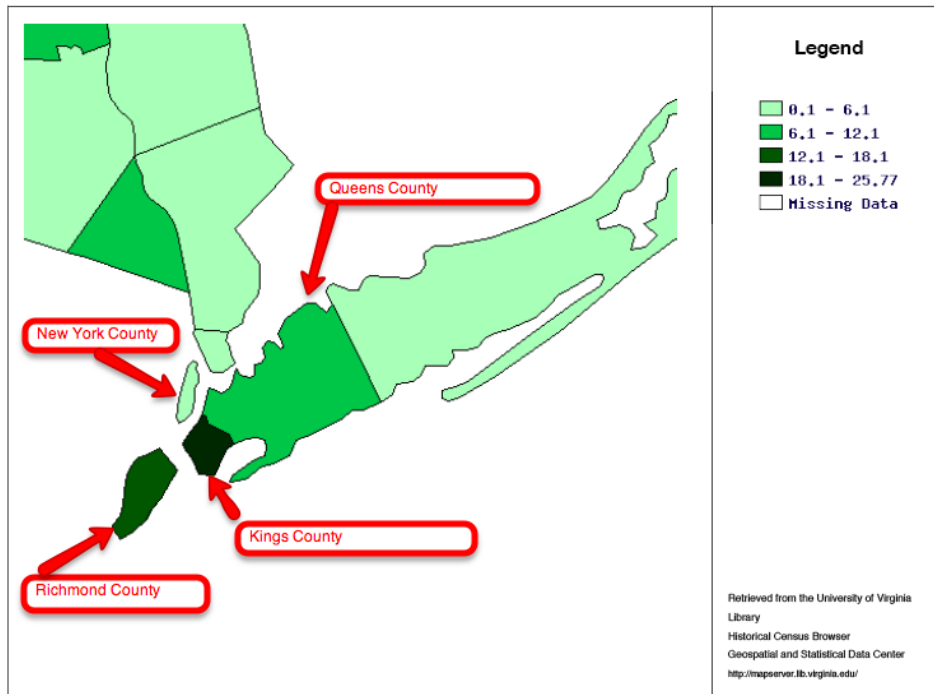
Name _____ Date _____

Activity - Making Sense of Numbers --

What was New York City's population like when Alexander Hamilton lived at the Grange?

Directions: Study the map for several minutes. Form an overall impression of the map and then examine individual items on the map. Answer the questions below based on your observations of the following map.

NEW YORK COUNTIES IN 1800 SLAVES/ TOTAL POPULATION (Percent)



Data Observation (finding facts and details):

1. Based on the title, what is this map mostly about?

2. List the percentage of the total population that was enslaved
 - a. New York County _____
 - b. Kings County _____
 - c. Queens County _____
 - d. Richmond County _____
3. Which county had the smallest percentage of slaves? _____

Name _____ Date _____

Data Interpretation (making inferences and drawing conclusions)

<p>WHAT DO YOU SEE?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>WHAT DOES THE MAP TELL YOU ABOUT SLAVERY IN NEW YORK COUNTY?</p>
<p>WHAT QUESTIONS DOES THE MAP RAISE IN YOUR MIND?</p>	<p>WHAT CAN YOU INFER ABOUT LIFE IN NEW YORK COUNTY DURING THIS TIME PERIOD?</p>

Name _____ Date _____

Activity – Middle School (adaptable for high school)

Directions: Study the chart for several minutes. Form an overall impression of the chart and then examine individual items on the map. Answer the questions below based on your observations of the following chart.

New York County – Manhattan						
Year	Total population	Total free persons	All other free persons	Free whites	Slaves	Slaves/ total pop (%)
1800	60,489	57,621	3,499	54,122	2,868	4.74
1810	96,373	94,687	8,137	86,550	1,686	1.75
1820	123,706	123,188	10,368	112,820	518	0.42
1830	202,589	202,572	13,959	183,136	17	0.01

U.S. Census Data 1800, 1810, 1820, 1830

Data Observation (finding facts and details):

1. According to the chart above, how did the population of New York City changed from 1800 to 1830? _____
2. According to chart above, what percentage of the New York County population was enslaved in 1800? _____
3. According to chart above, what percentage of the New York County population was enslaved in 1830? _____
4. According to chart above, what percentage of the New York County population was enslaved in 1860? _____
5. According the chart above, what trend do you see in the percentage of slaves in New York County? _____

Data Interpretation (making inferences and drawing conclusions)

4. Why do you think there's a change in the numbers of enslaved people in New York City as a percent of the total population?

Name _____ Date _____

Activity – Middle School (adaptable for high school)

How has the neighborhood demographics changed over time?

Analyze U.S. Census Data to see how the demographics of NYC changed over time.

Directions: Study the chart for several minutes. Form an overall impression of the chart and then examine individual items on the map. Answer the questions below based on your observations of the following chart.

New York State Counties - Slaves as a percentage of total population in 1800						
County	Total population	Total free persons	All other free persons	Free whites	Slaves	Slaves/ total pop (%)
New York	60,489	57,621	3,499	54,12	2,868	
Kings	5,740	4,261	332	3,929	1,479	
Queens	16,893	15,363	1,431	13,932	1,528	
Richmond	4,563	3,888	83	3,805	675	
Total						

U.S. Census Data 1800

Data Observation (finding facts and details):

1. Examine the chart above and fill in the missing data based on numbers provided.

a) What percentage of the total population in New York County was enslaved?

b) What percentage of the total population in Kings County was enslaved?

c) What percentage of the total population in Queens County was enslaved?

d) What percentage of the total population in Richmond County was enslaved?

e) What is the total population for New York, Kings, Queens, and Richmond County? _____

f) What is the total number of free persons for New York, Kings, Queens, and Richmond County? _____

- g) What is the total number of free persons for New York, King, Queens, and Richmond County? _____
- h) What is the total number of all other free persons for New York, Kings, Queens, and Richmond County? _____
- i) What is the total number of free whites for New York, Kings, Queens, and Richmond County? _____
- j) What is the total number of slaves for New York, Kings, Queens, and Richmond County? _____
- k) What percentage of the total population of New York, Kings, Queens, and Richmond County was enslaved?

Data Interpretation (making inferences and drawing conclusions)

- 1. Based on the population of each county, which county was the most urbanized?

- 2. Which county had the smallest percentage of slaves?

- a) Why do you think that county had fewer slaves than the other three?

Extended Activities – Graphing Data

- 5. After completing the chart, create the following graphs
 - a. A bar graph displaying the percentage of slaves in each county and the total number of slaves in all four counties
 - b. A bar graph for each county showing the following data
 - Total population
 - Total free persons
 - All other free persons
 - Free whites
 - Slaves

Name _____ Date _____

Activity – Middle School (adaptable for high school)

How has the neighborhood demographics changed over time? Analyze U.S. Census Data to see how the demographics of NYC changed over time.

Directions: Study the chart for several minutes. Form an overall impression of the chart and then examine individual items on the map. Answer the questions below based on your observations of the following chart.

New York County - Manhattan						
Year	Total population	Total free persons	All other free persons	Free whites	Slaves	Slaves/ total pop (%)
1800	60,489	57,621	3,499	54,122	2,868	
1810	96,373	94,687	8,137	86,550	1,686	
1820	123,706	123,188	10,368	112,820	518	
1830	202,589	202,572	13,959	183,136	17	

U.S. Census Data 1800, 1810, 1820, 1830

Data Observation (finding facts and details):

Examine the chart above and fill in the missing data based on numbers provided.

1. According to the chart above, how did the population of New York County change from 1800 to 1830?

2. According to chart above, what percentage of the New York County population was enslaved in 1800? _____

3. According to chart above, what percentage of the New York County population was enslaved in 1830? _____

4. According to chart above, what percentage of the New York County population was enslaved in 1830? _____

Name _____ Date _____

Data Interpretation (making inferences and drawing conclusions)

6. After completing the chart, circle or underline any year(s) you notice a sudden or gradual change in the numbers of slaves in New York County.

5. Based on your prior knowledge of slavery in New York, write down at least two possible explanations for the change.

6. Write a paragraph describing your findings and possible explanations

7. Research slavery in New York County from 1800 to 1830. After researching slavery in New York County, explain the causes for the changes in the numbers and what do these numbers tell us about slavery in New York County.

8. What do the numbers on the U.S. Census not tell us about slavery in New York County?

Appendix:

Standards for English Language Arts & Literacy in History/Social Studies

Middle School 6-8

Standards for English Language Arts & Literacy in History/Social Studies - Grades 6-8

Reading Standards for Literacy in History/Social Studies, 6-8	Lesson				
	1	2	3	4	5
<i>Key Ideas and Details</i>					
1. Cite specific textual evidence to support analysis of primary and secondary sources.	X	X	X	X	X
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	X	X	X	X	X
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	X				X
<i>Craft and Structure</i>					
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	X	X	X		X
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	X	X		X	X
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		X		X	X

Standards for English Language Arts & Literacy in History/Social Studies - Grades 6-8

Reading Standards for Literacy in History/Social Studies, 6-8	Lesson				
	1	2	3	4	5
<i>Integration of Knowledge and Ideas</i>					
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X	X	X	X	X
8. Distinguish among fact, opinion, and reasoned judgment in a text.	X	X	X	X	X
9. Analyze the relationship between a primary and secondary source on the same topic.		X	X	X	X
<i>Range of Reading and Level of Text Complexity</i>					
11. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	X	X	X	X	X

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Writing Standards for Literacy in History/Social Studies, 6-8	Lesson				
	1	2	3	4	5
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	X	X	X	X	X
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X	X	X
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		X			X
<i>Production and Distribution of Writing</i>					
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	X	X	X	X
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	X	X	X	X	X
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	X	X	X	X	X

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Writing Standards for Literacy in History/Social Studies, 6-8	Lesson				
	1	2	3	4	5
<i>Research to Build and Present Knowledge</i>					
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	X	X	X	X	X
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	X	X	X	X	X
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X	X	X	X
<i>Range of Writing</i>					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	X	X	X	X	X

The following charts show how each lesson in this Teacher’s Guide meets key components of the New York State Social Studies Standards.

NEW YORK STATE SOCIAL STUDIES STANDARDS	Lesson				
	1	2	3	4	5
Standard 1 - History of the United States and New York					
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	X	X	X	X	X
Standard 2 - World History					
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.					
Standard 3 - Geography					
Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	X	X			X
Standard 4 - Economics					
Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.					
Standard 5 - Civics, Citizenship, and Government					
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States. and other nations, the United States. Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.					

