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Born

Family

Childhood

Education

Personality

Interests

•Colonial Man 1

In 1755 in British West Indies out of wedlock.

His father was an unsuccessful Scottish businessman while his mother was married to another man. He had an older brother.

Deserted by his father followed soon by the death of his mother in 1768 leaving him and his brother to live with a guardian, his cousin. One year later, his cousin committed suicide. Also, during this time, his aunt, uncle and grandmother had all died..

Self- taught. Worked as a clerk at a trading post at age eleven. Impressed his elders so much that they decided to save money and send him to the United States for a formal education. He attended King’s College in New York in 1772. Studied law.

Ambitious, workaholic, witty, debonair, fashionable, great speaker, great writer, quick thinker.

Reading, writing, poetry, family.

Colonial Man 2

In 1743 in Albemarle County, Virginia.

His father was a frontiersman and a well respected member of society while his mother was from a wealthy aristocratic family. He had six sisters and one brother.

Father died suddenly in 1757, leaving him a large inheritance. As the oldest son, he was responsible for the well-being of his family. His sister, whom he was very close to, died soon after.

Began formal schooling at age five. Attended a Latin school for five years learning Greek and Latin. He attended the College of William and Mary in Virginia in 1772. Studied law.

Shy, reserved, weak speaker, great writer, hard working, avoided conflict, very sensitive to criticism.

Family, music, architecture, science, exercise, reading, writing, collecting books.

Lesson Plan

DAY 1

- Using the overhead or Powerpoint, read each set of circumstances for both men emphasizing the colonial American time period. Check for understanding.
- After the “childhood” entry, explain that death was a more common occurrence in the early 18th century. Have students write two notebook entries speculating:
 - What might happen to each individual?
 - What does each individual need to do in order to succeed?
 - As a teenager, how would you react given each situation?
- Check for understanding and discuss responses.
- Continue reading both scenarios while reading the textbook to describe the events happening in colonial America up until 1775.

DAY 2

- Have students produce three timelines:
 - Events in colonial America
 - Colonial man 1
 - Colonial man 2
- Have students speculate what each man may have thought about the Revolution. Would they have been sympathetic to the American cause or British cause? Have students explain their response.

DAY 3

- Ask students to guess the identity of these historical figures.
- Give identities: Colonial Man 1: Alexander Hamilton.
Colonial Man 2: Thomas Jefferson.
- Describe for students the role that each individual played in the American Revolution.
 - Hamilton: Washington's aide
Role in Battle of Yorktown
 - Jefferson: Writer of Declaration of Independence
Fleeing from Richmond as governor as the British are advancing.
- Have students continue with timelines.

DAY 4

- Review the previous three days work and check for understanding.
- Using the background information and understanding their personalities, have students speculate each individual's viewpoint with regards to the following:
 - Slavery
 - States' rights
 - National bank
 - Economy
 - Growth of cities
 - Federal government
 - Common man
 - French Revolution
 - Great Britain

DAY 5

- Have students work in groups and construct a table showing Hamilton and Jefferson's viewpoints on the above topics.
- Explain to students the antagonistic relationship between Hamilton and Jefferson.
- Have students research and conclude the timelines of these two men and of the colonial period. Emphasize the following:

Jefferson:

Marriage
Death of his wife
Presidency
Relationship with Adams
Sally Hemmings
Monticello
Debt

Hamilton:

Marriage
Law career
Secretary of the Treasury
Federalist papers
Death of his son
Attack on Adams
Duel with Aaron Burr