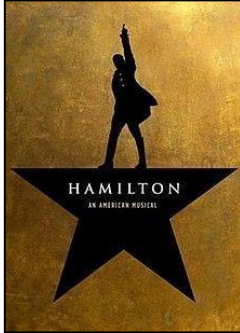




Read and Respond



Hamilton

Written by Lin-Manuel Miranda

Sample Activity and Tasks

Aspects of Learning Outcomes in Focus

Oral Language 1	Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.
Reading 3	Use a wide range of reading comprehension strategies appropriate to texts, including digital texts...
Writing 3	Write for a variety of purposes...
Reading 7	Select key moments from their texts and give thoughtful value judgements...
Writing 7	Respond imaginatively in writing to their texts....

Before you watch:

Discuss:

- What do you already know about the American War of Independence?
- What do you expect to experience when watching a musical drama?
- What do you understand the term 'representation' to mean?
- Why does representation matter in theatre, film and media?



Possible questions related to songs from *Hamilton*:

Song: ‘Farmer Refuted’

- What does the line, “*there’s a million things I haven’t done, but just you wait*” reveal about Hamilton’s personality?
- Based on his introduction, what is your impression of Seabury? What makes you think this?
- What perspective do you think Hamilton represents? What clues are there to support this?

Song: ‘Rise Up’

- What does Hamilton mean by “rise up”? Why would a war be Hamilton’s only way to rise up?
- Why does Hamilton not want to be a secretary?
- What do you think of Washington’s words of wisdom, “*dying is easy...living is harder*”?
- Why does Hamilton feel that refusing to be Washington’s secretary would be “*throwing away [his] shot*”?

Song: ‘Yorktown’

- Why does he use the phrase, “*the world turned upside down*” to describe a victory over Britain?
- Who is Laurens and what is he doing in South Carolina?
- What does Hercules Mulligan do to help win the war?

Song: ‘Cabinet Battle #1’

- What is Secretary Hamilton’s plan?
- What does Jefferson say about the South and why they don’t approve of Hamilton’s plan?



Song: *'The World Was Wide Enough'*

- Complete this line: *"Burr, my first friend, my enemy. Maybe the last face I ever see.*

*If I _____, is
this how you remember me? What if this bullet is my _____?"*

What does this reveal about Hamilton's last thoughts?

Song: *'Who Lives, Who Dies, Who Tells Your Story'*

- How does Eliza *'put herself back in the narrative'*?
- What are Eliza's accomplishments?

Possible Extended Writing Activities:

1. Which song, character, or scene from *Hamilton* impacted you the most? Give reasons for your answer.
2. *Who Lives, Who Dies, Who Tells Your Story?* is one of the songs from *Hamilton* and it asks a great question - What legacy do you hope to leave behind with your life? What are your thoughts on this question? Explain your answer.

Further Links:

- [Link to Act 1 libretto](#)
- [Link to Act 2 libretto](#)

Some considerations when creating written assessments



Steps to consider:

Step 1. Identify the intended learning

Oral Language	
Reading	
Writing	
L2LP links	

Step 2. Link the assessment formats to the learning intentions/learning outcomes

The following types of assessments can provide a broad range from which to identify and assess student learning. You might also consider if accessibility is catered for through a mix of these types of questions that allow for access and challenge.

Selected response items

- Matching exercise
- Multiple choice
- True or false for example.

Constructed response items

- Fill in the blanks
- Short answer
- Essay, storyboard, reflective piece for example.

Step 3. Consider a stimulus piece / trailer / extract / image / text for example.

Step 4. Share what students need to know in order to achieve – co-create and share success criteria with students

The following reflection guide might be useful to consider when creating written assessments.

Take a moment to reflect

What do you consider when creating written assessments?

	When Designing Assessments	Always	Sometimes	Never
1.	I use multiple choice or 'select the answer' questions.			
2.	Students are aware of associated success criteria and marking scheme.			
3.	I co-create success criteria with students.			
4.	I give a variety of assessments to support students to demonstrate a breadth of learning.			
5.	I link the intended learning with the assessment created.			
6.	I ask the students to work in groups/pairs to contribute to the assessment.			
7.	I use paragraph or essay-type questions.			
8.	I ensure assessment questions are expressed using student-friendly language.			
9.	I take into account the cultural and linguistic diversity of the students.			
10.	Students work in pairs/groups when completing assessments.			
11.	I use 'open book' assessment.			
12.	I talk to my colleagues about assessment and share examples and templates.			
13.	I give students time to respond to the assessment feedback.			