



**ALEXANDER HAMILTON: How a Bastard Foreigner
Became the Greatest Proponent of Adam Smith’s Capitalism!**

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This Curriculum Unit is recommended for: American History I (Honors and Standard):
Grade 11, American History II (Honors and Standard): Grade 12

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Alexander Hamilton Adam Smith Thomas Jefferson
capitalism laissez-faire government regulation

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this Unit.

Synopsis:

Some economic historians have argued that Alexander Hamilton was an elitist who simply copied the political and economic system of Great Britain and that his policies ran counter to the free-trade system that helped produce the prosperity of the United States. They cite his creation of the National Bank as a financial institution and the active promotion of manufacturing and internal improvements by the federal government, even though those are acclaimed by most others. However, the United States Constitution, which Hamilton helped author, is steeped in the free-market capitalistic ideals of Adam Smith, a Scottish philosopher and economist and his preeminent work, *An Inquiry into the Nature and Causes of the Wealth of Nations* (or commonly known as *The Wealth of Nations*). The credit system created by the Constitution is based on national sovereignty and has thus fostered technological progress, and why it can be argued that, "Alexander Hamilton is the foremost figure in American history who never attained the presidency, yet he probably had a much deeper and more lasting impact than many who did."ⁱ

*I plan to teach this Curriculum Unit during the coming academic year to **approximately 200 students in American History I and II, Honors and Standard level courses.***

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Roshan R. Varghese

Introduction/Rationale

A series of powerful men and women have helped shape history by using their power and influence to rule over various groups of people, to conquer and control vast lands, and to create and sustain powerful empires and nations. However, many other prominent individuals, who never achieved the highest levels of leadership (i.e. king/queen, president/prime minister, etc.), yet whose impact is just as significant, cannot be forgotten. Their influence is vital to a society's well-being and progressive growth and development. In American history, various names like the Reverend Martin Luther King Junior, Susan B. Anthony and Henry Clay, come to mind. However, one could argue that no single politician had as much political and economic influence in the future of the United States as an illegitimate foreigner, by birth, from the West Indiesⁱⁱ, Alexander Hamilton. Using his political savvy and his economic acumen, Hamilton shaped influential decisions on how the new American government would be organized internally, as well as the domestic and global workings of the American economy. As a result, Alexander Hamilton, despite his own personal baggage and eccentricity, became the greatest opponent of Adam Smith's model of laissez-faire capitalism in the United States of America.

“Yet many distinguished commentators have echoed Eliza Hamilton's lament that justice has not been done to her Hamilton. He has tended to lack the glittering multivolumed biographies that have burnished the fame of other founders. The British statesman Lord Bryce singled out Hamilton as the one founding father who had not received his due from posterity. In *The American Commonwealth*, he observed, “One cannot note the disappearance of this brilliant figure, to Europeans the most interesting in the early history of the Republic, without the remark that his countrymen seem to have never, either in his lifetime or afterwards, duly recognized his splendid gifts.” During the robust era of Progressive Republicanism, marked by brawny nationalism and energetic government, Theodore Roosevelt took up the cudgels and declared Hamilton “the most brilliant American statesman who ever lived, possessing the loftiest and keenest intellect of his time.” His White House successor, William Howard Taft, likewise embraced Hamilton as “our greatest constructive statesman.””ⁱⁱⁱ

In the wake of the Great Recession of 2008, Americans experienced an unforeseen breakdown of the financial and physical economy of the United States. Many economic

experts have sought answers to this unprecedented global crisis. Ironically, most of those can be found and espoused in the principles behind the economic measures of the first Secretary of Treasury for the United States of America, Alexander Hamilton, and the document to which his principles are imbedded, the Constitution of the United States. Among those being popular sovereignty, limited government and federalism.

Some economic historians have argued that Alexander Hamilton was an elitist who simply copied the political and economic system of Great Britain and that his policies ran counter to the free-trade system that helped produce the prosperity of the United States. They cite his creation of the National Bank as a financial institution and the active promotion of manufacturing and internal improvements by the federal government, even though those are acclaimed by most others. However, the United States Constitution, which Hamilton helped author, is steeped in the free-market capitalistic ideals of Adam Smith. The credit system created by the Constitution is based on national sovereignty and has thus fostered technological progress.

It is evident from the time that Alexander Hamilton came to the United States in October 1772, that he was an individual of immense economic knowledge and understanding. Born in the British West Indies, Alexander Hamilton was born to an adulterous mother and an absent father. His date of birth is inconclusive, as the details of his birth were undocumented, thus it is either January 11th, 1755 or January 11th, 1757. His mother, Rachel Lavien, was married, when she began an adulterous affair with a Scottish trader, named James Hamilton. After Rachel's husband, John, discovered her adulterous ways, he had her imprisoned for her lack of fidelity. Upon her release, Rachel did not return to her husband and children. It was not the first time that young Alexander had been abandoned. His father had previously chosen not to support and be there for his children. Hoping to improve his lot in life, Alexander worked tirelessly to improve his educational standing, receiving an important at age 16 to receive his studies from King's College (now known as Columbia College) in New York City. He jumped at the chance at made his way from the perils of illegitimate abandonment and obscurity to the shores of the American colonies. Little did he know that his influence, in a few short years, would have tremendous influence on the future success and sustainability of the newly-created United States of America. Granted for many reasons, that type of influence was the primary reason for his arrival to the mainland.^{iv}

By 1774, Alexander Hamilton was already constructing articulate essays and pamphlets espousing an anti-British rhetoric, to their imperial presence in the American colonies. Hamilton specifically was against the British policy of mercantilism, by countering with assertions that the development of the American colonies was dependent upon both the promotion of both agriculture and manufacturing, in cohesion with each other. This incredible foresight and radicalized gumption appealed him to key revolutionaries like George Washington, Benjamin Franklin and John Adams. And as the United States was able to achieve its independence from Great Britain and began to

construct its governmental structure, it was Hamilton who they sought and desired to help create this “more perfect union.”^v

A man of great complexities, Alexander Hamilton was not just a defender of the union against New England secession and an opponent of Southern slavery, but also that he had a special appeal to modern sensibilities. In contrast to Thomas Jefferson and George Washington’s personal perspectives of agrarian idealism, Hamilton was as Ron Chernow describes in his autobiography, “the prophet of the capitalist revolution”. In his Prologue, Chernow writes: “In all probability, Alexander Hamilton is the foremost figure in American history who never attained the presidency, yet he probably had a much deeper and more lasting impact than many who did.”^{vi}

Teaching Objectives

In correlation with the Common Core Standards (adopted by the state of North Carolina in 2010, to be fully implemented and operational within all of the state’s classrooms by 2013) and the North Carolina Standard Course of Study for American History I and American History II (formerly, united together as United States History), this Curriculum Unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last few years, the ability to fully connect the specific content to the required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the North Carolina Standard Course of Study.

As defined by the state of the North Carolina, the purpose of the Common Core Standards is to strengthen academic standards for students, as they were developed by national experts with access to best practices and research from across the nation. Despite the uniformness amongst states that Common Core has brought, it has been highly speculated within North Carolina, that the state will choose to withdraw its participation within the consortium as early as 2015, so please be mindful that these Essential Standards may not still exist if you use this Curriculum Unit. Please reference www.NCPublicSchools.org for updated information, regarding to the state’s curriculum for these specific disciplines.

Below are the Common Core Essential Standards via the North Carolina Department of Public Instruction for American History I (<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/american-history-1.pdf>) American History II (<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/american-history-2.pdf>) that would effectively correspond to the content discussed within this particular unit:

As part of Essential Standard AH.1.H.2 of American History I, the student will be able to analyze key political, economic and social turning points in American History using historical thinking. Within this Essential Standard, the student will be able to analyze key political, economic and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.), as part of clarifying objectives AH1.H.2.1 and AH1.H.2.2.

As part of Essential Standard AH1.H.4 of American History I, the student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States. Within this Essential Standard, the student will be able to analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War), as part of clarifying objective AH1.H.4.1. Also according to clarifying objective AH1.H.4.2, the student will be able to analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary era taxation, National Bank, taxes, tariffs, territorial expansion, Economic "Panics", Civil War).

As part of Essential Standard AH1.H.5 of American History I, the student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States. Within this Essential Standard, the student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, "slavery as a peculiar institution", etc.), as part of clarifying objective AH1.H.5.1. Also according to clarifying objective AH1.H.5.2, the student will be able to explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).

As part of Essential Standard AH2.H.4 of American History II, the student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States. Within this Essential Standard, the student will be able to analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington race riots, eugenics, Civil Rights Movement, anti-war protests, Watergate, etc.), as part of clarifying objective AH2.H.4.1. Also according to clarifying objective AH2.H.4.2, the student will be able to analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization,

urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

As part of Essential Standard AH2.H.5 of American History II, the student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States. Within this Essential Standard, the student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.), as part of clarifying objective AH2.H.5.1. Also according to clarifying objective AH2.H.5.2, the student will be able to explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

As part of Essential Standard AH2.H.6 of American History II, the student will be able to understand how and why the role of the United States in the world has changed over time. Within this Essential Standard, the student will be able to explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.), as part of clarifying objective AH2.H.6.1. Also according to clarifying objective AH2.H.6.2, the student will be able to explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, World War I, World War II, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

As part of Essential Standard AH2.H.7 of American History II, the student will be able to understand the impact of war on American politics, economics, society and culture. Within this Essential Standard, the student will be able to explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.), as part of clarifying objective AH2.H.7.1. Also according to clarifying objective AH2.H.7.2, the student will be able to explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, World War II farming gains, GI Bill, etc.). With clarifying objective AH2.H.7.3, the student will also be able to explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).^{vii}

Demographic Background

David W. Butler High School is one of the thirty-two high schools within the Charlotte-Mecklenburg School System, but the only located within the town limits of Matthews. Opened in 1997, Butler High School was named in honor of David Watkins Butler, an outstanding mathematics teacher at West Charlotte High School who tragically lost his life in a house fire while attempting to save his family. During the 2011-12 school year, Butler High School was designated as a "School of Distinction with High Growth" and one of only seventy-two schools in Charlotte-Mecklenburg Schools to meet all of the AMO targets. The school also met twenty out of the twenty goals for the 2011-12 academic year fulfilling all of the federal guidelines for the No Child Left Behind Act. In 2014, David W. Butler High School was recognized by U.S. News and World Report as the #1 high school in CMS and the 5th highest rating in North Carolina. The graduation rate in 2015 was at 92.7%.^{viii}

Out of the current student enrollment of 2127 at David W. Butler High School, the racial/ethnic breakdown is, as follows: 38.0% white, 32.0% African-American, 20.0% Hispanic and 5.0% Asian, with 52% of the student population male and 48% female. 9.0% of students are assisted through the Exceptional Children (EC) department, 5.0% are assisted through the English as a Second Language (ESL) department by being classified as having limited English proficiency (LEP), and 129 students meet the requirements for federally-mandated 504 plans. 25 students at Butler High School are also federally-classified as McKinney Vento, meaning that they currently do not possess a residence and are homeless. Of those numbers, 43% and rising, subscribe to free/reduced lunch requirements, due to economic hardships and disadvantages, and are classified by Charlotte-Mecklenburg Schools as economically disadvantaged.^{ix}

Why share this information? By examining the demographic background of the entire school population, it will give a glimpse of the breakdown within our own individual classrooms. Unlike most, if not all, schools with Charlotte-Mecklenburg Schools, David W. Butler High shows a tremendous amount of diversity amongst its student body. Since the end of the *Swann* era (the legendary Supreme Court case, *Swann v. Charlotte-Mecklenburg Schools*, 1971 was overturned in 2001), most CMS schools are predominately white or predominately African-American. Examples include Providence and Ardrey Kell High Schools (suburban), which are at least 97% white, while schools like West Charlotte High School (urban) are decidedly African-American (98%+). For Butler to be nearly a 50/50 split between whites and non-whites is eerily similar to how all schools with Charlotte-Mecklenburg Schools looked like in the *Swann v. CMS* era between 1971 and 2001.

These figures are only mentioned, in order that one might compare and contrast their own classrooms to the classroom setting that this Curriculum Unit was not only written for, but will be implemented upon. It has been effectively tailored to meet the learning

needs and styles of the students involved, with the understanding that it may be adapted and altered accordingly for any educating practitioner for their specific classroom setting.

Content Knowledge

In early 1776, Adam Smith, a Scottish philosopher and economist, published his preeminent work, An Inquiry into the Nature and Causes of the Wealth of Nations (or commonly known as The Wealth of Nations), in response to what he saw as a faults in the mercantilism system that the British Empire was highly reliant upon for its material wealth and global power. According to the principles of mercantilism, overall wealth was fixed and as a result, the only way that a “mother country” could flourish and prosper was to rely heavily on the natural resources provided and the tariffs accrued on its colonies and territories of possession. However, with these principles, the powerful countries of Europe, Great Britain, France and Spain specifically, placed very high protective tariffs on each other’s products, as to ensure and solidify their own individual mercantilism arrangements and to protect quantities of the basis of their systems, gold bullion.^x

The fundamental principle of Adam Smith’s The Wealth of Nations was driven around self-interest, or the natural tendency of human beings to look for himself. He would assert that if governments gave individuals freedom to create, produce and trade goods and services as they pleased, without interference, it would lead to increased prosperity and wealth. He concluded that strict government regulations would hinder the ability for greater prosperity than simply allowing natural self-interest to supersede and override for the greater good of affluence. He called for markets to be opened up to domestic and foreign competition, overriding the core of the mercantilist system. At its heart, Smith’s ideas of self-interest, which he believed individuals conducted each and every day through their own individual choices and decisions, embodied the heart of capitalism, and in essence, would propel the future of global economics, not only in regards to capital and land, but also with labor. Keyed later by the Industrial Revolution, labor would create the additional wealth necessary to fuel mercantilistic and physiocratic thought.^{xi}

“He generally, indeed, neither intends to promote the public interest nor knows how much he is promoting it. By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.”^{xii}

“Capitalism is essentially the investment of money in the expectation of making a profit, and huge profits could be made at some considerable risk by long-distance

trading ventures of this kind. Profit was quite simply the result of scarcity and distance.”^{xiii}

At the center of Adam Smith’s argument was the concept of an “invisible hand” (the economy’s instinctive mechanisms to price and distribute), in which free market forces would thrive and succeed. Planning authorities within governmental structures who had continuously regulated their economics from a centralized, bureaucratic format, now needed to work directly and indirectly with this “invisible hand” for prosperity to be ensured. A naturally competitive concept, the “invisible hand” suggests that means of production and distribution be privately, and not governmentally, owned. And if domestic and foreign trade was able to occur, without the constant threats of regulation, then the economy of society would not be stymied, but rather flourish organically. As a result, economic stabilities are highly dependent on the concepts and functions of government. The case study of Smith’s hypothesis was Great Britain, the strongest empire in the world at the end of the 18th Century.^{xiv}

“(Great) Britain in the 19th century was the first industrial society, but it was the breakthrough of capitalism in the 18th century that made 19th-century industrialism possible. The spread of market relationships and the growth of consumption generated a large enough demand to make investment in industrial production worthwhile. The need to earn money to spend on goods made people seek industrial employment, even though industrial work was monotonous and factory conditions were often grim. The control of labour by the owners of capital enabled them to increase productivity by concentrating workers in factories, introducing machinery, and organizing labour in new ways.”^{xv}

“It was also in 18th-century (Great) Britain that typically capitalist ways of thinking about the economic basis of society were first put forward. The merits of the division of labour, competition, the free operation of the market, and production for profit were clearly laid out by Adam Smith. The key thinkers of this time were examining the mechanisms and principles of the capitalist economy that they saw emerging all around them. Their ideas were then criticized but incorporated, with a rather different ideological spin, in Karl Marx’s 19th-century analysis of the dynamics of capitalism.”^{xvi}

According to Adam Smith’s theories, the government must be prescriptive and intentional in its desire for free market forces to excel. Alexander Hamilton understood this and believed that macroeconomic forces, such as supply and demand, buying and selling, profit and loss, would occur organically and voluntarily, until the government created policy that would stall or override them. Thus, he desired for the “invisible hand” to affect the government of the United States of America and not vice-versa. He knew that if businesses were able to individually make their own decisions, and not be forced them by their governments, they would be more willing to pay increased money for

other provided goods and services, thus spurring greater economic activity in other areas of society. If not, unwanted shortages and surpluses could possibly occur, if governments tended to interfere, creating unwanted economic instability. For a new nation like the United States, this was unacceptable proposition for one of its founders, Alexander Hamilton.^{xvii}

To fully understand Alexander Hamilton's furthering of the capitalistic system of the United States via the theories of Adam Smith, one must also examine his political nemesis, Thomas Jefferson. Jefferson known in the United States as the third President of the republic, is known throughout world history for the writing of the Declaration of Independence.

“The similarities between Smith's great treatise and our own Declaration of Independence are indeed striking. Both were published in 1776. Both were revolutionary documents, the one signaling the birth of a nation, the other the birth of the modern science of economics. Both were reactions to the heavy hand of the state, the one to the British Crown's interference with the right of economic and political self-determination, the other to mercantilistic controls on business enterprise. Both documents stress the importance of the individual in society, and both show great concern for individual liberty.”^{xviii}

In fact, it can be argued that the spirit embodied in Thomas Jefferson's words in the Declaration of Independence (and before that, philosophically with John Locke) also permeate through Adam Smith's The Wealth of Nations. That spirit highlighted a move towards egalitarianism not seen in the societies controlled by the powerful players of Europe and the Americas.

“The difference of natural talents in different men is, in reality, much less than we are aware of; and the very different genius which appears to distinguish men of different professions, when grown up to maturity, is not upon many occasions so much the cause, as the effect of the division of labour. The difference between the most dissimilar characters, between a philosopher and a common street porter, for example, seems to arise not so much from nature, as from habit, custom, and education.”^{xix}

Strategies and Activities

This particular Curriculum Unit will be broken down to consist of eleven days of instruction, followed by the formal assessment for this particular unit on the twelfth day. Arguably, it could be compressed into a smaller timeframe, but to provide students enough depth, as well as a legitimate review, it is vital to follow the designated pacing suggested. It is suggested that the instructor assigns an overarching homework

assignment, such as a unit qualifier, that would be due on the date of the formal assessment, as it will provide adequate practice for students as they learn the content throughout the duration of the Curriculum Unit.

The initial day of the Curriculum Unit will focus on the introduction of “A New Government Is Born (1781-1790), as outlined in Essential Standards AH1.H2, 4-5 of the Common Core Standards and the North Carolina Standard Course of Study, which focuses on the creation of the American republic, in regards to how the democratic framework will be constructed. Students will begin instruction by working on a warm-up activity, highlighting the six key terms necessary to know in order to understand the initial governmental foundations effectively. Those terms are: 1) confederation, 2) legislature, 3) ratify, 4) constitution, 5) plurality, and 6) simple majority. After the warm-up activity, students will be led by the instructor in Enhanced Direct Instruction into the understanding of “The Articles of Confederation” and why it is colloquially called “the Rope of Sand”. Within this, students will study the reasons for why the country adopted the Articles of Confederation, what its strengths were, what its weaknesses were, and ultimately what led the same Founding Fathers that adopted it, to seek to reverse its implementation, including Shay’s Rebellion. As a “Ticket Out the Door” activity, students will do a 3-2-1, in which on a notecard, they will write down three items they learned, two questions they still have, and one overarching term or phrase that could sum up the entire class period.

For day two of the Curriculum Unit, students will begin with the second warm-up activity of the unit, exploring as a review, the strengths and weaknesses of the Articles of Confederation. This will provide a bridge from the previous class session’s instruction to this class session’s instruction. After the warm-up activity, the instructor will provide Enhanced Direct Instruction on “Miracle at Philadelphia, the Constitutional Convention”, stating the necessity to “revise” the Articles of Confederation with a meeting in Philadelphia, Pennsylvania. At the meeting, the Founding Fathers instead decided to scrap the Articles of Confederation and write a new foundational document, the Constitution of the United States. The instructor will delve into the various compromises necessary for this Constitution to be ratified, including the Connecticut Compromise, the Three-Fifths Compromise and the Commerce Compromise. Finally, as part of the ratification fight, students will be exposed for the first time to the influence of Alexander Hamilton, in his pursuit for ratification through his assistance with the writing of the Federalist Papers. Students are also informed that in the next class session, day three of the Curriculum Unit, they will be quizzed (informal assessment) on the content they learned during the first two days of the unit.

For day three of the Curriculum Unit, students will once again begin class instruction with a warm-up activity. This particular warm-up activity focuses on the various compromises discussed and adopted by the Founding Fathers at the Constitutional Convention in Philadelphia. These compromises are important for students to fully-grasp, so extra practice through a warm-up is effective protocol. After discussing the warm-up activity, students will take a fifteen-question multiple choice quiz (informal assessment) on the content for the Articles of Confederation and the Constitutional Convention. After collecting the quizzes, the instructor will guide students in a review of the differences between the Articles of Confederation and the Constitution. Strengths and weaknesses of both will be highlighted, along with why one replaces the other. Various charts and graphic organizers are used to allow students get enough practice, so that they feel comfortable with the content at this early juncture of the Curriculum Unit. Finally, if enough time permits, the instructor may use multiple review pages, via the student academic manual, to assess preparation for the formal assessment, scheduled to be given at the end of the Curriculum Unit. If less time remains than is necessary to use those review sheets, the instructor may just choose to answer any last minute questions concerning the content of the unit, verbally for the entire class to benefit.

For day four of the Curriculum Unit, students will begin with warm-up activity, using a concept that they learned back in the World History courses, Roman numerals. Students are asked to write out numbers one to fifty in Roman numerals, with I, II and III given as starting examples. What is the purpose of this? This class session will focus on three major topics: the Preamble to the Constitution, Articles I-VII of the Constitution and the first twelve amendments to the United States Constitution, with the first ten being the Bill of Rights. For all students, these topics will be review, from the Roman numerals in World History to the Preamble, Articles and amendments in Civics and Economics. But these are important as students progress from American History I to American History II to be reviewed, relearned if need be, and expanded upon with greater historical context. Now that students have recently learned the American Revolution, the rational for such bold ideas from the Founding Fathers will be of greater value to the students, instead of just knowing the parts of the Constitution for the sake of just knowing.

On day five of the Curriculum Unit, students will use technology to creatively display the Articles of the Constitution and the first twelve amendments. If classroom access, students may use school-issued Chromebooks and create a creative display in Google Slides or similar format. Once completed, they can share that document to the instructor for grading and completion purposes. If Chromebooks are unavailable, the instructor may designate time in the school computer labs and which students may create their displays

via Microsoft Publisher or PowerPoint. They may then print the final product out for the instructor for grading and completion purposes. This activity will reinforce the importance of these articles and amendments for student knowledge. At the end of the class session, the instructor will inform students that an informal assessment (quiz) on the previous three class sessions will be given in the upcoming class session.

On day six of the Curriculum Unit, students will explore ‘The Emerging Nation’ (1789-1820). However, prior to that introduction, students will take a fifteen question multiple-choice quiz (informal assessment) on the Constitutional Convention and the framework of the Constitution. Once completed, the instructor through an Enhanced Direct Instruction will explain “the Federalist Era (1789-1800)”, heavily focusing on the impact of Alexander Hamilton and Thomas Jefferson into the early years of the American republic. Extensive time will be spent on Hamilton’s financial plan for American economic solvency, including the creation of the National Bank, a thorn in the side of his nemesis, Jefferson. Students will be exposed to President George Washington’s response to the Whiskey Rebellion, his Farewell Address and the formation of the first two political parties, Alexander Hamilton’s Federalists and Thomas Jefferson’s Democratic-Republicans. The instructor will emphasize to students the importance of these topics and that they should spend adequate amount of time reviewing this information at home, after this class session, as this would be continued in the following class session.

On the Curriculum Unit’s seventh day, students will continue their study of the Federalist Era, but more so, the downfall of the Federalist Party under the leadership of President John Adams. Initially, students will do a warm-up activity on President George Washington’s Farewell Address, looking at the two forms of advice the first president left for his successors. After the instructor, through Enhanced Direct Instruction, will look at the presidency of John Adams, highlighting how President Adams pushed through Alexander Hamilton’s Federalist agenda, to the great disdain of Vice President Thomas Jefferson. Through these moments, students will continue to be exposed to the great divides between Hamilton and Jefferson, politically, socially and economically. At the end of the class session, the instructor will inform students that an informal assessment (quiz) on the previous two class sessions will be given in the upcoming class session.

On day eight of the Curriculum Unit, students will begin a fifteen question multiple-choice informal assessment (quiz) on “The Federalist Era (1789-1800)”. They will then do a warmup activity featuring a ditty, sung in taverns and saloons, and written by Benjamin Franklin, in which he describes the contentious relationship between John Adams and Thomas Jefferson. This will help students to further see the divide between

the Federalist Party and the Democratic-Republican Party, including the passing of the Alien and Sedition Acts (1789) and the subsequent Virginia and Kentucky Resolutions (1789-1799). After the instructor will guide an Enhanced Direct Instruction on the Marshall Court, in which the Supreme Court under the leadership of Chief Justice John Marshall asserted its value and importance in the three branches of government setup. Through high profile cases like *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1823), the judicial branch emphasized its validity to interpret the Constitution, as well as, strengthened the power of the federal government. As a result, the decisions of Alexander Hamilton and the Federalist Party were affirmed and heightened by Chief Justice John Marshall.

On day nine of the Curriculum Unit, students will begin with a warmup activity featuring Thomas Jefferson's epitaph, placed at his burial site at Monticello, Virginia. Students will be asked to list his many accomplishments and accolades that he could have placed on his tombstone but did not. At the end of class, students will be able to add to this list with new information garnered during this class session. As a result, this warmup activity is also a closure activity. The instructor will then guide students through an Enhanced Direct Instruction of "Jeffersonian Democracy (1800-1820)", including tragically the death of Jefferson's foil, Alexander Hamilton. Hamilton was killed in a duel with the loser of the 1800 presidential election, Aaron Burr. This episode will allow students to reflect on the life and times of Hamilton, including watching a quick "Got Milk?" advertisement on the Hamilton/Burr duel from the 1990s. Within this instruction, students will be exposed to the causes and effects of the War of 1812 with Great Britain, including but not limited to, impressments and Native American atrocities. Again at the conclusion of the class session, students will complete the warmup activity adding more accomplishments to Thomas Jefferson's "resume" and explaining why he left so many off and in return, only including the ones that he did.

On the tenth day of the Curriculum Unit, students will begin with a warmup activity on President Thomas Jefferson's advice to his successor, James Madison. In many ways, it was Jefferson's Farewell Address. Students will analyze this advice and make connections to modern-day, thus incorporating Twenty-First Century skills into their instruction. Finally, the instructor will guide students through the last new material of this unit, "Sectionalism and National Growth" through Enhanced Direct Instruction. In this instruction, the Era of Good Feelings, the rise of industrialization in the American northeast and the beginnings of the transportation revolution are explained. All of this will be concluded with the explanation of Henry Clay's American System, the Missouri Compromise (1820) and the Monroe Doctrine (1823). At the end of the class session, the

instructor will inform students that an informal assessment (quiz) on the previous three class sessions will be given in the upcoming class session.

On the last official day of the Curriculum Unit, day eleven, students will begin with a fifteen question multiple-choice informal assessment (quiz) on the Marshall Court, Jeffersonian Democracy and Sectionalism. After the instructor will begin review of topics and concepts for students, in preparation for their formal assessment on the Curriculum Unit on the following class session. In their academic student manual, various manual pages and graphic organizers will be used as a collective review of information. This will allow for choral response, as well as, individualized input. Lastly, students will be guided through an activity, in which they review Alexander Hamilton and Thomas Jefferson using body outlines. This will allow them to view both Hamilton and Jefferson holistically, and see how their internal makeups influence their external decisions. For students that strive on the multiple intelligence guided by visual skills, this activity is highly effective for their ability to understand and apply content. As the class session is ending, the instructor will remind students of their formal assessment in the next class session, including the submission of their overarching unit qualifier, thus they should prepare accordingly through various study skills.

Day twelve of the Curriculum Unit is the formal assessment for A New Government Is Born (1781-1789) and An Emerging Nation (1789-1820). It will feature a combination of multiple-choice, short answer and fill-in-blank questions. For honors and advanced placement students, essay questions may be added upon the instructor's discretion. Students will be expected to have adequately prepared themselves for this formal assessment, based on the previous eleven days' worth of instruction. Prior to beginning the formal assessment, students will turn in their unit qualifier, which was assigned on day one of the unit and is expected to be turned in at the time of the formal assessment.

Data from this formal assessment, from score analysis to question item analysis, will be used to assess the effectiveness of this Curriculum Unit, from a Common Core perspective. If positive data affirms the effectiveness of the unit, in correspondence with data-driven instruction, then other Curriculum Units could be strengthened what has been previously prepared and utilized. If negative data shows a lack of comprehension and understanding by students, then the Curriculum Unit will be adapted and altered to highlight the Curriculum Unit's strengths and remedy the Curriculum Unit's weakness for future growth and development as both as an educator and a practitioner.

Reading List for Teachers

- 1) Internet History Sourcebook on American Independence:
<http://sourcebooks.fordham.edu/mod/modsbook12.asp>. Fordham University.
- 2) Internet History Sourcebook on Early U.S. History:
<http://sourcebooks.fordham.edu/mod/modsbook26.asp>. Fordham University.
- 3) Brown, Richard B. 1999. Major Problems in the Era of the American Revolution, 1760-1791: Documents and Essays. Major Problems in American History Series: 2nd Edition. Houghton Mifflin.
- 4) Chernow, Ron. 2005. Alexander Hamilton. New York City, New York: Penguin Books.
- 5) Cobbs, Elizabeth. 2011. Major Problems in American History, Volume I. Major Problems in American History Series: 3rd Edition. Wadsworth Publishing.
- 6) Fiske, John. 1888. The Critical Period of American History: 1783-1789. Boston, Massachusetts and New York City, New York. Houghton Mifflin Company.
- 7) Freeman, Joanne B. 2001. Alexander Hamilton: Writings. New York City, New York. The Library of America.
- 8) Fulcher, James. 2004. Capitalism: A Very Short Introduction. Oxford, United Kingdom: Oxford University Press.
- 9) Hetzel, Robert L. 1977-1984. "The Relevance of Adam Smith". Richmond, Virginia: The Federal Reserve Bank of Richmond.
- 10) Lekachman, Robert. 1962. The Varieties of Economics: Documents, Examples and Manifestoes. Cleveland, Ohio: World Publishing Company.
- 11) Lowi, Theodore J. 1968. Private Life and Public Order: The Context of Modern Public Policy. New York City, New York: Norton.
- 12) McCusker, John J. 2006. History of World Trade since 1450. Farmington Hills, Michigan: Thomson Gale.

- 13) McDonald, Forrest. 1979. Alexander Hamilton: A Biography. New York City, New York. WW Norton and Company.
- 14) Smith, Adam. 1776. An Inquiry into the Nature and Causes of the Wealth of Nations. London, United Kingdom: William Strahan and Thomas Cadell.

Reading List for Students

- 1) Internet History Sourcebook on American Independence:
<http://sourcebooks.fordham.edu/mod/modsbook12.asp>. Fordham University.
- 2) Internet History Sourcebook on Early U.S. History:
<http://sourcebooks.fordham.edu/mod/modsbook26.asp>. Fordham University.
- 3) Chernow, Ron. 2005. Alexander Hamilton. New York City, New York: Penguin Books.
- 4) Fulcher, James. 2004. Capitalism: A Very Short Introduction. Oxford, United Kingdom: Oxford University Press.
- 5) Hetzel, Robert L. 1977-1984. "The Relevance of Adam Smith". Richmond, Virginia: The Federal Reserve Bank of Richmond.
- 6) McDonald, Forrest. 1979. Alexander Hamilton: A Biography. New York City, New York. WW Norton and Company.
- 7) Smith, Adam. 1776. An Inquiry into the Nature and Causes of the Wealth of Nations. London, United Kingdom: William Strahan and Thomas Cadell.

Appendix 1: Implementing Teaching Standards

In correlation with the Common Core Standards (adopted by the state of North Carolina in 2010, to be fully implemented and operational within all of the state's classrooms by 2013) and the North Carolina Standard Course of Study for American History I and American History II (formerly, united together as United States History), this Curriculum Unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last few years, the ability to fully connect the specific content to the required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the North Carolina Standard Course of Study.

As defined by the state of the North Carolina, the purpose of the Common Core Standards is to strengthen academic standards for students, as they were developed by national experts with access to best practices and research from across the nation. Despite the uniformness amongst states that Common Core has brought, it has been highly speculated within North Carolina, that the state will choose to withdraw its participation within the consortium as early as 2015, so please be mindful that these Essential Standards may not still exist if you use this Curriculum Unit. Please reference www.NCPublicSchools.org for updated information, regarding to the state's curriculum for these specific disciplines.

Below are the Common Core Essential Standards via the North Carolina Department of Public Instruction for American History I
(<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/american-history-1.pdf>)
American History II
(<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/scos/american-history-2.pdf>)
that would effectively correspond to the content discussed within this particular unit:

As part of **Essential Standard AH.1.H.2** of American History I, the student will be able to analyze key political, economic and social turning points in American History using historical thinking. Within this Essential Standard, the student will be able to analyze key political, economic and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.), as part of **clarifying objectives AH1.H.2.1 and AH1.H.2.2**.

As part of **Essential Standard AH1.H.4** of American History I, the student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States. Within this Essential Standard, the student will be able to analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution,

Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War), as part of **clarifying objective AH1.H.4.1**. Also according to **clarifying objective AH1.H.4.2**, the student will be able to analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary era taxation, National Bank, taxes, tariffs, territorial expansion, Economic "Panics", Civil War).

As part of **Essential Standard AH1.H.5** of American History I, the student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States. Within this Essential Standard, the student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, "slavery as a peculiar institution", etc.), as part of **clarifying objective AH1.H.5.1**. Also according to **clarifying objective AH1.H.5.2**, the student will be able to explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).

As part of **Essential Standard AH2.H.4** of American History II, the student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States. Within this Essential Standard, the student will be able to analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington race riots, eugenics, Civil Rights Movement, anti-war protests, Watergate, etc.), as part of **clarifying objective AH2.H.4.1**. Also according to **clarifying objective AH2.H.4.2**, the student will be able to analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

As part of **Essential Standard AH2.H.5** of American History II, the student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States. Within this Essential Standard, the student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.), as part of **clarifying objective AH2.H.5.1**. Also according to **clarifying objective AH2.H.5.2**, the student will be able to explain how judicial, legislative and executive actions have affected the

distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

As part of **Essential Standard AH2.H.6** of American History II, the student will be able to understand how and why the role of the United States in the world has changed over time. Within this Essential Standard, the student will be able to explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.), as part of **clarifying objective AH2.H.6.1**. Also according to **clarifying objective AH2.H.6.2**, the student will be able to explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, World War I, World War II, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

As part of **Essential Standard AH2.H.7** of American History II, the student will be able to understand the impact of war on American politics, economics, society and culture. Within this Essential Standard, the student will be able to explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.), as part of **clarifying objective AH2.H.7.1**. Also according to **clarifying objective AH2.H.7.2**, the student will be able to explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, World War II farming gains, GI Bill, etc.). With **clarifying objective AH2.H.7.3**, the student will also be able to explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

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- ⁱ Chernow, Ron. Alexander Hamilton. pg. 4.
- ⁱⁱ Chernow, Ron. Alexander Hamilton. pg. 7.
- ⁱⁱⁱ Ibid. pgs. 3-4.
- ^{iv} Ibid. pgs. 16-28.
- ^v Ibid. pgs. 29-61.
- ^{vi} Chernow, Ron. Alexander Hamilton. pg. 4.
- ^{vii} <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>
- ^{viii} <http://schools.cms.k12.nc.us/butlerHS/Pages/AboutOurSchool.aspx>
- ^{ix} LeGrand, John and Stephanie Ferron. “2016-2017: Opening Staff Meeting”.
- ^x McCusker, John J. History of World Trade since 1450.
- ^{xi} Lekachman, Robert. The Varieties of Economics: Documents, Examples and Manifestoes.
- ^{xii} Smith, Adam. An Inquiry into the Nature and Causes of the Wealth of Nations.
- ^{xiii} Fulcher, James. Capitalism: A Very Short Introduction. pg. 2.
- ^{xiv} Lekachman, Robert. The Varieties of Economics: Documents, Examples and Manifestoes.
- ^{xv} Ibid. pg. 18.
- ^{xvi} Ibid. pgs. 19-20.
- ^{xvii} Lekachman, Robert. The Varieties of Economics: Documents, Examples and Manifestoes.
- ^{xviii} Hetzel, Robert L. “The Relevance of Adam Smith”. pg. 1.
- ^{xix} Smith, Adam. An Inquiry into the Nature and Causes of the Wealth of Nations. pg. 15.

Annotated Bibliography

- 1) Internet History Sourcebook on American Independence:

<http://sourcebooks.fordham.edu/mod/modsbook12.asp>. Fordham University.

The internet is vast and contains more and more diverse information than any individual printed source could provide. This availability of information will only increase and the Internet History Sourcebook is a splendid tool to help provide students and teachers and students acquire primary sources easily and effectively.

- 2) Internet History Sourcebook on Early U.S. History:

<http://sourcebooks.fordham.edu/mod/modsbook26.asp>. Fordham University.

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- 3) Brown, Richard B. 1999. Major Problems in the Era of the American Revolution, 1760-1791: Documents and Essays. Major Problems in American History Series: 2nd Edition. Houghton Mifflin.

A source recommended by Dr. Jürgen Buchenau after the prospectus, browsed for research purposes but unused for the purposes of this Curriculum Unit.

- 4) Chernow, Ron. 2005. Alexander Hamilton. New York City, New York: Penguin Books.

The primary source for research on Alexander Hamilton, as it is #1 New York Times Bestseller and the inspiration for Lin-Manuel Miranda's hit Broadway musical, Hamilton. Chernow's text was chosen by the New York Times as one of the 10 best books of 2005.

- 5) Cobbs, Elizabeth. 2011. Major Problems in American History, Volume I. Major Problems in American History Series: 3rd Edition. Wadsworth Publishing.

A source recommended by Dr. Jürgen Buchenau (Chair of the History Department at the University of North Carolina-Charlotte) after the prospectus, browsed for research purposes but unused for the purposes of this Curriculum Unit.

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- 6) Fiske, John. 1888. The Critical Period of American History: 1783-1789. Boston, Massachusetts and New York City, New York. Houghton Mifflin Company.

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- 8) Fulcher, James. 2004. Capitalism: A Very Short Introduction. Oxford, United Kingdom: Oxford University Press.

The primary source used by the Fellows within the 2016 Charlotte Teachers Institute Seminar, The Many Faces of Capitalism around the Globe: Past and Present, led by Dr. Jürgen Buchenau, Chair of the History Department at the University of North Carolina-Charlotte.

- 9) Hetzel, Robert L. 1977-1984. "The Relevance of Adam Smith". Richmond, Virginia: The Federal Reserve Bank of Richmond.

An effective journal article providing a relevant research link between the historical significance of Alexander Hamilton, the founder of the American economic system in the late 1700s, and the backbone of the American economic system today, the Federal Reserve System. Its depth of information would work for both teachers and higher-level students (i.e. honors or advanced placement).

- 10) LeGrand, John and Stephanie Ferron. 2016. "2016-2017: Opening Staff Meeting". Matthews, North Carolina. David W. Butler High School.

A source that is only relevant for the faculty and staff of David W. Butler High School, as it provides the demographic makeup of our educational system, by gender, race, ethnicity and socioeconomic factors.

- 11) Lekachman, Robert. 1962. The Varieties of Economics: Documents, Examples and Manifestoes. Cleveland, Ohio: World Publishing Company.

An effective source to help understand economic theories and principles, especially Adam Smith's laissez-faire capitalism. On its surface, a little difficult to maneuver through, but if a researcher puts forth the effort to explore this source further, they will find it quite useful and effective.

- 12) Lowi, Theodore J. 1968. Private Life and Public Order: The Context of Modern Public Policy. New York City, New York: Norton.

A source recommended by Dr. Jürgen Buchenau (Chair of the History Department at the University of North Carolina-Charlotte) after the prospectus, browsed for research purposes but unused for the purposes of this Curriculum Unit.

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