**"Who Lives, Who Dies, Who Tells Your Story"**

[Washington:]

Let me tell you what I wish I'd known

When I was young and dreamed of glory

You have no control:

[Washington and Company:]

Who lives

Who dies

Who tells your story?

[Burr:]

President Jefferson:

[Jefferson:]

I'll give him this: his financial system[[1]](#footnote-1) is a work of genius

I couldn't undo it if I tried

And I tried[[2]](#footnote-2)

[Washington and Company:]

Who lives

Who dies

Who tells your story?

[Burr:]

President Madison:

[Madison:]

He took our country from bankruptcy to prosperity[[3]](#footnote-3)

I hate to admit it, but he doesn't get enough credit for all the credit he gave us[[4]](#footnote-4)

TUESDAY, STEP ONE:

***Hamilton* Footnotes**

*Hamilton: An American Musical* tells the story of Alexander Hamilton, the “ten-dollar founding father without a father.” This musical is historically accurate as well as entertaining, and it has helped a generation of students understand and appreciate such a key figure in our history. Today you will work with two songs from this musical in order to explore the politics of the 1790s and beyond.

1. Choose two of the following songs to explore. Use AZ Lyrics (<https://www.azlyrics.com/l/linmanuelmiranda.html#44959>) to see the text of each song. I also recommend listening to the songs on YouTube with earbuds.

* “Cabinet Battle #1”
* “Cabinet Battle #2”
* “The Room Where It Happens”
* “One Last Time”
* “The Election of 1800”

2. For each song provide a minimum of six explanatory footnotes (see examples on back), referring to lecture, the chapter (include page numbers), or other specific scholarly resources with author and title as you go. Your footnotes can provide context, explain references, or simply provide more information about the lyric in question.

3. Complete this in Google Docs and share it with me ([jboyd@usd497.org](mailto:jboyd@usd497.org)).

4. Please complete at home and share with me prior to block day if not finished in class.

TUESDAY, STEP TWO:

**Washington’s Farewell Address**

As you finish your *Hamilton* footnotes, pick up a copy of George Washington’s Farewell Address from the trays on top of the inbox. Please read and provide a minimum of eight annotations (questions, comments, and connections between this text and other content) in the margins. Additionally, answer questions 1 and 2 on a separate piece of paper. We will finish this in class on block day if necessary (it’s not homework).

1. Hamilton’s financial program was composed of three parts, intended to establish a firm financial foundation for this fledgling nation. His reports on public credit, a national bank, and manufactures/tariffs/taxes were debated and passed, and while they undoubtedly helped set this nation on firm footing, they also helped create tensions that led to the First Party System. (Henretta 216-218) [↑](#footnote-ref-1)
2. Jefferson was famously opposed to Hamilton’s policies; he thought they favored the wealthier merchant and manufacturing segments of society at the expense of Southern or agrarian interests. Federalists had “retired into the Judiciary as a stronghold” and so were able to protect Federalist policies from the Virginia Dynasty, though. (Henretta 225; 231) [↑](#footnote-ref-2)
3. According to an entrepreneur in 1801, “the country prospered beyond all former example” thanks to Hamilton’s influence. (Henretta 218) [↑](#footnote-ref-3)
4. Hamilton suggested that the US redeem securities at face value in order to establish good credit and be eligible for credit and loans from foreign financiers. (Henretta 216-217) [↑](#footnote-ref-4)