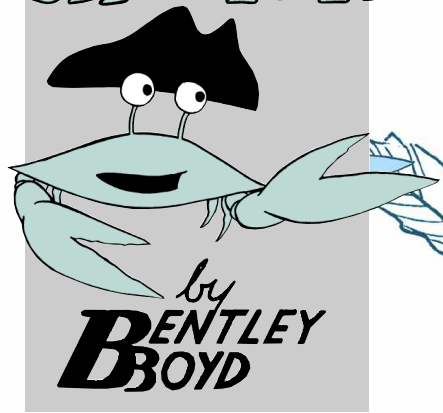


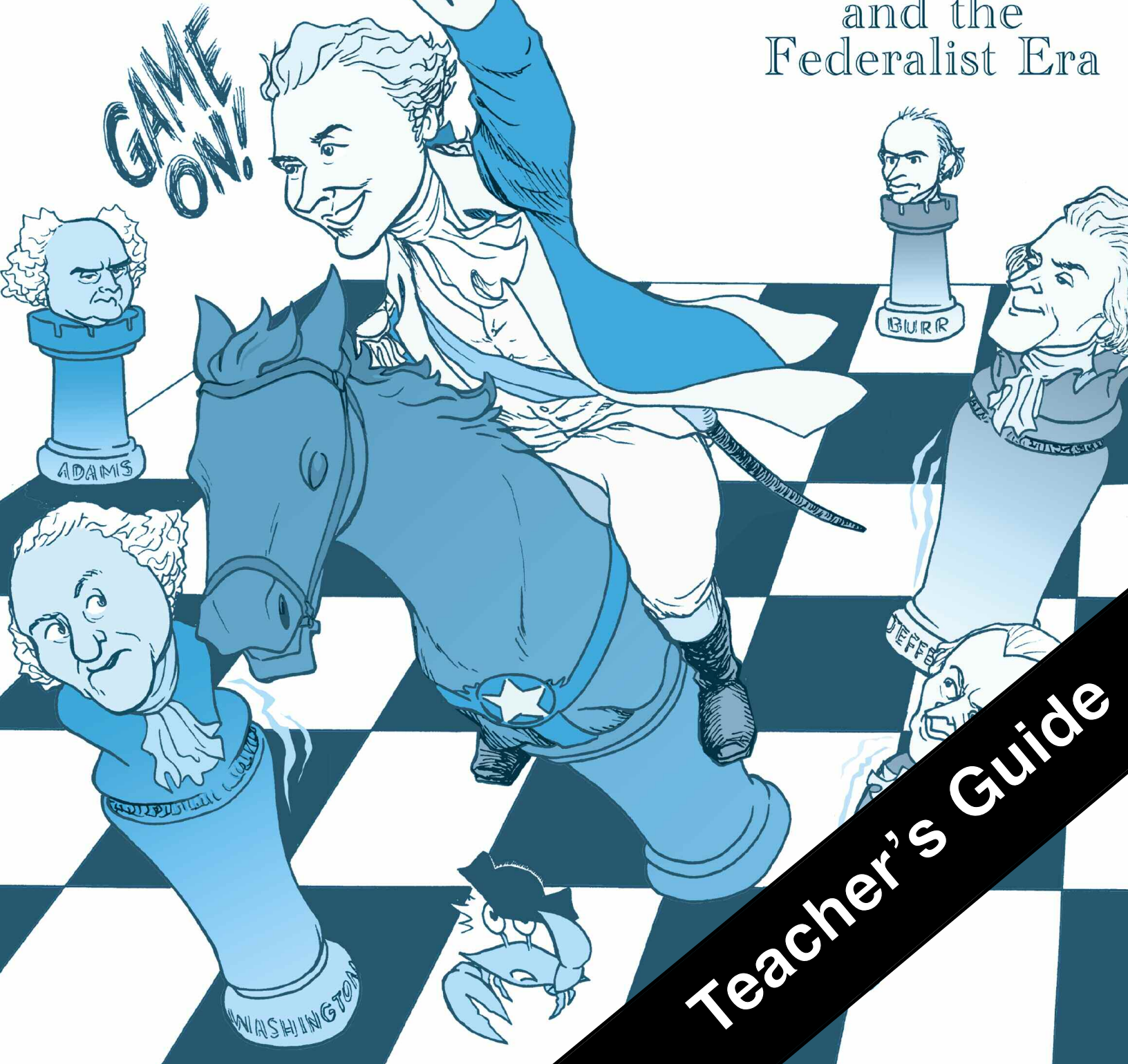
CHESTER

COMIX WITH CONTENT



# ALEXANDER HAMILTON

and the  
Federalist Era



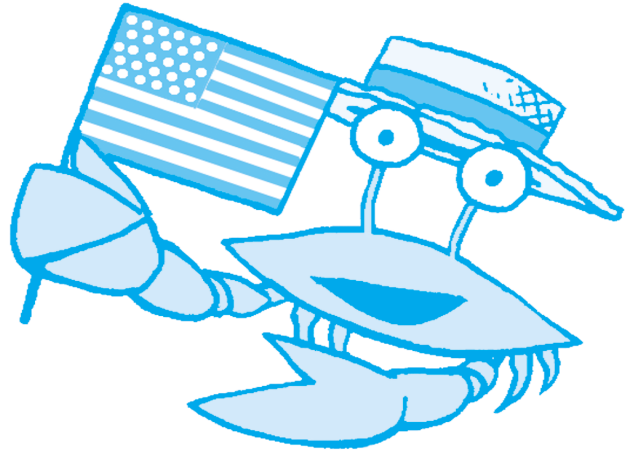
Teacher's Guide

Teacher's Guide for

# ALEXANDER HAMILTON

Chester's **Comix With Content** series

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Dear Teacher:

Chester the Crab's "Alexander Hamilton and the Federalist Era" comic book brings tested content terms to a 4th/5th grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

This teacher's guide is specific to "Alexander Hamilton," with reading strategies, reproducible classroom activities and NEW sample questions for student practice.

I hope you and your students  
enjoy Chester the Crab!

A handwritten signature in black ink that reads "Bentley Boyd" with a smiley face drawn at the end.

## OBJECTIVES

After reading "Alexander Hamilton" and performing the activities in this guide, students will be able to:

- define social studies terms
- place early American events on a timeline
- use a non-fiction reading selection to practice reading skills

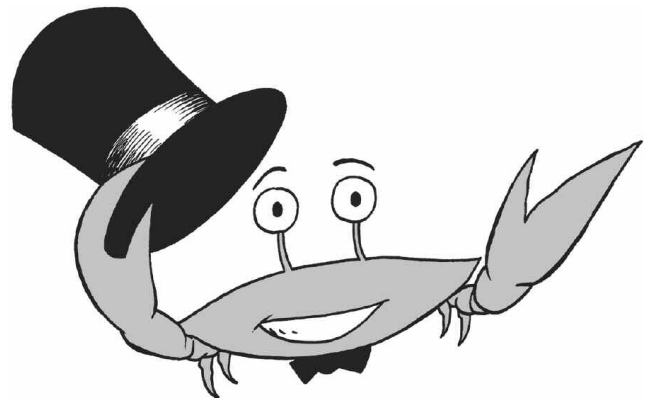
# COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the printed word.

Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. This is why they do not deserve their reputation as simple, “dumbed down” material. The pictures illustrate vocabulary that is on par with adult books and just below magazines and newspapers (*American Educator*, Spring/Summer 1998).

**Low-skill readers** enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **vocabulary** and concepts on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he had to carefully balance between the first two political parties in America. A 1988 study found that 70 percent of fifth-graders spend fewer than 10 minutes a day reading outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.

**High-skill readers** are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The white “gutter” between panels creates undefined space. This space makes a comic story interactive: Its plot will not move forward without the reader providing their own details and predictions in the jump from one panel to the next. “In the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (Scott McCloud, *Understanding Comics*, 1993). There are also fun **details** inside the panels themselves. Will readers catch the joke behind the name of the colonial coffee shop? What about the song Chester sings at the end of an episode? Hey, Nathaniel Bacon’s gravestone has a frying pan on it!



## READING SKILLS FROM COMICS

Main idea

Sequencing

Vocabulary

Noting details

Author’s purpose

Cause/Effect

Predicting outcomes

Fact vs. opinion

Figurative language



# PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

## PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

## LOGO

Chester's name repeats on each page. We see many logos in our daily lives, from the lettering on fast food restaurants to the pictures on bathroom doors.

## TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.

## TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

## FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.



## WORD BALLOONS

Balloons surround the words a character speaks or thinks. The point coming out from the balloon aims at the person who is speaking those words. Thinking is shown inside a cloud-like balloon, with circles leading toward the person doing the thinking. Sometimes words grow larger or more decorative to show excitement. **Content vocabulary** is usually shown in bold type.

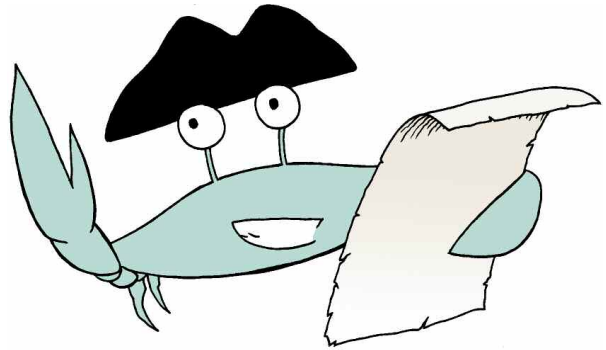
## GUTTERS

Gutters of white space divide panels into separate places or moments of time.

## READING STRATEGY SUGGESTIONS

### SKILLS

Cause and Effect      Main Idea  
Predicting Outcomes      Noting Details  
Story Vocabulary



### 1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

**SAY:** “This is a comic book about a real person who lived a long time ago, Alexander Hamilton. Do you know what

a biography is? What is an autobiography? Which one is this book?”

Take a picture walk through the book at your own pace, to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

### 2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find the words. Have them read the sentence with a given vocabulary word and use context and picture clues to form a definition.

#### VOCABULARY DEFINITIONS (in order of appearance in the Hamilton comic book)

**wares** (p. 1) – things offered for sale, such as pottery, clothing or furniture

**immigrate** (p. 2) – to move into a new country to settle there permanently

**king** (p. 3) – leader of a monarchy government; title is usually hereditary, passing from one family member to another

**Loyalist** (p. 3) – a person who supports the King of England in Colonial-era America

**slavery** (p. 3) – when one person is owned by another and is not free to make choices

**artillery** (p. 4) – large guns (historically: cannons) used in war on land, at long distances

**aide** (p. 5) – assistant to a leader, such as a political leader or general

**currency** (p. 5) – the system of money used within a nation; often the coins themselves

**economy** (p. 6) – the way people trade goods, services and resources in a nation

**plantations** (p. 6) – big farms usually using enslaved people for labor to grow cash crops

**Articles of Confederation** (p. 7) – first government of the United States; it had a weak central (national) government because the confederated states were equal to it in power

**government** (p. 7) – institution that makes laws and rules for a community  
**tax** (p. 8) – money paid by people and business to a government so the government can provide goods and services to the community  
**empire** (p. 9) – group of nations or colonies governed by a single supreme authority  
**veteran** (p. 9) – someone who fought in a war  
**settlement** (p. 9) – a new community built where there wasn't one before  
**ordinance** (p. 10) – a law, an order or a decree by a government  
**legislature** (p. 10) – state government group that passes laws and spends tax money  
**defect** (p. 11) – mistake, error or a certain weakness in something  
**altered** (p. 11) – to be changed  
**court** (p. 11) – an official government hearing about a civil dispute or a crime  
**executive** (p. 11) – the manager who can put laws or orders into action; administrator  
**delegate** (p. 11) – person chosen to make decisions or laws for people who chose him  
**boundary** (p. 12) – official line to divide places owned or controlled by different people  
**republic** (p. 13) – a government in which a person is democratically elected to speak or make decisions for others; also known as a “representative democracy”  
**rebellion** (p. 13) – fighting against a government; resisting the rules of the community  
**militia** (p. 13) – group of volunteer soldiers who temporarily defend their local area  
**Constitution** (p. 14) – document that organized the United States on a federal system (the sharing of power between a central government and its territorial subdivisions)  
**president** (p. 14) – the top executive or manager of a government or group  
**federal** (p. 14) – system of sharing of power between a central government and its territorial subdivisions (in the United States, those subdivisions are the states)  
**representative** (p. 14) – person who speaks or makes decisions for others; delegate  
**Executive** (p. 15) – government branch that carries out the laws and runs the government on a daily basis  
**Legislative** (p. 15) – government branch that debates and passes laws and decides on how to spend the money (budget) for the government  
**Judicial** (p. 15) – government branch that decides if laws have been broken  
**faction** (p. 15) – smaller group of the whole; a group fighting another group  
**tyrannical** (p. 15) – cruel and unjust use of power; a government that does not respect the rights of its citizens  
**ratify** (p. 15) – to make a proposal into official rule; to agree to  
**compromise** (p. 16) – to give up some things you want so you can get other things  
**industry** (p. 17) – part of the economy that is about machinery, factories, big businesses  
**neutrality** (p. 18) – staying friendly with others who are enemies; not picking favorites  
**corruption** (p. 19) – dishonest choices by people with power; disobeying the rules  
**political party** (p. 20) – group of people who believe in the same solutions to a society or a government's problems and who work together to put those solutions into action  
**excise tax** (p. 21) – a government charge on one specific product, such as gasoline  
**pardon** (p. 21) – official government forgiveness for a crime against that government  
**sedition** (p. 23) – the act of stirring up a rebellion against a government  
**civil liberties** (p. 23) – powers, rights or privileges a person owns by law or nature  
**nullification** (p. 23) – refusing to obey the written rules passed by a central government

### 3. TEACHING POINTS

---

**Read** a page in the story. Ask students to describe the way events are related through **cause and effect**. **ASK:** “When one thing happens, does it change what happens next?”

☞ **Read** a page in the story. **Point** out the **adjectives** in this book. **SAY:** “An **adjective is a word used to describe a noun. Can you find some adjectives in the story?**”

☞ **Read** a page. **SAY:** “A **synonym is a word with the same meaning as another word. Let’s find synonyms among the words in this story.**”

For example, when farmers rebel on p. 13, does that change what happens on p. 14? Disagreements between Hamilton and Jefferson on p. 18 causes what effect to happen on page 19?

☞ **Point** to examples in the story: (p. 5) quick, hard, wealthy, new, close; (p. 11) fundamental, bad, separate; (p. 23) messy, hard, risky, dangerous, fake, strong, dangerous, true

☞ **Point** to examples in this comic: (p. 1) witchcraft and magic; (p. 3) freedom and liberty; (p. 4) surprise and sneaking; (p. 8) mess and problems.

### 3. READ THE STORY FOR WRITING PROMPTS

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☞ **Give** students a copy of **The Details Umbrella** from p. 21 of this teacher’s guide. They may fill it for one page of the book or the full biography.

☞ **SAY:** “As we read the story, we will look for the **main, or most important, idea and supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☞ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea?”

**Let’s write them on the umbrella.”**

☞ Give students a copy of the predictions sheet from p. 22 of this guide. At the beginning or end of a page in the story, **ask** students what will happen next.

☞ **SAY:** “A **prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.**”

☞ Based on students’ abilities, continue with guided or shared reading or let higher readers finish the story themselves and fill in their prediction chart.

### 5. RESPOND/ ASSESS

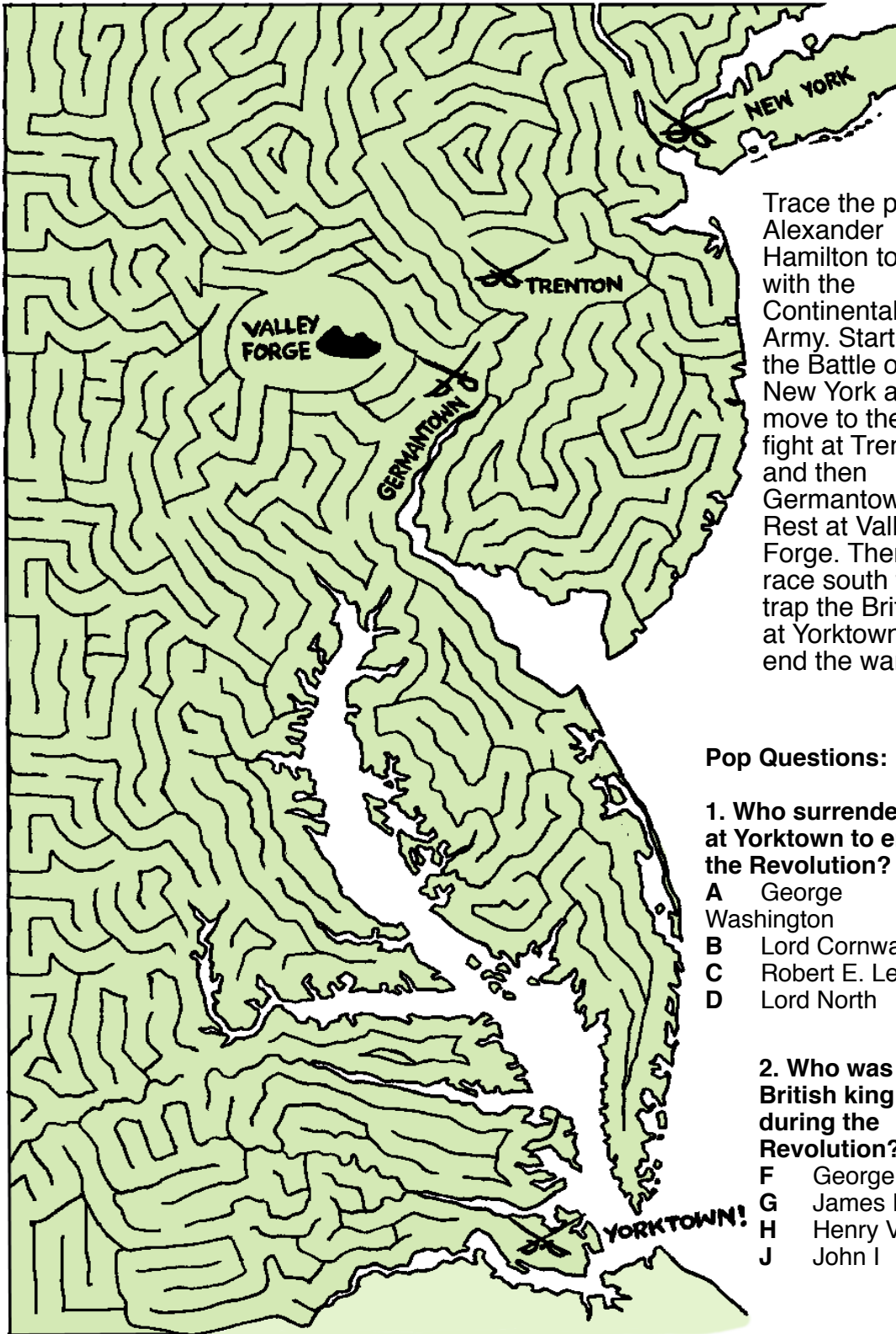
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After reading sections of this book, have students retell the information, either orally or from writing prompts at the top of pages. They can refer to their Details Umbrella.

For further assessment, have students answer the questions on pages 9, 13, 17 and 20 of this teacher’s guide. The answer key is on the last page.



# HAMILTON JOINS THE WAR



Trace the path Alexander Hamilton took with the Continental Army. Start at the Battle of New York and move to the fight at Trenton and then Germantown. Rest at Valley Forge. Then race south to trap the British at Yorktown to end the war!

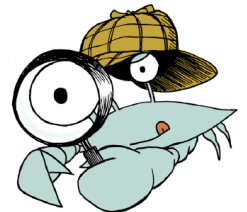
**Pop Questions:**

**1. Who surrendered at Yorktown to end the Revolution?**

- A George Washington
- B Lord Cornwallis
- C Robert E. Lee
- D Lord North

**2. Who was the British king during the Revolution?**

- F George III
- G James I
- H Henry VIII
- J John I



**TEACHERS!**

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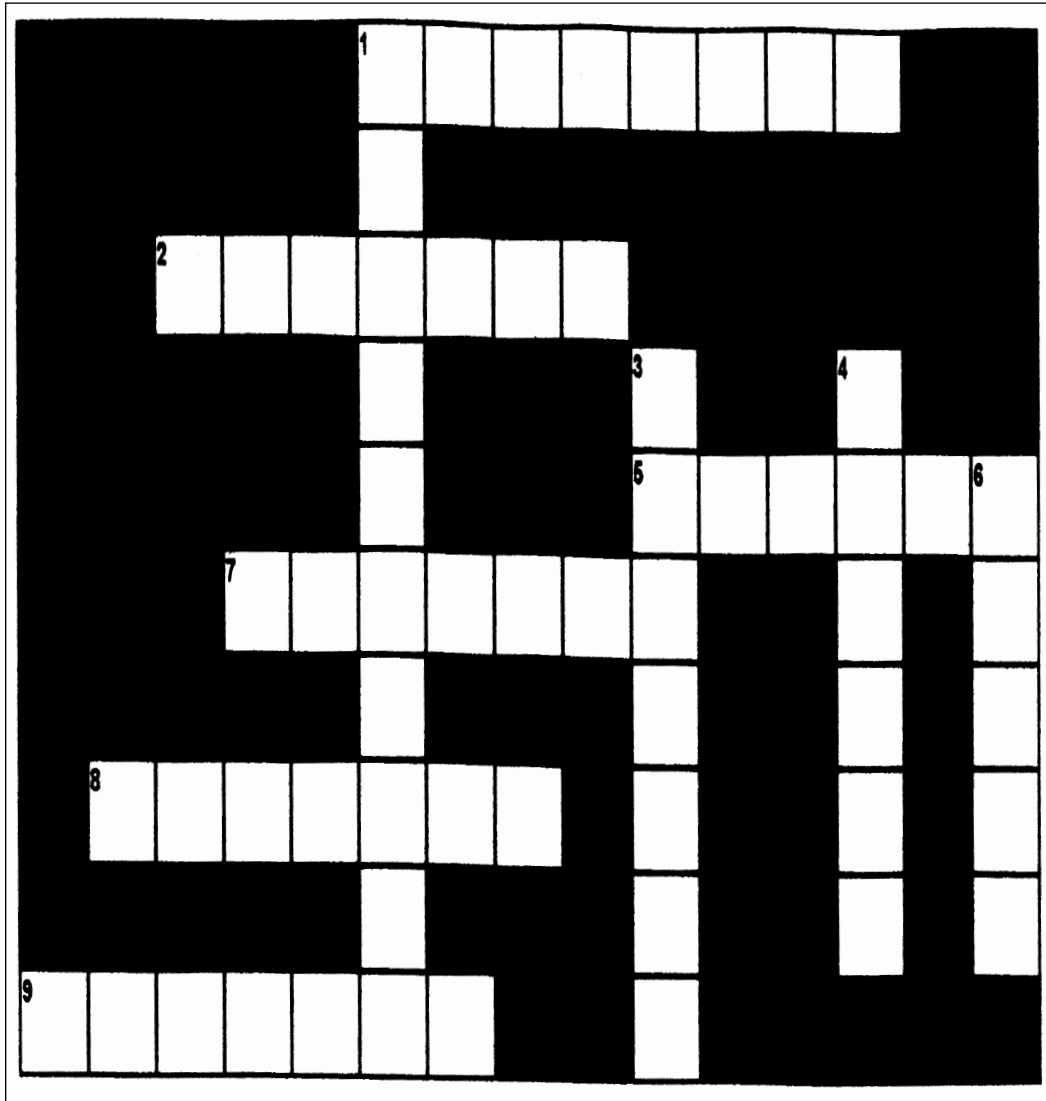
ANSWERS  
1. B  
2. F



## HISTORY ACTIVITY

# CROSSWORD PUZZLE

Use the clues below to solve the puzzle. Stuck? Look in Chester's adventure with Alexander Hamilton, and you'll figure out the answers!

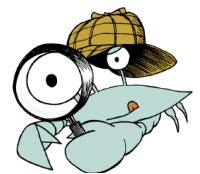


### Across:

1. Coin in Colonial America
2. To defend as right
5. All people have these under the U.S. Constitution
7. Another word for law
8. County official in charge of enforcing laws
9. To stop for a while

### Down:

1. State of keeping apart
3. Act of being free
4. Building used for worship
6. Group of people united under one government



### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

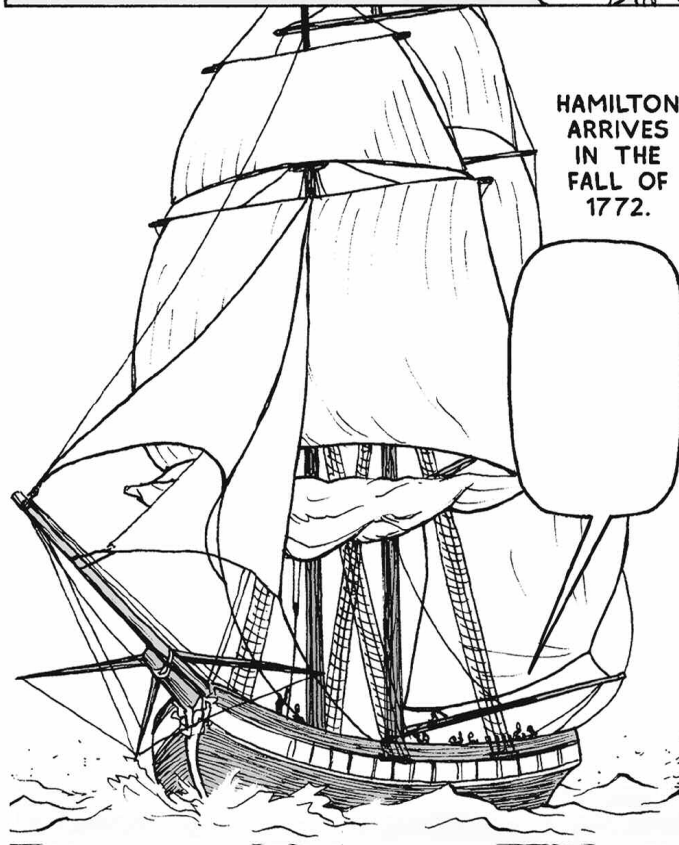


*Alexander Hamilton, Chester Comix. Teachers have permission to photocopy this page for classroom use only.*

Help BENTLEY BOYD finish writing and coloring this page of

CHESTER COMIX

# HOW DID HAMILTON IMMIGRATE TO NYC?



Alexander Hamilton, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

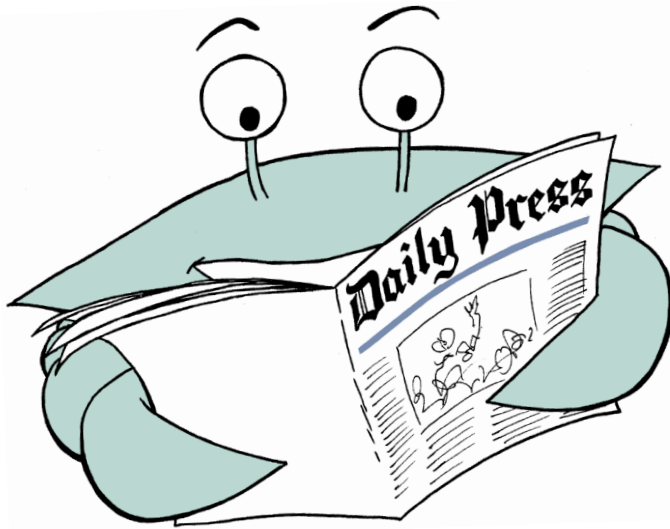
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## HAMILTON JOINS THE WAR QUESTIONS (pages 1-5)

1. Where could you go to find more factual information about Alexander Hamilton?
  - A a declaration
  - B a dictionary
  - C a movie
  - D an encyclopedia
2. What part of Chester's story could NOT really happen?
  - F Alexander Hamilton survives a hurricane.
  - G Alexander Hamilton hears a song on a cellphone.
  - H Alexander Hamilton's artillery unit fires on a college building.
  - J Alexander Hamilton plays a card game.
3. In which colony/state did Alexander Hamilton NOT fight a battle —
  - A Virginia
  - B Massachusetts
  - C New York
  - D New Jersey
4. Which of these jobs did Hamilton NOT have during the Revolution?
  - F leader of artillery unit
  - G assistant to George Washington
  - H leader of infantry attack
  - J founder of the Coast Guard
5. "We do not seek disorder but simply to use our liberty as free men." Which word below has the same meaning as the word disorder?
  - A discussion
  - B disputes
  - C disorganization
  - D display
6. What is this part of Hamilton's biography MAINLY about?
  - F Alexander Hamilton's early life
  - G Thomas Jefferson's theories of government
  - H The Battle of Yorktown
  - J Alexander Hamilton's time at King's College



# 1 POTATO, 2 POTATO



Alexander Hamilton had great ideas and wrote well about them -- but how did he share them with a large audience? **Printing!** Technology for printing newspapers, bulletins and pamphlets such as the Federalist Papers was much different in Colonial times. Instead of using computers, people had to set each letter of a word by hand, roll ink over those pieces of type, and then press paper to the ink to make the print of the words onto a piece of paper. Try this activity to get a sample of what making prints was like 200 years ago.

## MATERIALS

- ☞ large potato
- ☞ pencil
- ☞ knife
- ☞ paper towel
- ☞ paper
- ☞ paints or colored ink stamp pads

## DIRECTIONS

1. Cut the potato in half and pat it dry with a paper towel. You may need an adult's help.
2. Using a pencil, draw an outline of a shape on the cut surface of the potato.
3. Carefully cut away the area outside your shape. Then cut out to the sides of the potato. Cut down about 1 inch.
4. Pat the surface of the potato dry before dipping the potato shape in paint or pressing the shape into a stamp pad.
5. Press the potato gently straight down onto the paper and then lift it straight up to make a clean print.



## ART ACTIVITY

# JOIN THE PARADE!



There's going to be a parade to celebrate the ratification of the Constitution! The new plan for an American government is a big deal. Create a shoebox float representing one of the first 13 colonies/states that will be in this new government.

### Materials:

shoebox  
colored construction paper  
scissors  
glue  
markers or crayons

### Optional:

yarn  
tissue paper  
crepe paper

### Instructions:

1. Think of important people, events or symbols of the state to be represented on your float.
2. Decide how you can show these on your float.
3. Cover the box with colored construction paper or crepe paper.
4. Decorate your float using the materials.
5. Write a slogan on the side, such as "Virginia, home of presidents."
6. Include labels and banners to make the float's meaning clear.
7. Present your float in a state parade. (Placing one hand under the shoebox makes it easy to carry.)

### Pop Questions:

1. Which of the following is not a body of lawmakers in our country?  
A the General Assembly                      C the City Council  
B the Congress                                      D the School Board
2. Which of the following is not a characteristic of lawmakers?  
F people who make laws  
G citizens who are elected  
H a body of elected representatives  
J people who are not citizens

ANSWERS : 1. D, 2. J

# BILL ME LATER

The wording of the Constitution's Bill of Rights can be hard to understand for modern readers. Use clues in the text to figure out what the words mean. Here is the actual wording of five amendments. Can you match them with the descriptions to the right?

## AMENDMENT 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

## AMENDMENT 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

## AMENDMENT 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## AMENDMENT 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

## AMENDMENT 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

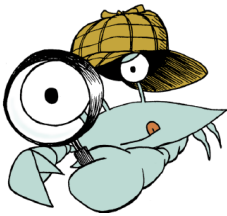
**A** Protection from the government searching your home for no good reason.

**B** Freedom of religion; free speech; freedom of the press; the right to protest

**C** Unless the Constitution says the federal government can do something, it can't. Unnamed powers go to the states or the people.

**D** You can't be forced to say something in court that would get you convicted of a crime.

**E** The right to have guns.



### TEACHERS!

Cover this corner when you copy this page for your students!

### ANSWERS:

- Amendment 10. **C**  
 Amendment 5. **D**  
 Amendment 4. **A**  
 Amendment 2. **E**  
 Amendment 1. **B**



---

## CONSTITUTION QUESTIONS (pages 6-15)

- 1. A collection of independent states that can suggest rules but not force each other to do anything is called a \_\_\_\_\_**
  - A democracy
  - B confederation
  - C monarchy
  - D economy
- 2. Which of these words from this part of the biography is an adjective?**
  - F blind
  - G troops
  - H explored
  - J security
- 3. What job does Hamilton NOT have between the war and the new Constitution?**
  - A Bank founder
  - B Representative in Congress
  - C Author
  - D Clerk
- 4. “Under the Confederation, there is no executive branch.” Which word below has nearly the same meaning as the word “executive?”**
  - F Congress
  - G administrator
  - H judge
  - J representative
- 5. “Massachusetts pays for its own militia to scatter Shays’ men.” Which word has the same vowel sound as “own?”**
  - A goose
  - B crown
  - C tone
  - D pulls
- 6. What would be a good title for this part of Hamilton’s biography?**
  - F The Man Who Created Freedom of the Press in America
  - G Alexander Hamilton, Game Master
  - H Bad Royal Governors of Colonial America
  - J How Hamilton Helped Form a New Government

# WHAT IS DEBT?

A **debt** is money that you owe. It's basically a **negative** number. For example, you're out of money and you want to go to the movies, so you **borrow** \$5 from your parents for the ticket. You had 0 dollars and need to subtract 5, so now you're \$5 in debt (or: you have -\$5).

That's how credit cards work. You borrow the money from the bank for each purchase. At some point, you pay the debt back (usually with interest). Use this story to see how debt can grow.

**SOLutions Bank**

**1**

Purchase	Amount
shoes	\$ .
sweatshirt	.
video game	.
television	.
Johnny's debt	\$ _____

**2**

Johnny's debt	\$ _____
-----	
Payment	\$ .
Johnny's new debt	\$ _____

**3**

Purchase	Amount
leather jacket	\$ .
Johnny's new debt	\$ _____

When Johnny turned 18, he received his first credit card. To celebrate, he went shopping.

1. The first day, he bought a pair of basketball shoes for \$130, a sweatshirt for \$29, and video game for \$36. The next day, he used his credit card to buy a new TV for \$325. When Johnny gets his first credit card bill, his total debt is \_\_\_?

2. Johnny had \$125 in his checking account. Right before he got his first credit card bill, Johnny got \$50 from his grandmother for his birthday. If he used all his money to pay his credit card bill, how much debt is left?

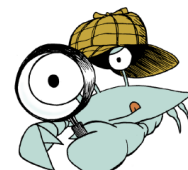
3. The next week, Johnny went back to the mall and saw a leather jacket on sale for \$259. He used his credit card to buy it. **If no interest is added to account**, what is his next bill after this purchase?

4. Johnny was disappointed with all his debt so he cut up the credit card to never use it again. If Johnny paid \$25 a month toward his credit card bill, how many months would it take to pay off his debt?

- ANSWERS :
- 1. \$520
  - 2. \$345
  - 3. \$604
  - 4. 25 months
- (pays \$4 the last month)

**TEACHERS!**

Cover this corner when you copy this page for your students!



# HOW MUCH CAN COINS CARRY?

Let's use money from Alexander Hamilton's Treasury Department to do some science about **surface tension**. Try the experiments more than once to see if you get the same results each time.

## BACKGROUND INFORMATION:

**Surface tension** is the tendency of the outer surface of a liquid to act like an elastic skin being stretched (much like a balloon filled with water). When a liquid is in a container, the liquid takes the shape of the container. What happens when you add liquid after the container is full? **Surface tension** allows the container to hold more liquid.

## HOW MANY DROPS OF WATER CAN A PENNY HOLD?

### Materials:

A penny  
A glass of water  
A magnifying glass (optional)  
An eye dropper

**Goal:** To determine how many drops of water a penny (heads or tails) will hold before it overflows

### Instructions:

How many drops of water do you think a penny will hold? Take a guess, then try this experiment.

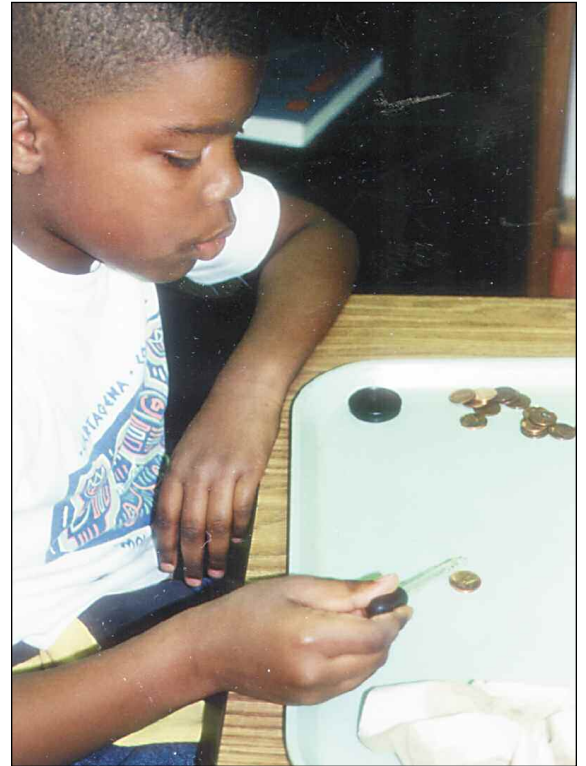
Using an eyedropper or a straw, drip water on a penny. Count the drops of water as they fall. Observe your penny from the side as you count the drops. If you have a magnifying glass you can see even better!

### What happened:

Did the penny hold more or less water than you thought it would? Probably more, because of **surface tension**.

Is there a way to apply the drops so you can get more drops on the surface?

Was there a difference in the sides of the coin? Did the heads side hold more drops than the tails side?





# FACT OR OPINION?

A **fact** is a statement that is true and can be proven that it happened. An **opinion** is a statement that shows how someone feels or thinks about a topic and it cannot be proven to be right or wrong.

Can you tell which of these statements are **facts** and which are **opinions**? Write the number of the statement on the correct section of the lemonade glass.

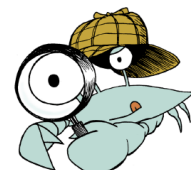
## Statements:

1. Playing video games is the best way to spend the day!
2. Thomas Jefferson and Alexander Hamilton were in George Washington's cabinet of advisors.
3. Lemonade is a drink made with the juice of lemons.
4. Thomas Jefferson was stupid to cheer on the French Revolution.
5. George Washington was our greatest president.
6. Hamilton was first secretary of the treasury in the United States!
7. Coins aren't important any more in the United States economy today.
8. Jefferson left Washington's cabinet before Hamilton did.



## TEACHERS!

Cover this corner when you copy this page for your students!



ANSWERS :

**Facts:**  
2, 3, 6, 8

**Opinions:**  
1, 4, 5, 7

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## WASHINGTON'S CABINET QUESTIONS (pages 16-21)

- 1. The Whiskey Rebellion happened in which state?**
  - A Virginia
  - B Pennsylvania
  - C New Jersey
  - D New York
- 2. Which of these events did NOT happen in Washington's presidency?**
  - F adding the Bill of Rights to the Constitution
  - G making the first U.S. currency
  - H Declaration of Independence
  - J locating the national capital in Washington, DC
- 3. Which of these ideas was NOT favored by Hamilton and the Federalist?**
  - A States' rights
  - B National Bank
  - C Decimal system for money
  - D Pro-business policies
- 4. "Alexander, you have proven you are equal to the big, wealthy Southern landowners." Which word means the same as "proven?"**
  - F taken a leadership role that
  - G argued
  - H published many stories about
  - J shown a lot of evidence of
- 5. Who is credited with starting the force that becomes the U.S. Coast Guard?**
  - A George Washington
  - B Thomas Jefferson
  - C James Madison
  - D Alexander Hamilton
- 6. What is this section of Hamilton's biography MAINLY about?**
  - F the fierce fights between Hamilton and Jefferson in Washington's presidency
  - G George Washington's leadership qualities
  - H the dangers of the French Revolution
  - J the powers of the legislative branch of government

# STAND AND DELIVER



Try this experiment with straws to see the stability of our three branches of government.

## STEP 1

Take 13 plastic straws and write the name of one of the original 13 states on each one.

Tie them all together with a rubber band so that they stand up in a cone shape.

Describe what happens.

Was it easy to do?

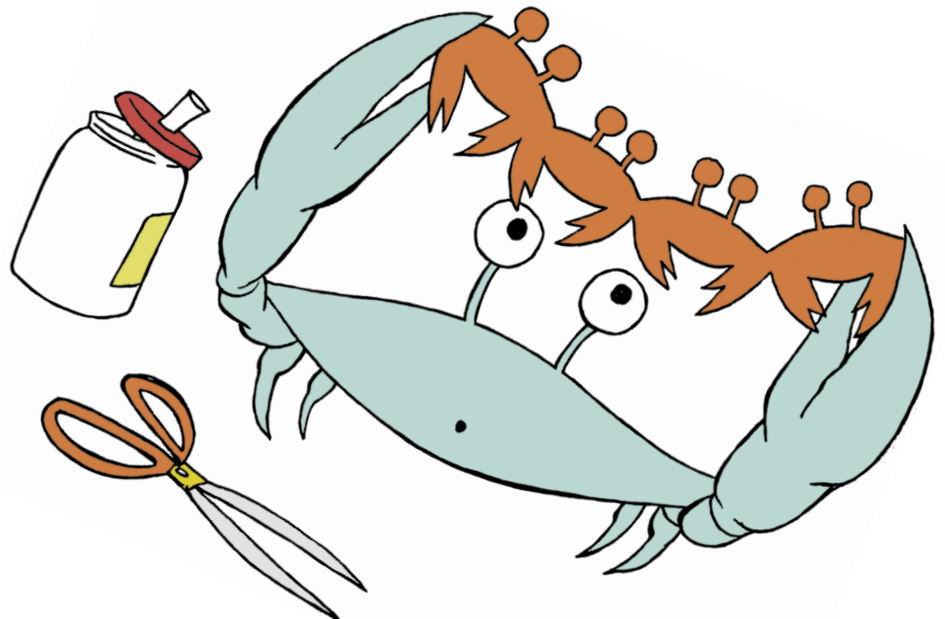
## STEP 2

Next, take 3 straws and write the names of the three branches of government that were proposed in the Virginia Plan. Tie them together with a rubber band so that they stand up in a cone shape.

Describe what happens.

Was it easy to do?

Which way was easier?





# STAMP OF APPROVAL

Look at the postage stamp that pays tribute to Alexander Hamilton, one of our country's Founding Fathers. Find pictures of other national symbols from books or Internet resources. Talk about why each symbol is important or find samples of commemorative postage stamps. How do the stamps commemorate or honor its subject?

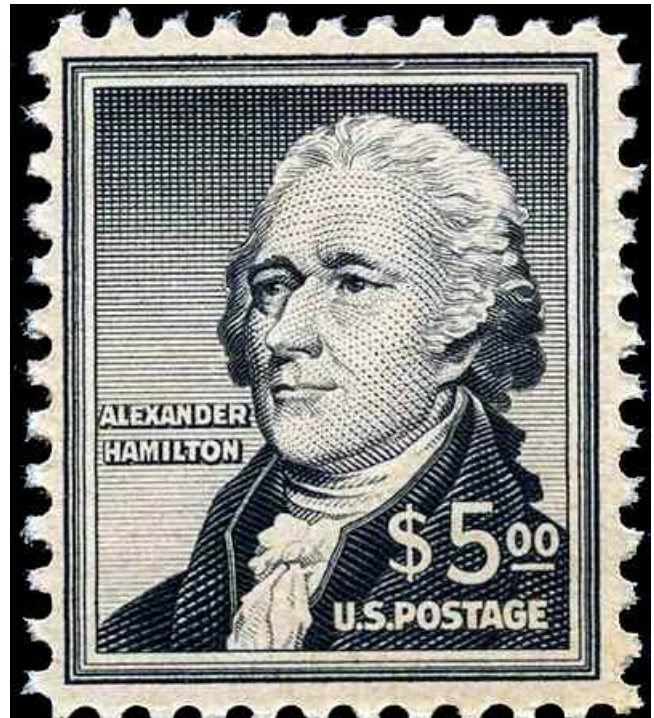
Imagine the U.S. Postal Service has hired you to design a new stamp honoring a national symbol.

## MATERIALS

- ☛ Paper
- ☛ Pinking shears or scissors
- ☛ Pencil, crayons, or markers
- ☛ Pictures of patriotic symbols
- ☛ Samples of commemorative stamps

## DIRECTIONS

1. Using paper and pencil, design a stamp featuring your favorite patriotic symbol.
2. Use the pinking shears to cut the wavy edges of the construction paper to make it look like a stamp. If you don't have pinking shears you can cut the edges with scissors in a zigzag pattern.

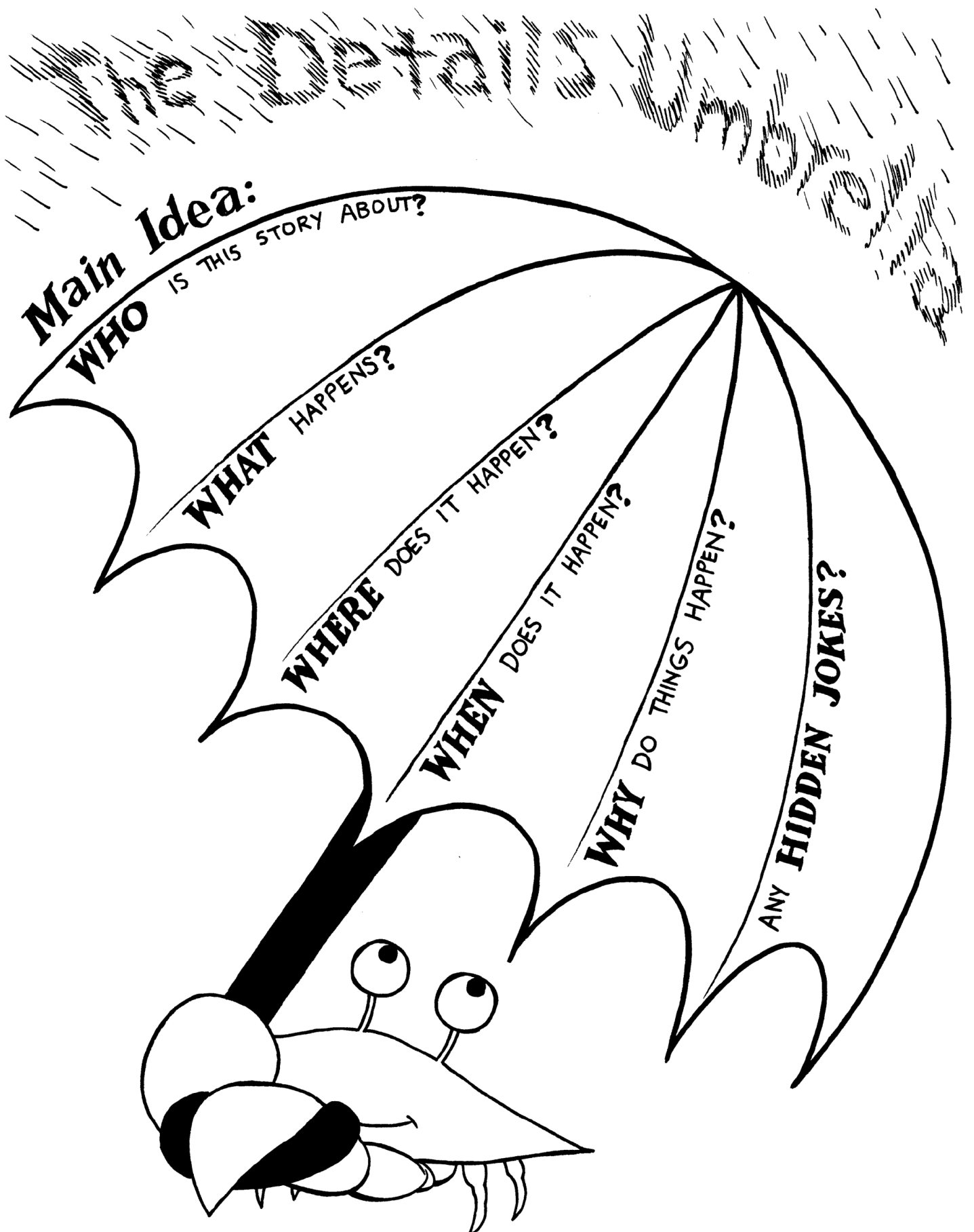




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## HAMILTON'S LEGACY QUESTIONS (pages 22-24)

1. Hamilton meddled in the election of 1800 to try to make \_\_\_\_\_ the president of the United States.
  - A Aaron Burr
  - B John Adams
  - C Thomas Jefferson
  - D Thomas Pinckney
2. Which one of these men was NOT one of the first three U.S. presidents?
  - F George Washington
  - G Alexander Hamilton
  - H Thomas Jefferson
  - J John Adams
3. Which of these documents were NOT passed after the Constitution?
  - A The Kentucky Resolves
  - B Emancipation Proclamation
  - C Declaration of Independence
  - D Alien and Sedition Acts
4. "I love republican principles that guard our civil liberties." Which word means the same as the phrase "civil liberties?"
  - F irresponsibility
  - G rights
  - H government
  - J promises
5. What is modern America's most widely-known marker to Hamilton's legacy?
  - A His face on the \$10 bill
  - B His face on the 10 cent coin
  - C The musical play "1776"
  - D The Federalist Papers app
6. What is this section of the Hamilton biography MAINLY about?
  - F the way compromises helped put the Constitution into actual use
  - G Alexander Hamilton's successful leadership qualities
  - H how to play the game "King of the Hill"
  - J the way Hamilton angered other political leaders late in his life



**Main Idea:**

**WHO** IS THIS STORY ABOUT?

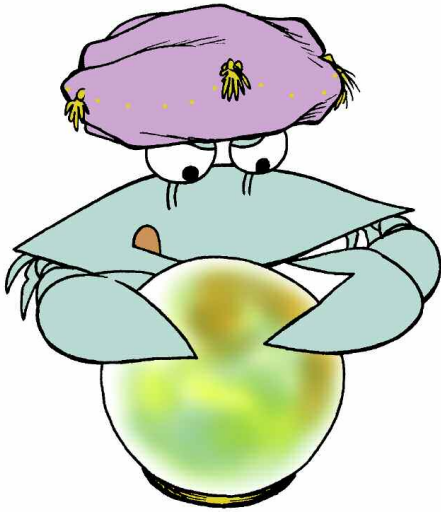
**WHAT** HAPPENS?

**WHERE** DOES IT HAPPEN?

**WHEN** DOES IT HAPPEN?

**WHY** DO THINGS HAPPEN?

**ANY HIDDEN JOKES?**



# MAKE A CHESTER PREDICTION

**AFTER READING THE FIRST PAGE OF THE CHESTER STORY, WHAT DO YOU THINK WILL HAPPEN ON THE SECOND PAGE?**

**AFTER READING THE SECOND PAGE, WHAT DO YOU THINK WILL HAPPEN ON THE THIRD PAGE?**

**WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?**

**HOW DO YOU THINK THE STORY ENDS?**

**WHAT REALLY HAPPENS ON THE SECOND PAGE?**

**WHAT REALLY HAPPENS ON THE THIRD PAGE?**

**WHAT REALLY HAPPENS ON THE FOURTH PAGE?**

**HOW DOES IT REALLY END?**

# ANSWERS TO QUIZZES IN ALEXANDER HAMILTON

## **AH GOES TO WAR**

p. 9

1. D
2. G
3. B
4. J
5. C
6. F

## **CONSTITUTION**

p. 13

1. B
2. F
3. D
4. G
5. C
6. J

## **GW'S CABINET**

p. 17

1. B
2. H
3. A
4. J
5. D
6. F

## **AH'S LEGACY**

p. 20

1. D
2. G
3. C
4. G
5. A
6. J

## **OTHER TITLES IN THIS SERIES:**

### **American Symbols**

USA symbols  
American Flag  
Washington, D.C.  
Statue of Liberty

### **Revolutionary Rumbblings**

French & Indian War  
Boston Tea Party  
Paul Revere, Ride  
Declaration

### **Go West, Young Crab**

Gold Rush Hour  
Oregon Trail  
Transcontinental Rails  
Battle at Little Bighorn

### **Comix Economix**

Video Economics  
Tax Hunter  
Money in the Mall  
Career Resources

### **War for Independence**

John Paul Jones  
Revolutionary Women  
Battle of Saratoga  
South to Yorktown

### **Lewis and Clark**

Lewis and Clark  
National Road  
First Steamboat  
Erie Canal

### **The First Americans**

Northwest Indians  
Pueblo Revolt  
Pocahontas

### **Slavery's Storm**

Nat Turner  
Mexican War  
Dred Scott's Case  
John Brown's Raid

### **Freedom Train**

Jackie Robinson  
Rosa Parks  
Martin Luther King Jr.  
Thurgood Marshall

### **Exploring the Americas**

Columbus  
John Cabot  
French in Canada  
Spanish in Florida

### **Wonder Women**

Clara Barton  
Harriet Tubman  
Susan Anthony  
Helen Keller

### **Heroic Folk**

Johnny Appleseed  
John Henry  
Davy Crockett  
Sam Houston

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