

Name: \_\_\_\_\_

**ALEXANDER HAMILTON READING GUIDE**

*Before you read*, write down what you already know about Alexander Hamilton in the "Knew" column.

*As you read*, fill in the information you learn about Alexander Hamilton in the "New" column.

Knew	New

**Comprehension Reading Questions**

Refer back to the text *Alexander Hamilton: The Fighting Founding Father!* to respond to the questions below. Remember to answer using complete sentences.

**1. Alexander Hamilton had a challenging childhood. Summarize the hardships Hamilton experienced early in his life. (RI.2)**

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**2. How did Hamilton get the opportunity to move to New York? Use evidence from the text to support your answer. (RI.1)**

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**3. When Hamilton moved to New York, he soon realized many people were upset with the government. What were people upset about? Use evidence from the text to support your answer. (RI.1)**

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**4. After the reading of the Declaration of Independence, Hamilton became an artillery captain in August 1776. What was his next job, and what qualifications did he have for it? How did Hamilton feel about his new job? Use the illustrations and the text to help justify your answer. (RI.7)**

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**5. In 1777, after the colonies declared their independence, they signed a new kind of constitution. What was this called, and what was the goal of this document? (RI.1)**

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**6. What problems did the states face because of the lack of government? What was the solution for this? Use evidence from the text to support your answer. (RI.1)**

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**7. At the Constitutional Convention, many plans were presented. Some of these plans benefited more populated states such as Virginia, and other plans benefited smaller states such as New Jersey. Briefly summarize the frame of government they compromised on. (RI.2)**

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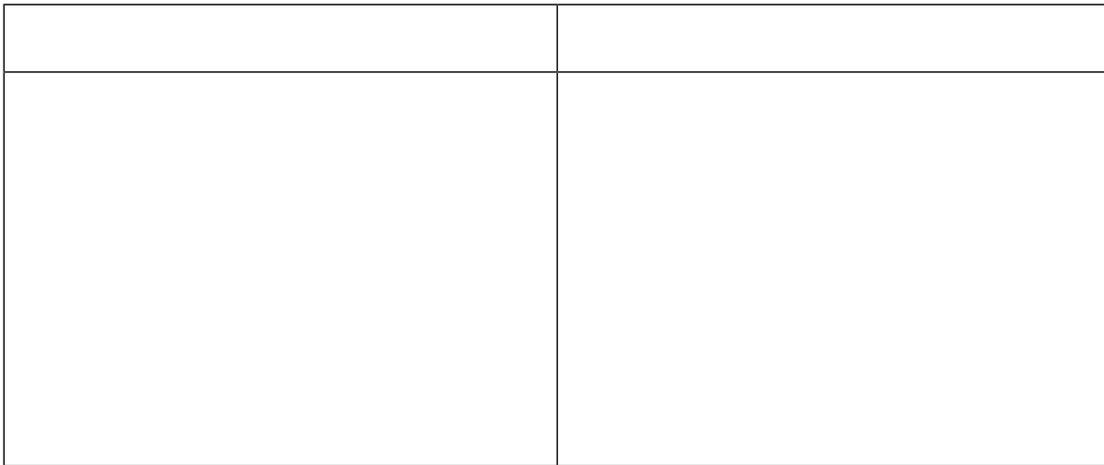
**8. Hamilton became the Secretary of the Treasury and came up with a financial plan called the Report Relative to a Provision for the Support of Public Credit. What were the three major components of this plan, and what ultimately happened with it?**

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**9. As the text states, "Hamilton made a great many things. Especially enemies." Many people resisted Hamilton's ideas, which led to the two-party system. Use the Venn diagram below to contrast these two parties and their views. Label and fill in the diagram using evidence from the text to support your answers. (RI.1)**



**10. Alexander Hamilton and Aaron Burr had many disagreements. Explain some of their issues, starting in 1799. How did these disagreements end? (RI.1)**

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## ANSWER KEY FOR ALEXANDER HAMILTON READING GUIDE

*\*The following are possible responses for grades 5-6. For grades 3-4, answers are not expected to be as detailed. Be sure to scaffold and adjust as necessary.*

1. Alexander Hamilton had a challenging childhood. Summarize a few of the hardships Hamilton experienced early in his life. (RI.2)

Hamilton faced many hardships early in his life. First, his family had to move to St. Croix because they were nearly bankrupt and had to sell everything. Then his dad left their family, and his mom struggled to afford rent. More family came to live with them because they also struggled with money. Later, a major fever epidemic hit and most of his family died. He moved around to different homes and was forced to grow up quickly.

2. How did Hamilton get the opportunity to move to New York? Use evidence from the text to support your answer. (RI.1)

While Hamilton was still in St. Croix, a major hurricane hit. He wrote a letter about what had happened. Hugh Knox, a minister, read the letter and spread the word to a newspaper and a local businessman. Community leaders found out about Hamilton, and gave him the funds to move to New York to get a better education.

3. When Hamilton moved to New York, he soon realized many people were upset with the government. What were people upset about? Use evidence from the text to support your answer. (RI.1)

People were upset about the king of England taking taxes and leaving soldiers. They wanted their independence from Britain.

4. After the reading of the Declaration of Independence, Hamilton became an artillery captain in August 1776. What was his next job, and what qualifications did he have for it? How did Hamilton feel about his new job? Use the illustrations and the text to help justify your answer. (RI.7)

Hamilton's next job was as George Washington's secretary. Washington noted his fantastic skills with artillery, strategy, and leadership. Hamilton was surprised that he ultimately wasn't going to be a military leader or something similar.

5. In 1777, after the colonies declared their independence, they signed a new kind of constitution. What was this called, and what was the goal of this document? (RI.1)

The colonies signed the Articles of Confederation, which "mostly kept the states independent, and the government weak."

6. What problems did the states face because of the lack of government? What was the solution for this? Use evidence from the text to support your answer. (RI.1)

The states faced war debt, confusion with trading, and no central power to unite them. The solution was to get rid of the Articles of Confederation and come up with a new system at the Constitutional Convention.

## ANSWER KEY FOR ALEXANDER HAMILTON READING GUIDE (CON'T)

7. At the Constitutional Convention, many plans were presented. Some of these plans benefited more populated states such as Virginia, and other plans benefited smaller states such as New Jersey. Briefly summarize the frame of government they compromised on. (RI.2)

The frame of government had three branches: legislative, executive and judicial. The three branches are able to balance one another and "check one another's power." Then, they had the House of Representatives and the Senate, both of which represented the people. Lastly, they had the 3/5 compromise, which determined the value of slaves.

8. Hamilton became the Secretary of the Treasury and came up with a financial plan called the Report Relative to a Provision for the Support of Public Credit. What were the three major components of this plan, and what ultimately happened with it?

Hamilton proposed in his plan to raise money, to not pay off the national debt, and to pay off all war debts. Although there were many disagreements, a compromise was reached to move the nation's capital to Washington, D.C., and the financial plan passed.

9. As the text states, "Hamilton made a great many things. Especially enemies." Many people resisted Hamilton's ideas, which led to the two-party system. Use the Venn diagram below to contrast these two parties and their views. Label and fill in the diagram using evidence from the text to support your answers. (RI.1)

Democratic-Republicans	Federalists
<ul style="list-style-type: none"><li>• For states' rights</li><li>• Less government</li><li>• More voters</li><li>• Fewer taxes</li><li>• Common man governs himself</li><li>• More power to farmers</li><li>• Stand for democracy</li></ul>	<ul style="list-style-type: none"><li>• Strong nation</li><li>• Strong treasury</li><li>• Strong bank</li><li>• National wealth</li><li>• World respect</li><li>• Manufacturing</li><li>• Powerful federal government</li></ul>

10. Alexander Hamilton and Aaron Burr had many disagreements. Explain some of their issues, starting in 1799. How did these disagreements end? (RI.1)

Although their issues started much earlier, in 1799, Hamilton and Burr had disagreements about who could start a bank, so Burr sneakily opened one by disguising it as a water company. They also disagreed politically, and in the 1800 election, Burr tied with Thomas Jefferson, and with Hamilton's help, Burr only became vice president. This then led to a duel between Hamilton's son Philip and Burr, who killed Philip. Hamilton eventually started a Federalist newspaper, which was used to insult Burr and ultimately got him out of the White House. After all of their disagreements, the two men got into a duel in 1804, in which Burr shot and killed Hamilton.



# SHOW ME HISTORY!

## ALEXANDER HAMILTON WORD SEARCH

G	S	T	Q	M	T	L	K	F	D	G	L	A	S	L
B	O	C	S	Y	T	E	L	H	P	M	A	P	M	B
N	N	A	T	I	O	N	A	L	D	E	B	T	X	X
R	O	D	M	I	L	I	T	I	A	X	C	O	X	Z
Q	V	I	Y	K	K	A	I	K	B	D	A	V	J	K
V	E	D	T	C	N	T	R	S	F	I	K	O	L	I
F	B	S	H	U	D	R	Y	E	D	A	A	K	B	G
F	U	N	O	I	T	A	R	E	D	E	F	N	O	C
N	K	M	C	M	T	I	D	N	M	E	N	N	C	W
Y	F	I	T	A	R	E	T	Z	C	G	F	N	M	V
P	Z	T	C	D	C	E	O	S	O	G	Y	P	P	V
V	P	O	A	A	F	V	Z	T	N	F	Y	N	N	Y
R	H	K	M	Q	N	J	J	I	T	O	F	B	H	C
S	Q	P	T	M	Z	T	K	J	C	B	C	O	V	O
J	Y	M	Q	B	P	S	P	O	P	V	L	D	H	F

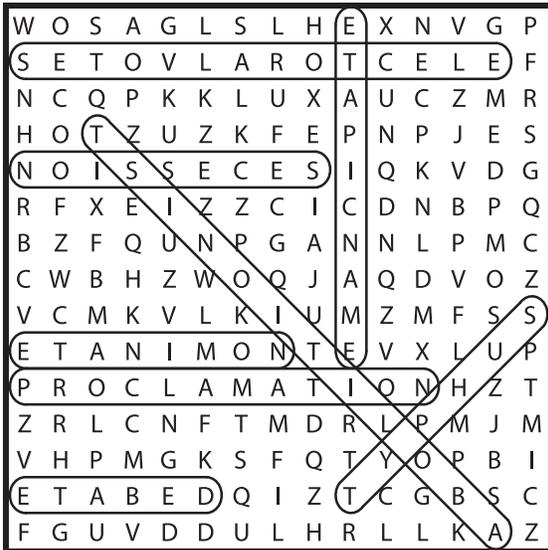
**FIND AND CIRCLE THE FOLLOWING WORDS:**

1. AIDE-DE-CAMP
2. CONFEDERATION
3. CONSTITUTION
4. FEDERALIST
5. MILITIA
6. NATIONAL DEBT
7. PAMPHLET
8. RATIFY

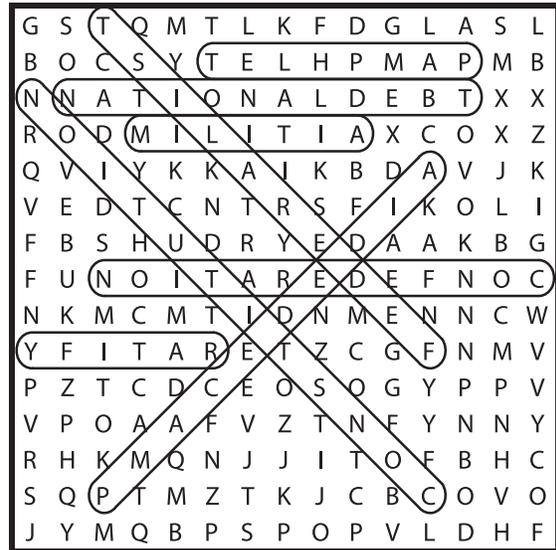
# SHOW ME HISTORY!

## WORD SEARCH ANSWER KEYS

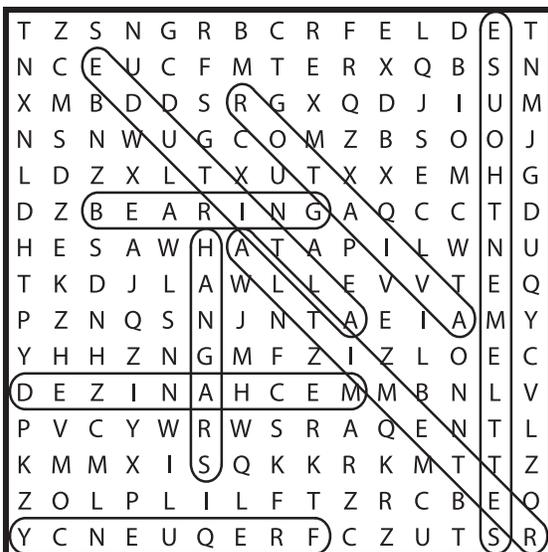
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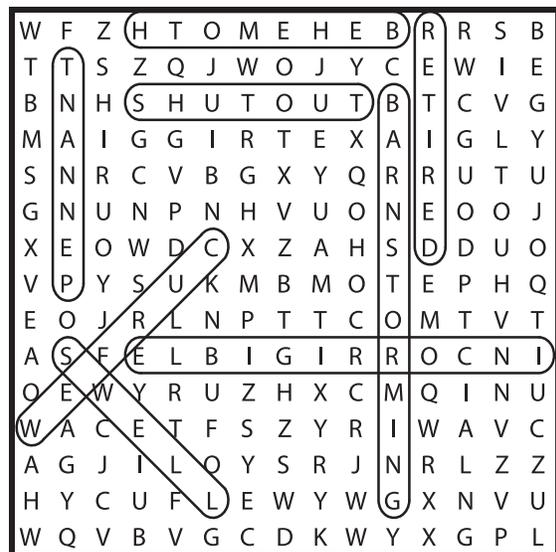
### ALEXANDER HAMILTON



### AMELIA EARHART



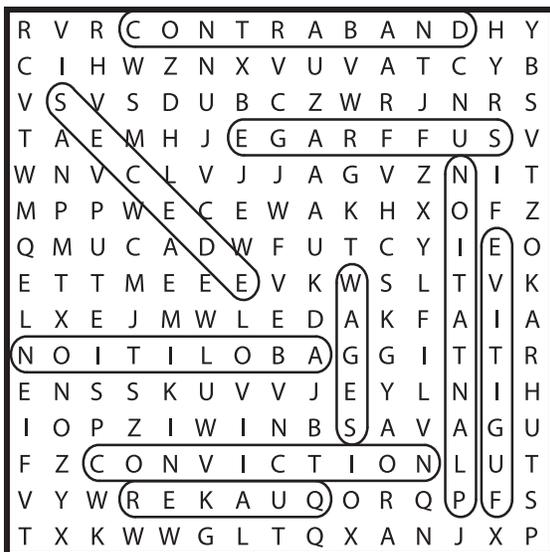
### BABE RUTH



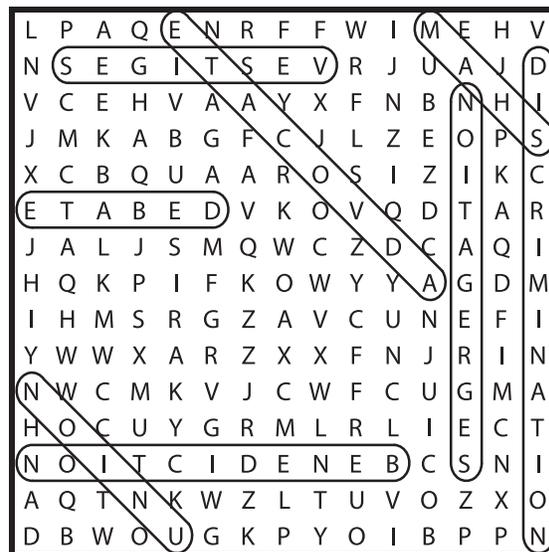
# SHOW ME HISTORY!

## WORD SEARCH ANSWER KEYS

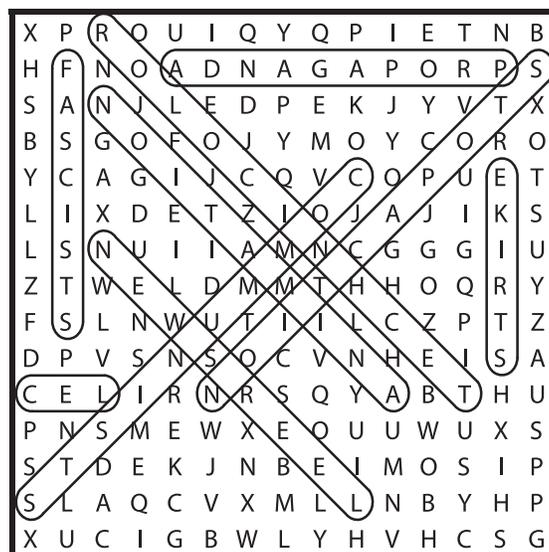
### HARRIET TUBMAN



### MARTIN LUTHER KING JR.



### WALT DISNEY



# SHOW ME HISTORY!

GRAPHIC  
NOVELS

## EXTENSION ACTIVITIES

The reading, writing, and social studies activities can be completed after reading any of the Show Me History! books.



### WRITING

**W.7. Research:** After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer (See *Worksheet A*) to help guide your research.

**W.4 Writing:** Show Me YOUR History! On a separate piece of paper, create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (See *Worksheet B*)

### READING

**RI.9 Reading:** Compare and contrast. Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram (See *Worksheet C*) to compare and contrast one author's presentation of events with that of another.

### SOCIAL STUDIES

**What If?:** Using the timeline provided in the back of the book, choose one event and explain how it would have changed history if it had not happened. (See *Worksheet D*)

**Compare/Contrast:** Explain how life during that time period was different than life now. (See *Worksheet E*)

Name: \_\_\_\_\_

## RESEARCH

After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer to help guide your research. (W.7)

**Topic/question:**



Source (website, book, article)	Information/facts that support or answer your topic/question

**Answer/conclusion from your research:**

Name: \_\_\_\_\_

**WRITING**

Create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (W.4)


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**COMPARE AND CONTRAST**

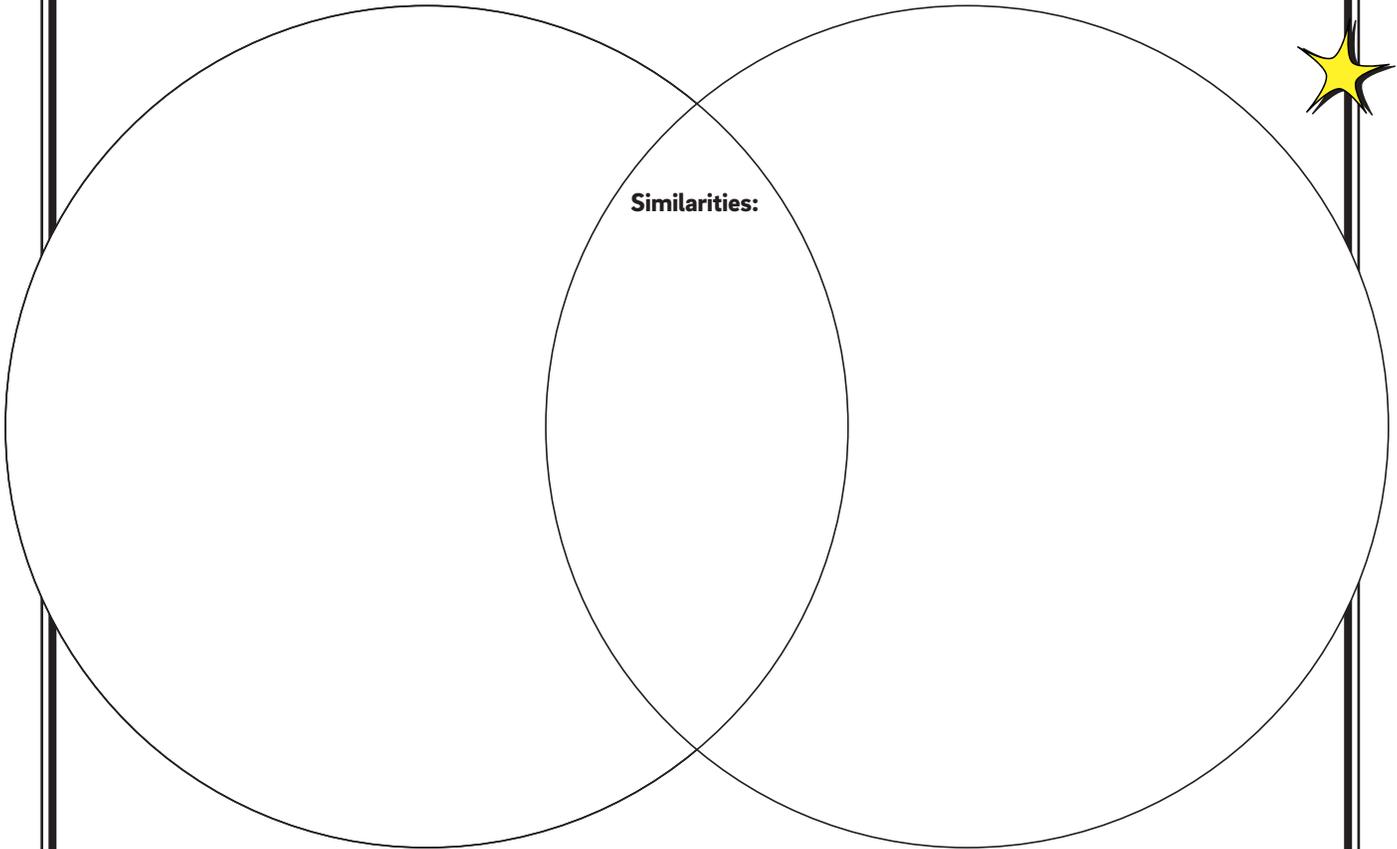
Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram to compare and contrast one author's presentation of events with that of another. (RI.9)

**Show Me History! Book Title:**

\_\_\_\_\_

**Different Book/Article Title:**

\_\_\_\_\_



**Summarize: Using the similarities and differences in the diagram above, briefly summarize how the two authors presented the information.**

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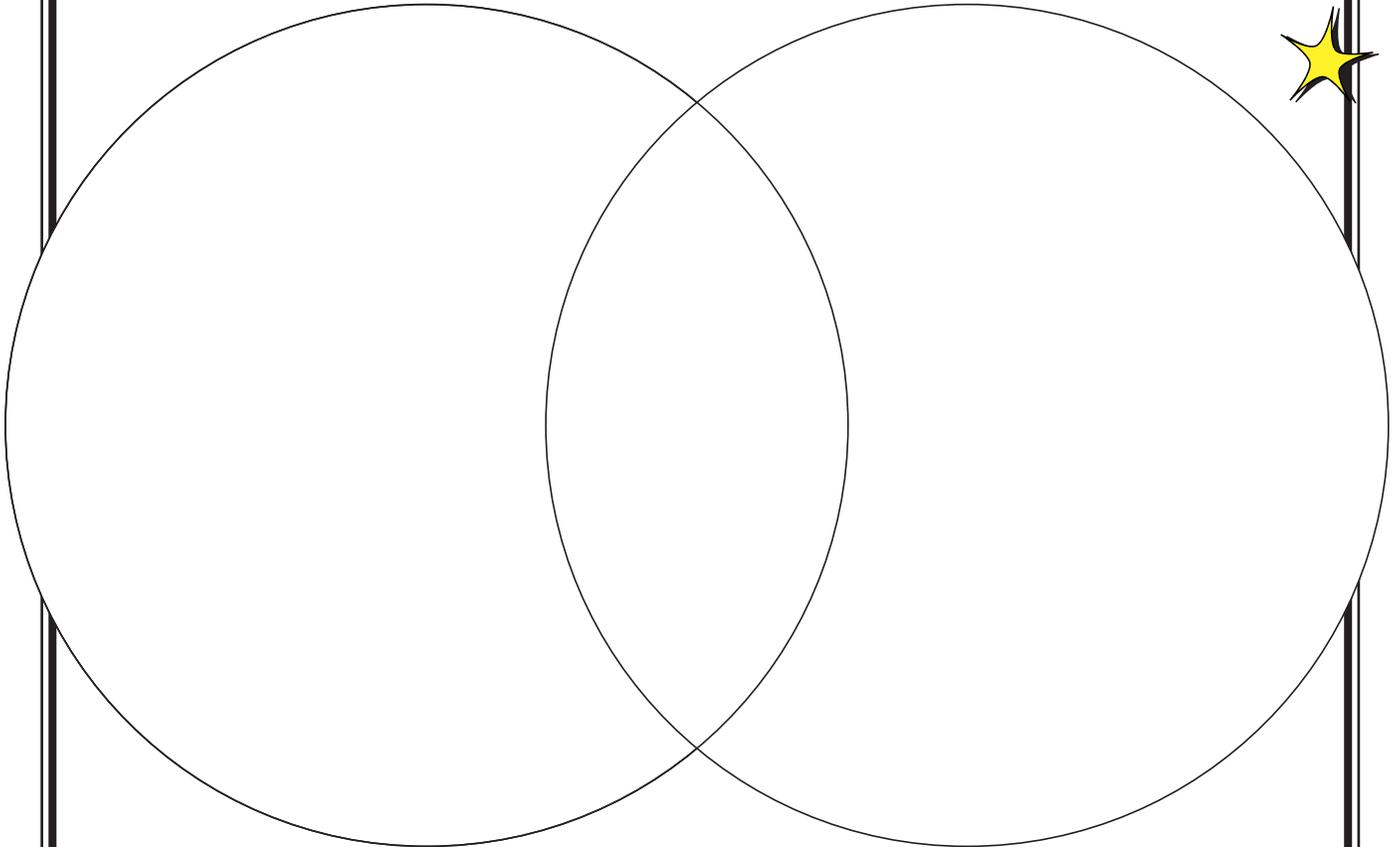
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**COMPARE AND CONTRAST**

After reading the story, compare and contrast life during that time period to life now.  
Use the events and details from the story and any prior knowledge of that time period.

**Life Then**

**Life Now**



**Summarize: Using the diagram above, briefly explain how life during that time period was different than life now.**

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