**TIMELINE**

**Alexander Hamilton (1757–1804)**

**1757 - 1777** As a child/teenager

1757  Born on the British island of Nevis in the West Indies (in the Caribbean), the second of two boys born to James Hamilton, a trader from an upper-class Scottish family, and Rachel Faucette, who is the half-British, half-French daughter of a planter and still legally married to another man.

1765  Moves to the Danish island of St. Croix with his family, but his father soon leaves them, and he never sees him again. His mother becomes a shopkeeper to earn money.

1766  Begins working as a clerk at a trading firm, impressing owner Nicholas Cruger.

1768  His mother dies—and he nearly dies—of a contagious illness.

1769  Within one month of each other, his first and second legal guardians after his mother’s death both pass away. He and his brother are left out of both of their wills.

1772  After a hurricane hits the island, he writes a description of the disaster to his father. It is published in a local newspaper and attracts public attention. Recognizing his potential, a group of local people including his employer Cruger raise money to send him away to school on the British North American mainland.

1773  After attending Elizabethtown Academy in New Jersey, he enters King’s College (now Columbia University) in New York.

1774  Begins writing political pamphlets, like *The Farmer Refuted*, which support the revolutionary cause.

1775  After the Revolutionary War begins in Massachusetts, begins drilling with a New York volunteer militia company.

1776  Appointed captain of an artillery company and helps defend New York when the British invade.

**Dec. 25, 1776 - Jan. 3, 1777** Crosses the Delaware River with General Washington’s army and leads his artillery company at the Battle of Trenton, New Jersey, helping force the surrender of Hessian troops. He fights another battle at Trenton, and marches to attack the British Army in Princeton, New Jersey.
1777 - 1785  In his twenties

1777  Joins General Washington’s staff as an aide-de-camp, and assists at the battles of Brandywine and Germantown.

1778  Joins the Continental Army encampment at Valley Forge. Later this year, he participates in his first duel, as John Laurens’s assistant, and helps negotiate an end to the duel.

1779 - 80  Camps with the Continental Army at Morristown, New Jersey, for the winter.

1780  Marries Elizabeth “Eliza” Schuyler, who is from a rich, politically powerful New York family. Eliza’s father is Philip Schuyler, a major general in the Continental Army.

1781  Leaves Washington’s staff after Washington accuses him of disrespect. Later reconciles with the General and leads a successful charge against the British Army at Yorktown, Virginia. He then leaves active military service.

1782  The first of his eight children is born, he begins practicing law, and becomes Receiver of Continental Taxes for New York. Later, he joins the Confederation Congress in Philadelphia (in November) as a representative from New York.

1783  Tries to negotiate with soldiers to end a mutiny over back pay, but flees Philadelphia with Congress when hundreds of troops surround Independence Hall and the Pennsylvania government refuses to help put down the rebellion. He resigns from Congress, disgusted with how little power national government has over the states.

1784  Helps to founded the Bank of New York, one of the first banks in the United States.

1785  Helps set forth guiding principles for the New York Society for Promoting the Manumission of Slaves, which encourages owners to free their enslaved laborers.
**1787 - 1796  In his thirties**

**1787** At the Constitutional Convention in Philadelphia, helps draft rules and procedures, lays out a plan for the American government, joins the Committee of Style and Arrangement, and signs the Constitution. With John Jay and James Madison, he then begins publishing *The Federalist Papers*, a series of persuasive newspaper essays meant to encourage support for the Constitution.

**1789** Becomes first Secretary of the Treasury when Washington becomes the nation’s first president. Helps Washington establish protocols of the executive office, including weekly *levees* (receptions) with political and business leaders to hear their concerns and ideas.

**1790** Delivers a report on public credit to Congress, arguing for the federal government to become responsible for state debt to stimulate the economy and strengthen the union. In October, he sets up the Treasury office and his family residence in Philadelphia, then delivers a report on a national bank, designed to increase the circulation of currency and assist with financial operations of the national government.

**1791** Delivers reports on a federal mint and the state of manufacturing to Congress, and proposes a tax on whiskey. He also begins a relationship with Maria Reynolds, though he is still married to Elizabeth Schuyler Hamilton.

**1793** Declares intention to resign as Secretary of the Treasury due to feuding with political rivals, but changes his mind. He contracts yellow fever in a Philadelphia epidemic and retreats from the city with his wife to recover. When Thomas Jefferson resigns as Secretary of State, he becomes the most powerful member of Washington’s Cabinet, though still Secretary of the Treasury.

**1794** Standing in as Secretary of War, he leads an army with Washington to Western Pennsylvania to put down a civilian protest against his whiskey tax, known as the Whiskey Rebellion. He returns to Philadelphia and sees some of the rebels paraded to Walnut Street Jail.

**1795** Delivers his final financial report to Congress, resigns as Secretary of the Treasury, departs Philadelphia in January and returns to practicing law in New York.

**1796** Helps Washington draft his farewell address.
1801 - 1804  In his forties

1801  Son Philip is mortally wounded in a duel defending his father’s honor. Philip dies the next day.

1804  A published letter asserts—without providing specifics—that Hamilton expressed a “despicable opinion” of Aaron Burr, Vice President of the United States. Hamilton refuses to confirm or deny that he made such statements and accepts Burr’s challenge to a duel to defend his own honor. He is mortally wounded and dies the following day.
The eight thematic units in the Suggested Activities section of this pack are aligned to relevant education standards for Pennsylvania, New Jersey, and Delaware, as well as national standards for history, as follows:

**Pennsylvania:** Pennsylvania Department of Education’s Standards Aligned System (SAS), including Academic Standards in Civics and Government, Economics, Geography, and History (Elementary/Grades 3–8); and Core Standards in both Reading and Writing for History and Social Studies (Grades 6–12).

**New Jersey:** New Jersey Department of Education Student Learning Standards for Social Studies (Grades 5–12) and English Language Arts Companion Standards for History and Social Studies (Grades 6–12).

**Delaware:** Delaware Department of Education Social Studies Standards, including History, Civics, and Economics (Grades 5–12), and Literacy Standards for History/Social Studies (Grades 6–12).

**National:** History Standards from the National Center for History in the Schools at the University of California, Los Angeles, developed under the guidance of the National Council for History Standards. These include both Historical Thinking Standards and United States History Content Standards (Grades 5–12).

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| Standard 2: The impact of the American Revolution on politics, economy, and society | X        |        |        |        |        |        |        | X      |
| Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights | X        | X      | X      | X      | X      | X      | X      | X      |
Alexander Hamilton was a founder of the United States of America who fought in the Revolutionary War, helped draft the U.S. Constitution, and was the first U.S. Secretary of the Treasury, serving as chief architect of the American financial system.

**Growing Up in the Caribbean**

Hamilton was born on the British island of Nevis in the West Indies in 1757. He was the second of two sons born to James Hamilton, a trader from an upper-class Scottish family, and Rachel Faucette, who was the half-British, half-French daughter of a planter and still legally married to another man. Hamilton’s family moved to the Danish island of St. Croix in 1765, but his father soon left them, and he never saw him again.

Young Hamilton began working as a clerk at an American trading company in 1766, impressing owner Nicholas Cruger. In 1768, Hamilton’s mother died – and he nearly died – of a contagious disease. He and his brother went to live with a cousin, who committed suicide the following year. Less than one month later, their cousin’s father – who had tried to assist them – died as well. The brothers were separated, and a successful merchant with a large family took Hamilton in.

Hamilton continued working, read as much as he could, and developed an interest in writing. After a hurricane hit the island in 1772, he wrote a description of the event and its aftermath to his father. Hamilton’s description was published in a local newspaper and attracted public attention. Recognizing his potential, a group of local people, including his employer Cruger, raised money to send him away to school.

Today, Hamilton is sometimes portrayed as an immigrant who came from nothing. But when he came to New York in 1772 (or 1773), he was beginning a new life just as he had entered the world: as a British citizen. And although he suffered major disadvantages, he was not extremely poor. He had to work for a living, but this was not unique among the founders.

After attending Elizabethtown Academy in New Jersey, Hamilton began studies at King’s College (now Columbia University) in 1773, and officially enrolled in 1774. There he studied mathematics and wrote political pamphlets supporting the fight for American liberty. The Revolutionary War between Great Britain and the Thirteen Colonies, which broke out in 1775, closed the school and ended his formal studies.
**Hamilton in the American Revolution**

Hamilton began drilling with a militia company and teaching himself as much as he could to increase his military knowledge. He earned a position as captain of an artillery company and fought in several battles in the principal campaigns of 1776 and early 1777.

The young Captain Hamilton impressed senior officers in the Continental Army. General George Washington invited him to join his staff as an aide-de-camp (assistant) in 1777. Hamilton was promoted to lieutenant colonel and, for the next four years, was one of Washington’s most valued staff members. Hamilton had important responsibilities that put him front and center: he wrote letters to Congress, state politicians, and Continental Army officers. He also advised Washington on battle plans and occasionally acted in Washington’s place in meetings. Serving Washington meant earning and keeping the trust of the Commander-in-Chief.

The role also presented personal opportunities. While Washington’s aide-de-camp Hamilton met and married Elizabeth Schuyler, who was from a rich, politically powerful New York family. Elizabeth’s father was Philip Schuyler, a major general in the Continental Army. Elizabeth, known as Eliza, and Alexander would go on to have eight children.

But Hamilton wanted glory on the battlefield, and the aide position was essentially a “desk job.” A disagreement with Washington prompted Hamilton to leave the general’s staff in 1781, but he did not let go of his ambitions. Washington eventually gave him a field command position during the crucial Siege of Yorktown. Hamilton led a successful assault that contributed to the surrender of General Lord Charles Cornwallis, essentially guaranteeing American independence. He left active military service in November of 1781.

**Congressman Hamilton**

After the war, Hamilton settled in New York with his growing family and began practicing law. He also became Receiver of Continental Taxes for New York. His experience during the War prompted an interest in public service: he joined the Confederation Congress in Philadelphia in 1782 as a representative from New York, advocating for a strong central government and for revising the weak Articles of Confederation.

After the Pennsylvania Mutiny of 1783—when angry soldiers demanding to be paid surrounded Congress in the State House (now known as Independence Hall), and the Pennsylvania government refused to help—he resigned from Congress, frustrated by how little power the national government had over the states. He returned to New York and helped found the Bank of New York in 1784, one of the first banks in the United States and one of the oldest still in existence.

The next year, he helped set forth the guiding principles for the New York Society for Promoting the Manumission of Slaves, which called for slaveowners to voluntarily free their men, women and children held
in bondage. This does not mean, however, that Hamilton was an abolitionist. Like many of his peers, Hamilton’s views on slavery were complicated by his own life experience and financial ties to the institution. He married into a slave-owning family in the same year that the nation’s first gradual emancipation law was passed, by Pennsylvania. Soon after helping to found the New York Manumission Society, which counted slaveowners among its members, he became a fervent advocate for the U.S. Constitution, even though it upheld slavery. Enslaved people may have worked in his household, and he occasionally helped arrange slave transactions, possibly on behalf of his wife’s family. Yet he also petitioned for an end to the slave trade in New York and during the war had supported his friend John Laurens’s attempts to free enslaved soldiers in the south who had helped fight for independence. The institution of slavery was pervasive in early America, and as the fragile new nation sought to establish itself, contradictions such as Hamilton’s were not uncommon.

At the Constitutional Convention in Philadelphia in 1787, Hamilton served as one of New York’s delegates. He helped draft rules and procedures for the convention, and later presented a possible structure for the American government in a speech that lasted for six hours. Even though the Convention did not adopt his proposed plan, Hamilton joined Gouverneur Morris and other delegates to boil down the months of debate into a single document (Morris did most of the writing). Hamilton was one of the signers of the U.S. Constitution; it provided the national government with the increased powers he was looking for. He then joined James Madison and John Jay in publishing The Federalist Papers, eighty-five essays that appeared in New York newspapers and were meant to convince the American public to support the Constitution. In writing fifty-one of the essays, he played a key role in convincing the states to ratify (officially approve) the Constitution.

**The First U.S. Secretary of the Treasury**

When Washington became the nation’s first president in 1789, he appointed Hamilton as Secretary of the Treasury. Hamilton immediately began planning how to sort out the country’s finances. This was an opportunity to break down regional interests and shape a new national economy.

In 1790 and 1791, Hamilton presented to Congress a series of interconnected economic plans that changed America. Among other things, Hamilton’s plans called for: establishment of national credit; the creation of a national bank; a national tax on domestically produced liquor; and heavy tariffs to protect and promote American industry.

Hamilton’s political opponents — led by Secretary of State Thomas Jefferson and Congressman James Madison — believed his policies gave the central government too much power and favored the rich over farmers. In arguing for their different visions for the new United States, Hamilton and Jefferson became the leaders of the Federalist and Republican parties, respectively, creating the U.S. political party system. Jefferson resigned as Secretary of State in 1793, frustrated that Washington usually sided with Hamilton.
Common farmers agreed with Jefferson, and as Hamilton, Jefferson and Adams clashed in the early 1790s, they began to protest a tax on whiskey enacted by Hamilton in his role as Secretary of the Treasury. After a war fought in part over seemingly unjust taxation, they felt that this tax on the production of whiskey was an unfair burden upon them. Hamilton encouraged President Washington to respond with a military show of force. In 1794, while standing in as Secretary of War (and still serving as Secretary of the Treasury), Hamilton led an army to Western Pennsylvania with Washington to put down this Whiskey Rebellion.

In 1795, family and financial needs forced him to resign his position as Secretary of the Treasury. He returned to practicing law in New York, leaving the country on a firm financial footing.

**His Remaining Years**

After leaving the cabinet, Hamilton remained active politically. He helped draft Washington’s Farewell Address in 1796. In 1797, he admitted to an adulterous affair, exposing him to public ridicule. Except for a brief service as inspector-general of the U.S. Army (1798–1800) during an undeclared war with France, he never again held public office.

Immigrant, soldier, statesman. Hamilton’s dramatic life story has been written many times, most recently in the Broadway smash-hit *Hamilton: An American Musical*. But what was Hamilton’s greatest achievement? Did circumstance set the course of his life, or did he choose his own path? In the end, just how revolutionary was Alexander Hamilton?

*Historians disagree on whether Hamilton was born in 1755 or 1757. We have chosen to use 1757, as this is the year that Hamilton himself used.*
Hamilton and Philadelphia

Had it not been for Philadelphia, there might not have been the Alexander Hamilton we know today. During the Revolutionary Era, Philadelphia was the seat of American power. Its population of over 30,000 people made it the nation’s largest city, and the second-largest city in the British Empire, second only to London. It was also a diverse city. By 1790, it had the largest urban population of free African Americans in the country and was home to thousands of immigrants. As a portal to the west and a hub of commerce and international trade, Philadelphia looked to its future and offered Hamilton opportunities no other American city could. As he walked Philadelphia’s streets, Hamilton envisioned what the United States could become: diverse but united by a shared American identity and financial prosperity.

Hamilton Was Here

Hamilton lived in Philadelphia for about six years total between 1782 and 1795. He served first as a member of the Confederation Congress from November 1782 to July 1783. Next, he served off and on as a member of the Constitutional Convention from May to September 1787. Finally, he acted as Secretary of the Treasury from October 1790 to January 1795, when Philadelphia was the capital of the United States.

William Penn’s Vision: Founding Philadelphia

The Philadelphia of Hamilton’s time found its roots in William Penn’s vision for a Quaker utopia. A nobleman from England, William Penn founded the Province of Pennsylvania in 1681, calling its capital Philadelphia, meaning “City of Brotherly Love.” He wanted it to be a safe place for Quakers like himself, and for other Europeans who had suffered because of their religious beliefs. He promised that settlers of his new “plantation” would have freedom of religious worship. Here settlers of many faiths worshipped in their homes and other buildings before building their own places of worship. He also extended religious tolerance to the Lenape and other indigenous peoples who already inhabited the land he acquired; they were part of his “Holy Experiment.” He did not offer religious liberty in the modern sense, however. Although Jews, Muslims, Catholics, and other non-Protestants were free to worship or practice their faith, only Protestants could vote or hold political office. And he did not extend freedom to people of African descent: at least three enslaved Africans worked at his country estate above Philadelphia.
Planning Philadelphia, Penn directed the surveyor lay out “a greene country town,” calling for parks, a “ten-acre Center square be reserved for a House of Public Affairs,” and land for “Publick Houses” on every block as community gathering-places. Streets running east-west were named after trees, and those running north-south were numbered. This grid pattern set the precedent for many American towns and cities.

Penn’s colony was also an experiment in a more democratic form of government than was known in Europe at the time. Pennsylvania’s first constitution promised settlers “a voice in government, the right of trial by jury and the liberty of conscience.” To prevent corruption, he organized the government into three parts: a governor; a Provincial Council; and a bicameral legislature. This legislature was elected by the people and featured both an upper house that drafted legislation and a lower house that voted to approve or reject it. Despite multiple later revisions to this and a decades’ long struggle for a more democratic government in Pennsylvania, Penn’s legacy of tolerance is reflected in the First Amendment’s protection of religious liberty, as well as in the many reform organizations that still exist in the state today.

**Philadelphia Then & Now**

Modern-day Philadelphia has both similarities to and differences from the city Hamilton knew. Much of what Hamilton knew of the city is in today’s historic district, which is centered around Independence Hall. In the early 1770s, Independence Hall (or the Pennsylvania State House) was on the western edge of town! The city stretched west only to 9th Street, south to South Street, and north to Vine Street, and was surrounded by farmland and country homes. Although Revolutionary Philadelphia was the largest city in British North America, with approximately 33,000 people, this is very small compared to today, when the city covers approximately 135 square miles and has over 1.5 million residents.

At the time of the Revolution, Philadelphia had 5,300 houses—compared to about 590,000 homes today. Many residents lived in small houses, like those on Elfreth’s Alley, the oldest continually occupied residential street in the country. Some lived in large townhouses. Everyone lived on the grid plan of wide streets and narrow alleyways.

**Revolutionary Philadelphia: A Busy, Diverse City**

Philadelphians came from all over the world, and they interacted in the course of daily life. Though part of a British colony, Philadelphia’s residents in 1775 were 33% German-speaking, 30% Irish and Scots-Irish, 27% English, 4% Swedish, and 2% Welsh. In addition, there were approximately 1,000 enslaved people of African descent, and 300-400 free people of African descent.

Quakers founded the city, but there was great religious diversity by the time of the Revolution. There were Anglicans, Presbyterians, Catholics, Lutherans, Moravians, Jews, Muslims, Deists, and people who practiced no religion at all. **Christ Church**, founded in 1695, was (and still is) a landmark; it was the first parish of the
Church of England in Pennsylvania and birthplace of the American Episcopal Church. Immediately after the Revolution, African Americans in Philadelphia began their own formal religious institutions. Richard Allen, Absalom Jones, and others walked out of St. George’s Methodist Episcopal Church in 1786 after facing discrimination and hostility. They formed two congregations that still exist today: St. Thomas African Episcopal (1792) and Mother Bethel African Methodist Episcopal Church (1794).

At the Public Market on High (now Market) Street, the city interacted with the wider, multicultural world. On Wednesdays and Saturdays there were craftspeople, peddlers, and vendors hawking their wares, chandlers (candlemakers) selling freshly made candles, butchers with meat hanging on hooks, bread baking at Arch Street bakeries, and live animals for sale. People bought and sold their wares at the city’s markets and merchants’ shops, which sold products from the Caribbean (rum, citrus fruits, coffee, sugar, mahogany wood for furniture-making), goods from England (fine fabrics, steel, pewter, tin, ceramics), and even from Southeast Asia (tea, silk, porcelain, tortoiseshell). The city was a bustling port, with the Delaware River connecting the city to the north and to the Atlantic Ocean, the Schuylkill River connecting to points west, and land routes leading to points north, west, east and south. Although the Market on High/Market Street is gone, another survives: the “New Market,” built in 1745 on 2nd Street at what is now known as Head House Square.

At the time of the Revolution there were about 150 licensed taverns, coffee houses, or drinking establishments, where people congregated to eat, drink, talk, read newspapers, share ideas, and more. The London Coffee House (High & Front Streets, now gone), near the city’s wharves, was a key center of revolutionary conversations. It was a place for talking politics, getting the latest news, and striking business deals. Coffee houses and taverns were also places to sell property, including enslaved people. Yet they were also places where people reconsidered the institution of slavery. In 1775, the first antislavery society in America—the Society for the Relief of Free Negroes Unlawfully Held in Bondage—was founded at the Rising Sun Tavern in Philadelphia.

In 1774, the First Continental Congress met at Carpenters’ Hall (Chestnut Street between 3rd and 4th Streets). From 1775 to 1781 the Second Continental Congress met at the Pennsylvania State House (now called Independence Hall), where the Declaration of Independence was adopted in 1776, as was Pennsylvania’s state constitution, the most radical of the era. The U.S. Constitution was also drafted here, in 1787.

Philadelphia in the 18th century was a busy, diverse city—one that was economically connected to the whole world, where people from all walks of life rubbed elbows on the streets and came home after long days of work, just like they do today.
Hamilton and the Revolutionary War

Alexander Hamilton was a student at King’s College (now Columbia University) when the Revolutionary War broke out in 1775. While still a student, he began drilling with a New York volunteer militia company. The next year, after the war had closed his school and interrupted his studies, Hamilton was named captain of the New York Provincial Artillery Company. In this role he helped defend New York when the British invaded, fighting in the major campaigns of 1776 and early 1777, including the battles of Kip’s Bay, White Plains, Trenton, and Princeton.

Hamilton was self-taught as a military officer. He read artillery manuals and military books, and studied geometry and physics. He probably read texts such as British author John Muller’s *A Treatise of Artillery* to understand the science of loading and firing cannons. Hamilton took pride in marching and drilling the artillerymen he commanded. Other officers noticed his talents as a leader.

Hamilton’s training made his artillerymen among the best in the army, and their hard work paid off. In 1776, intense fire from Hamilton’s artillery helped General Washington win battles in Trenton and Princeton, New Jersey, securing the first surrenders of British and Hessian (German soldiers who supplemented the British Army) troops to Washington’s army.

**Washington’s Aide-De-Camp**

Following his military successes in New Jersey, Hamilton was recruited to join General George Washington’s team of assistants, called aides-de-camp, in March 1777. Hamilton was promoted to lieutenant colonel and for the next four years, was one of Washington’s most valued staff members. Hamilton had a variety of responsibilities, including writing letters to military and political leaders, and advising Washington on battle plans. Hamilton served alongside Washington at Valley Forge, Monmouth, and Morristown, and earned the general’s trust. He wore a green silk ribbon or sash across his chest to show his position as aide-de-camp. After leaving his role as aide-de-camp, he successfully led an assault during the Siege of Yorktown in 1781. This contributed to the surrender of General Lord Charles Cornwallis, which essentially guaranteed American independence.
**Who Should Get Paid?**

Despite years serving in the army, Hamilton later issued financial plans as Secretary of the Treasury that put great pressure on his fellow veterans.

Strapped for cash during the War, the states and Continental Congress issued bonds and pay slips (government IOUs) to civilians and soldiers who supported the war effort. In the years following the war, these IOUs lost value in the deflated economy. Many poor veterans had a difficult choice to make: wait for their pay slips to reach full value, which could take years, or sell them for cash at a reduced value. Many veterans sold their pay slips to buy food and clothing. Merchants purchased the IOUs from veterans, at reduced prices, under their belief that they would eventually redeem them at full value.

As Secretary of the Treasury, Hamilton felt it was important for the newly established Federal Government to pay its debts. The question was, who would the government pay? The veterans who were issued the payslips? Or the merchants who purchased them from the veterans?

Although he himself was a veteran and had commanded some of these men who now found themselves facing financial hardship, Hamilton argued that the government should pay the bearer (holder) of the IOU. Although some, including James Madison, felt the government should honor its veterans by issuing the pay promised to them, Hamilton felt this sort of treatment would undermine the faith of businesses and wealthier Americans in their new government. Hamilton wanted to reward those who had taken a risk and invested in the financial success of the United States.
Hamilton and Affairs of Honor

Dueling

Although perhaps hard to imagine today, dueling was once a rather common way of resolving disputes between two or more individuals. A European tradition, the first documented duel in America took place in 1621 and continued into the 19th century.

Dueling was a ritual intended to defend honor and reputation, both of which were very important in early American culture. Duels were considered a last resort, after all attempts at peaceful resolution had been made, and followed strict rules. Once a challenge was issued by one opponent (or principal), the other had an opportunity to respond, by offering an explanation or apologizing for any insult. Communication between the two principals was made by “seconds”, friends or family members speaking on behalf of the principals. If peace could not be made, a date, time and location for the duel would be selected.

Pistols were the most common weapons used in a duel, and their use was governed by a set of clear rules. The duelists stood facing each other, separated by an agreed-upon distance. Each duelist would fire at the other, repeating until the duelists felt they had proved their honor.

Although illegal in most states by the 19th century, dueling was an understood and fairly common practice in the 18th century. Alexander Hamilton participated in more than ten “affairs of honor,” as duels were known, in his lifetime before his final duel in 1804.

Hamilton’s First Duel

Hamilton took part in his first duel in 1778, at a place just four miles north of Philadelphia. In what is now the Port Richmond neighborhood of the city, Hamilton served as John Laurens’s second in Laurens’s duel against Continental Army Major General Charles Lee.

Hamilton had befriendied John Laurens while they were serving as Washington’s aides-de-camp, close advisors to the General during the war. Laurens’s father was a wealthy South Carolina plantation owner and president of the Continental Congress. His life of privilege contrasted with Hamilton’s more humble origins. Yet, these young friends shared a passion for learning and achieving battlefield glory.

Laurens challenged Charles Lee to a duel following reports that Major General Lee had slighted General Washington’s character. (Charles Lee was a professional soldier and had more direct military experience than George Washington. Despite this, he was court martialed in 1778 and found guilty of disobeying orders, retreating from the enemy and disrespecting Washington as Commander-in-Chief.)
Alexander Hamilton and Lee’s second Evan Edwards laid out the ground rules for the duel:

- **Date**: December 23, 1778, 3:30 p.m.
- **Location**: Four miles north of Philadelphia on the Point-No-Point Road
- **Weapons**: Pistols
- **Procedure**: The duelists walk towards each other and fire when they are 5 or 6 paces apart (about 12–15 feet)

Lauren’s shot grazed Lee’s side. The duelists wanted to take a second shot, but Hamilton and Edwards intervened and negotiated an end to the duel.

In his first direct involvement in a duel, Hamilton learned that disagreements could be negotiated to save the lives of the combatants. Though he was involved in multiple affairs of honor as a principal throughout his life, most did not result in a challenge or exchange of fire.

Sadly, Hamilton experienced the loss a duel could bring on the friends and family of its participants. In 1801, Hamilton’s son Philip was mortally wounded in a duel defending his father’s honor. He died the next day.

**Hamilton’s Last Duel**

In July 1804, Vice President Aaron Burr challenged Hamilton to a duel. The challenge followed years of political rivalry but was the direct result of the publication of a letter claiming that Hamilton had expressed a “despicable opinion” of Burr. Although the published letter did not point to a specific incident, the suggestion of such a slight was insult enough and Burr sought an explanation from Hamilton, which he was unable to provide. The duel took place in Weehawken, New Jersey on July 11, 1804. Hamilton’s first shot missed Burr – perhaps intentionally – but Burr’s shot wounded Hamilton severely. Alexander Hamilton died the next day.

Aaron Burr was charged with the murder of Alexander Hamilton, but was never convicted. Instead, Burr served out the remainder of his term as Vice President.
Hamilton and the Constitutional Convention

Alexander Hamilton played a key role in the campaign for and drafting of a new national government.

**Articles of Confederation**

During and after the Revolutionary War, the United States were united under the Articles of Confederation (1777–89). Under the Articles, the country struggled to protect itself, support its citizens, and grow economically. The 13 states operated like 13 independent countries. State governments made and enforced their own laws and taxes, established courts, regulated the militia and interstate commerce, issued their own money, and appointed congressional delegates.

Alexander Hamilton, who became a congressman in 1782, despised the Articles of Confederation. As an aide-de-camp to General Washington from 1777 to 1781, he had seen firsthand—particularly amidst British defeats—how the Articles made for a weak union. In 1780 he called the army a mob “without clothing, without pay, without provision.” He wanted Congress to have control over the states in war, peace, trade, finance, and foreign affairs.

Hamilton wanted Congress to have more defined powers to bring the states under one strong government. Few of his peers supported his ideas, but a better opportunity for change came in 1787, when delegates from all the states except Rhode Island gathered in Philadelphia to discuss making changes to the Articles of Confederation.

**Pennsylvania Mutiny: 1783**

In June 1783, approximately 400 soldiers gathered outside the Pennsylvania State House demanding payment for their service during the ongoing war with Britain. Congressional delegates, including Alexander Hamilton, were blocked inside the State House. The congressmen were eventually released with the understanding they would soon reconvene to address the issue of outstanding payment.

Hamilton joined a committee to draft a message to the Pennsylvania Council, requesting the Pennsylvania militia be called out to disband the mutineers. The Council refused, and Hamilton joined his fellow delegates as they abandoned Philadelphia for Princeton, New Jersey.

There are many reasons why the Pennsylvania Council may have refused Congress’s request, from a belief that a peaceful resolution could be found to actually sympathizing with the soldiers. Whatever the
motivations, their failure to act strengthened Alexander Hamilton’s resolve to campaign for a strong national government.

Philadelphia is no longer the capital of the United States due in part to the mutiny of 1783. Under the U.S. Constitution, Congress created the District of Columbia, separate from any state, as the nation’s capital. That way, the national government did not have to rely on any state government for its defense. Philadelphia served as the capital from 1790 to 1800 while the District was being built.

**The U.S. Constitution**

After the War, Hamilton sought to create a new national government that was strong, but still protected freedom. Having witnessed the mutiny of 1783 and the weakness of the Articles of Confederation, by 1787, as a delegate to the Constitutional Convention, he hoped to strengthen the U.S. government and its economy, and tip the balance of power away from the fiercely independent states.

On June 18th, Hamilton presented a plan for government in a six-hour speech. His proposal reflected his admiration for the British system of government. In fact, his opponents claimed his ideas were too British, gave too much power to the national government, and were not democratic enough. But to Hamilton, his proposed plan protected America from too much democracy (or mob rule), control by the wealthy or a dictator.

Hamilton’s critics claimed his plan would create an American king and an aristocracy that could take power away from the people. But his proposal made James Madison’s Virginia Plan, which proposed three strong branches of government that could limit and balance each other’s power, seem like a good idea to delegates who had been unsure about it.

Together with representatives Gouvernor Morris, James Madison, Rufus King, and William Samuel Johnson, Hamilton helped draft the new US Constitution. It only took four days to boil down months of debate and pages of notes into a single document. Morris did most of the writing, including the Preamble that begins with “We the People of the United States…” The Constitution provided the national government with the increased powers Hamilton was looking for. He considered it a great improvement over the Articles of Confederation.

**Compromising Freedom**

Without using the word “slaves,” the new Constitution protected the practice of slavery and the rights of slaveholders. With two critical clauses, the Constitution embedded the institution of slavery into the workings of the new nation.

The 3/5 Clause declared that the number of representatives each state could send to the House of Representatives would be determined by that state’s population. Every five slaves would be counted
as three free persons in a state’s official population count. This ensured states such as Virginia with high populations of enslaved people would not be outnumbered in Congress by smaller states with larger populations of free citizens.

Through the Slave Trade Clause, the Constitution prohibited Congress from outlawing the international slave trade until after 1808. This was meant to protect the slave economy from abolitionists.

Although Hamilton had expressed reservations about slavery – as a cofounder of the New York Manumission Society, for example – he was an ardent supporter of the Constitution. Many at the Convention felt these compromises were essential to securing national unity. Slavery continued to divide the new nation, particularly as it expanded westward.

**The Federalist Papers**

The Constitution needed the people’s approval. Each state hosted a convention to decide whether to ratify the new government. Many people liked the Constitution, while others said it needed to list out the people’s rights.

To convince New York’s convention, Hamilton teamed up with James Madison and John Jay to write newspaper essays—taking advantage of the power of the press—called *The Federalist Papers*, that proclaimed the Constitution’s benefits. Newspapers throughout the country reprinted the essays during the state ratification process.

*The Federalist Papers* became popular because they clearly laid out the theory behind America’s new national government. Philadelphia newspapers reprinted the first essays of the *The Federalist Papers* in November 1787, right in the middle of Pennsylvania’s ratifying convention. Pennsylvania ratified the Constitution on December 12, 1787, the second state to do so.
Hamilton and President Washington

As Secretary of the Treasury, Alexander Hamilton, along with the rest of the first presidential cabinet, often met at the President’s House (6th & Market Streets, Philadelphia). President Washington lived and worked here from 1790 to 1797, along with a large household. The three-story brick mansion, which he called “the best single house in the city” was rented from Robert Morris, the wealthiest man in America. It was centrally located, close to the State House (Independence Hall) and Public Market, for example, as well as the Treasury office and Hamilton’s house. Washington conducted the business of the executive branch from a small, second-floor office.

Hamilton’s advice was invaluable to the new President. In the President’s House, Hamilton helped define Washington’s official policies and unofficially advised him on how to be the President. In these dual roles, Hamilton attended cabinet meetings, dinners, private meetings, and official visitor events.

Washington even asked Hamilton’s advice on managing his time in office. Hamilton encouraged the President to host weekly meetings with political and business leaders, called *levees*, to hear their concerns. Martha Washington hosted similar gatherings for women in her social and political circles. Hamilton believed his advice would help the presidency, but critics thought his ideas would create an American king.

Washington chose his cabinet members—Secretary of State Thomas Jefferson, Secretary of the Treasury Alexander Hamilton, Secretary of War Henry Knox, and Attorney General Edmund Randolph—to help him establish and run the new government, but the cabinet often argued. Hamilton and Jefferson became strong opponents with clashing ideas about the future of the United States. Their feuding led to the rise of America’s first political parties: the Federalists, who favored a strong national government, and the Republicans, who favored local government.

*President Washington’s Levees*

As Hamilton suggested, President Washington hosted *levees* every Tuesday between 3:00 and 4:00 p.m. The *levees* helped balance the President’s need for uninterrupted work time and his awareness of important issues. *Levees* offered the public limited but consistent access to the President. *Levees* brought all kinds of people to Philadelphia, from government officials to businessmen and private citizens. At the *levees*, everyone stood, including Washington. Each guest had to make their pitch to the President as quickly as possible and, hopefully, make a good impression.

Philadelphia newspapers criticized the *levees*. Many thought they were Washington’s way of creating a royal
court, like the kings of France and Great Britain. Philip Freneau, editor of Philadelphia’s *National Gazette*, thought the *levees* were anti-American and too European. Freneau published editorials that said they were a symptom of monarchy, the very thing the American Revolution was against.

**Martha Washington’s Levees**

Every Friday at 8:00 p.m., Martha Washington held her own *levees* for women in her social circle, such as Elizabeth Hamilton and Abigail Adams. She began the *levees* in New York and continued hosting them in Philadelphia. After attending a *levee* in New York, Abigail Adams described the evening. Women were announced as they entered the room. They approached Mrs. Washington, who remained seated, and curtsied to her, before taking their seat. Adams added that the women were entertained “with Ice creems & Lemonade.”

They may sound like just parties, but these *levees* offered women the chance to participate in political discussions and share ideas. They used *levees* to influence the political actions of their husbands.

**Slavery at the President’s House: The President Evades the Law**

Washington brought with him to the President’s House a household of about thirty people. This included members of his own family, personal staff and their families, about fifteen white servants, and a total of nine people of African descent.

Though the Revolution sparked a gradual abolition movement in some states, the Constitution did not end slavery. Washington brought nine enslaved African American men and women from Mount Vernon (his home in Virginia) at the same time slavery was declining in Philadelphia. In 1780, Pennsylvania passed America’s first emancipation law. The law gradually emancipated enslaved Pennsylvanians and freed any enslaved adult brought into the state for more than six months (except those owned by congressmen). President Washington sidestepped the law by rotating his slaves back to Mount Vernon every six months.

The enslaved people who lived and worked at the President’s House were part of the complex life in the household, participating in the daily life of the family and city. Washington allowed them to venture out into the city on their own. These outings enabled them to observe the lives of free blacks living in the city and offered opportunities for communication with Philadelphia’s active abolitionist community. Eighty-six percent (about 1,900) of the city’s African American residents were free in 1790. Philadelphia had the largest urban population of free African Americans in the country.

Washington’s enslaved servants interacted with the city’s free community on a daily basis. In 1796, after six years of rotating between Virginia and Philadelphia, Ona Judge (one of the enslaved women, who was Martha Washington’s personal servant) took advantage of those relationships to seek her freedom. She escaped from the President’s House while the Washingtons ate dinner and hid among the city’s free residents. They helped her board a ship to New Hampshire. Judge eventually started a family of her own, but remained a fugitive until her death in 1848. Washington pursued her until his death in 1799.
Hamilton and the First Bank

As the first U.S. Secretary of the Treasury, Alexander Hamilton had the opportunity to break down regional interests and shape a new national economy. To him, Philadelphia exemplified how the country’s economy might work. The city’s economy already balanced manufacturing and agriculture, and Philadelphia had national and international trade connections. From his office on the southwest corner of 3rd and Chestnut Streets, he strengthened confidence in America’s new national identity by linking America’s credit, banking, mint, and industry together. He believed this would turn the United States into a major world power.

When Hamilton had an idea, he let everyone know. In 1790 and 1791, he presented to Congress four interconnected economic plans that changed America. His plans exchanged the money in people’s pockets, opened up new job opportunities, and increased international faith in the United States.

Hamilton got his ideas from reading economics books and learning about finance from Philadelphian Robert Morris, one of the richest men in America. Morris served as the nation’s Superintendent of Finance when Hamilton was a congressman in 1782 and 1783. It was Morris who showed Hamilton that a central bank, debt, and a mint were important parts of a strong nation. As Secretary of the Treasury, Hamilton put his mentor’s lessons into action.

**Debt is Good?**

Hamilton used debt to earn support for the United States. He wanted the national government to take on the states’ debts so American citizens and countries who hoped to be repaid would be more invested in the success of the new government.

After the Revolutionary War, the states had $25 million in debt, while the national government had $54 million. Under Hamilton’s plan, the national government took on the states’ debt, bringing the total to $79 million. The country owed money to everyone from France to war veterans.

Once the national government took on all the debt, it used post office revenues and tax revenues from domestic and foreign wine, liquor, coffee, and tea to pay it down. The tax revenues were used to repay creditors in Europe and America. France, Holland, and Spain loaned millions of dollars to America during the War. They hoped their investment in the new nation would be repaid, with interest. Repaying this debt on time at a specified rate would encourage future foreign investment in the United States.
**A National Bank**

Hamilton’s bank plan was the first economic report he delivered to Congress in Philadelphia. He proposed that the country use a central, national bank instead of state banks. Once approved by Congress and President Washington, the Bank of the United States (now called the First Bank of the United States) became the largest financial institution in the nation. It was headquartered in Philadelphia. The Bank of the United States had three main functions: to store tax and custom duty monies from around the country; increase the flow of money by allowing private citizens and businesses to store money and apply for loans; and manage the country’s interest payments to European investors like France, Spain, and Holland.

The First Bank is the oldest surviving bank building in the country. After the Bank of the United States operated in Carpenters’ Hall (Chestnut between 3rd & 4th Streets) for a few years, the directors hired aspiring architect Samuel Blodget, Jr. to design a new headquarters. The three-story brick building opened in 1797. It was the first public building in the country with a marble façade and the first in the city with a portico (row of columns supporting roof at entrance). Newspapers praised the novel architecture.

Why was the building so grand? At a time when many did not trust banks, the building’s size conveyed authority. The challenge was to increase people’s confidence in government and convince them of the Bank’s advantages, so the classical design referred to the ideals of ancient Greece and Rome. At a time when people were interested in all things classical, everyday Americans were familiar with these meanings and understood them as they passed by. Over the door, the carved marble keystone is the head of Mercury, patron of finance and trade. Above the keystone, a carved marble panel includes a putto (infant boy, representing newborn America) leaning on a globe (representing international commerce), resting his foot on a beehive (symbol of industriousness). Next to the globe is a cornucopia (symbol of bounty) spilling coins.

**A National Currency**

A national currency offered another way to unite the nation. Hamilton wanted to replace state-issued money and foreign coins with U.S. coins that held consistent value from state to state. He recommended establishing a mint in Philadelphia. Hamilton also suggested that the country adopt the dollar and decimal system. Congress approved his ideas.

**A Mixed Economy**

The United States’ economy was founded on agriculture and international trade, but Hamilton wanted it to include manufacturing. For him, having a large manufacturing base provided job opportunities for men, women, and children; attracted talented immigrants; and reduced the country’s dependence on imports. Hamilton’s plan benefitted free African Americans, too. James Forten, the most successful African American businessman in Philadelphia, owned a sail-making business. Hamilton’s plan for a mixed
economy that emphasized maritime trade and manufacturing would increase the need for ships and sails made by men like Forten. With this mixed economy, Hamilton predicted America’s rise as a global economic power.

The mixed economy included industry, agriculture, and trade. Industry involved building factories, using machines, dividing labor, benefitting from Americans’ talents, purchasing agricultural products, and exporting products. Agriculture involved providing food for the American population, buying manufactured goods, and exporting products. Trade involved exporting products, importing luxuries and products America did not make, expanding American markets, collecting customs duties, and promoting the American shipbuilding industry.

Hamilton’s manufacturing plan was never fully adopted by Congress, but his ideas have helped shape the United States economy all the way up to the present.
Hamilton and the Whiskey Rebellion

By 1791, the United States was suffering from its large Revolutionary War debt. As Secretary of the Treasury, Alexander Hamilton—who supported increased power for the national government—proposed a tax “upon spirits distilled within the United States” (including whiskey) to help decrease the debt. Congress passed the tax, not predicting the intense negative reaction of Americans living on the frontier.

When news of the tax spread to Western Pennsylvania, people refused to pay it. They viewed it as yet another instance of unfair policies dictated by the eastern elite that negatively affected people on the frontier. These western farmers felt the tax was an abuse of power by the national government, targeting those who relied on farming crops (and distilling the grain into liquor) to earn a living. The additional tax was a burden for smaller-scale farmers.

In 1794, the farmers rebelled. Pennsylvanians were once again threatening the national government. Eleven years earlier, in 1783, rebellious Pennsylvania soldiers threatened Philadelphia and the Confederation Congress, and Pennsylvania’s government failed to defend against them. This mutiny revealed the weakness of the national government.

Hamilton did not want this to happen again. In response to the farmers, he formed a 20,000-man army to crush the Whiskey Rebellion—and display the power of the new United States government.

Hamilton and President Washington left Philadelphia on September 30 and headed west to gather the army. Hamilton returned to the city victorious in December, with proof that the national government was strong.

**Debating the Government’s Response**

Before Secretary Hamilton convinced President Washington to stop the Rebellion by force, the President’s cabinet debated the government’s response, in August 1794. Secretary of State Edmund Randolph (who replaced Jefferson in 1793) urged for more negotiations. Hamilton wanted to use military force.

Washington took a middle ground and issued an ultimatum: if the rebels did not agree to stop their actions by September 1st, he would send militiamen to stop them. But when the rebels failed to agree to his terms, Washington agreed to Hamilton’s plan to assemble the militia.
Rebels or Patriots?

Why did Hamilton want to crush the Rebellion? The United States was born out of a revolution, and the Bill of Rights allowed Americans to “peaceably” protest the government. But to him, the whiskey rebels were unpatriotic. They terrorized government officials, destroyed property, and took over courts. They threatened to undermine the national government.

Hamilton was afraid no one would support the new national government if it showed weakness. A weak government would fail to unite the nation—and fail to implement his economic vision that would help the country grow. As he saw it, putting down the rebellion, forcibly, was the best choice for the nation’s future.

Did Hamilton Abuse or Enforce the Law?

Critics said Hamilton abused government power and ignored the people’s rights. In fact, Pennsylvania congressman William Findley said Hamilton encouraged the rebellion just so he could stop it and show off the power of the national government.

Findley was furious over Hamilton’s disregard of the Bill of Rights, as the army rounded up suspected rebels, forced people to take loyalty oaths, and violated civil rights. Hamilton claimed his army did what it needed to bring order back to the country.
This portrait of Alexander Hamilton was painted by artist and – briefly – Revolutionary War soldier John Trumbull. By the time he painted Hamilton in 1792, Trumbull had already completed a number of works highlighting significant moments of the War and celebrating prominent figures of the Revolution and the new United States of America. The son of a state governor and with connections to military leaders and politicians, Trumbull was well-placed to document influential Americans. However, when Trumbull was approached by a group of businessmen to paint a portrait of Alexander Hamilton celebrating his achievements in politics and business, he faced a specific challenge: Hamilton asked to be painted with no reference to his role as a politician. Trumbull sought to please both parties, creating an image that represented Hamilton as a respectable and literate citizen, but without emphasizing his status as a powerful member of the nation’s elite.

**Discussion Prompts**

What do you think you know about this person, just by looking at the portrait?  
Does he look like a politician? (Why or why not?)  
Does this look like an official or unofficial setting that he is painted in? (Why?)  
What do you wonder about him?
Painting

*Battle of Princeton* by William Mercer, circa 1786–90

Philadelphia History Museum at the Atwater Kent

On January 3, 1777, Captain Hamilton and his 30-man cannon crew marched to Princeton, New Jersey, and participated with General Washington's army in an attack on the British to save Philadelphia from capture. This painting illustrates the moment Washington (wearing a blue sash) rode onto the battlefield and rallied his troops, who had been retreating. Hamilton's crew fought near Nassau Hall, which is in the distance at the far right, visible just above the British lines. This building formed part of the College of New Jersey, now known as Princeton University. His artillery, which used cannons to fire large iron balls called solid shot and bags of smaller iron balls called grapeshot, kept up a steady fire.

The British soldiers are on the right. The artist, William “Billy” Mercer, who was both deaf and unable to speak, copied this scene very closely from a circa 1782 painting by James Peale. Billy's father, General Hugh Mercer, was killed in this Battle, where it was said the British mistook him for Washington. He can be seen in the middle distance, on the ground next to his wounded horse.

**Discussion Prompts**

Who are the most important people in this painting?
Why do you believe that they are the most important people?
What would it feel like to be there? (Hint: Think about your five senses, and emotions.)
What would it take to be successful in a battle like this?
Print

*Back of the State House, Philadelphia*
(Independence Hall, Chestnut Street between 5th & 6th Streets, Philadelphia)
by William Birch, 1799

Yale University Art Gallery

The Pennsylvania State House (now Independence Hall) was the center of government in the colony, and then state, of Pennsylvania. When completed in 1756, it was the largest building in the colonies. Its size and its location in a city almost equally accessible by travelers from both the North and South made it an ideal meeting place for important colonial and national conversations. During the Revolution, it was the gathering place for the Continental Congress and the site of the Constitutional Convention. Both the Declaration of Independence and U.S. Constitution were signed here. It was also the site of the Pennsylvania Mutiny of 1783, where hundreds of rebellious Continental soldiers surrounded the building, demanding money owed them for their service.
The Residence of Washington in High Street, William L. Breton, 1830
Painting

*The Residence of Washington in High Street*
(President’s House, 6th & Market Streets, Philadelphia) by William L. Breton, 1830
Historical Society of Pennsylvania

President Washington lived and worked in a house at this site on what is now known as Market Street from 1790 to 1797, along with a large household of free, indentured, and enslaved laborers. The three-story brick mansion, which he called “the best single house in the city,” was rented from Robert Morris, one of the wealthiest men in America. Washington brought nine enslaved African American men and women from his home, Mount Vernon in Virginia, including chef Hercules, lady’s maid Ona Judge, and Moll, who served as a nanny to Washington’s grandchildren. Aware of Pennsylvania’s *Act for the Gradual Abolition of Slavery*, which stated that enslaved adult men and women who remained in the state for longer than 6 months would become free, Washington rotated his enslaved laborers back to Mount Vernon before their time in the city reached 6 months. After Washington’s presidency ended, President John Adams used this building as his residence from 1797-1800.

**Discussion Prompts**

See Primary Source Analysis Guide
American Intelligence.

Boston, July 11.

On Wednesday last, the gentlemen, Solicitors, accompanied by his Hon. the Lieutenant-Governor, the Honorable Mr. Bowdoin, the Representatives, Chappo, and principal gentlemen of the town, visited the British Fleet, and presented Speaker to the gentlemen. The exhibition at Mr. Hussey's Garden was well attended, and the Orations by Masters Paine, Washburn, and Avery, were pronounced with much grace and effect. The exhibition took place on the front of the hall, where an entertainment was provided for them—which concluded with thirteen federal and judicial toasts. A number of public and private orders have been placed, and the designs generally admired; but it is feared that their great utility remains in doubt; and the designs are at present exhibited; and if they are not removed, they must be superseded by others. It is said that the federal constitution is Ight with respect to titles—so is the constitution ofailleurs, with respect to完成了 and Equipes—yet we see that these titles are given—and the latter sometimes edit in legislative acts.

All ought to be abolished, if they are withdrawn from our federal acts. The same policy is to be followed, as they are as a constitutional act of Congress.

The arguments against the constitution of titles, look very well on paper; but the opposers of the measure, will find it hard to reconcile any principles of propriety, the customary rules on the rights of bankruptcy and mortgages—everyone of our federal acts.

It would have been an affront to the President of the United States, and the constitution, if the title of "Hon. Excellency," had been omitted in addressing him. Surely, the felt Magistrate of our nation, intimated to as Honorable a title, as that, as the president of the ship's company.

Savannah, July 1.

On Friday last, between eleven and twelve in the afternoon, the house of Samuel Stiles, Esquire, in Ellis's Square, was struck with lightning, and a young woman, Miss Nancy Collindoll, was unaccountably killed.

It is probable from the situation of the young woman being immediately on the eastern side of the chimney, that the accident of her death happened. Mrs. Stiles, with her child (an infant) and a negro girl, were in the same room, and were not distressed, the latterannon, in contact with her, who received a violent shock, that she turned herself with the chimney, on the body of the unfortunate young woman. Mrs. Stiles was partially affected, being situated three feet from the chimney.

The House went into a committee on the bill for establishing light-houses, and regulating pilots. Mr. Readton is the chairman.

The bill provides that each state may, on application to the Secretary of the treasury, and a certain of such states as may be proper for building light-houses, have power to establish as many as shall be thought necessary, to be established from the federal treasury, and paid in advance. And that pilots may be established in each state, by law, subject to the revision and control of Congress.

Mr. Tucker moved to strike out the whole bill except the enabling clause, and to substitute another, which he laid on the table.

The principle of this was to place the establishment both of light-houses and pilots in the hands and under the control of the state government, the former to be supported by the appropriation of a certain sum from the proceeds of the duty on tea, but not exceeding six cents per ton—and in case that were insufficient, that each state should have power to levy an additional tonnage duty on all vessels entering the ports where such houses are erected, and that pilots should be under the direction of the state.

This motion occasioned some debate. Mr. Robinson said that the provisions for light-houses were constitutional, and entered into a variety of reasoning, to prove that they were inadequate to the subject. The constitution, he said, in giving the regulation of commerce to Congress, had authorized every power which was incidental and necessary to it; that regulations of New light-houses, and pilots were a part of the commercial system, and had been given by the states. The means of providing for the defence of the commerce of the state, was also unconstitutional. The provisions were inadequately, because, there were many light-houses built, and there might be many more, in places distant from any harbour, or commerce of any sort.

Again, the same arguments were contended by Mr. Tucker and Mr. Smith, (S. C.) that the bill was an imposition on the commerce of the states; that the establishments were not necessary to the public fleet, but that it was a power of the commonwealth that the requiring a coal to the building of ships, and the establishment of proper places for the building of light-houses, was an improper encroachment upon the territorial jurisdiction of the states. The fact is, the great number of vessels are already commanded, and require according to the order of the 14th ultimo, by which the Interior Department will be appointed by the President, for no other reason than a confidence in government.

2. Because the order of the 14th March, by proclamation, for the purpose of securing the law to the President, is an improper interference with the territorial jurisdiction of the states.

Nor would the principle that these things were incidental to federal power, Congress might, with equal justice, take possession of the resources of the states, and all such convenient places, as they should deem proper for the regulation of the trade. It was contended, that the bill was in no part of it a measure of the government. Nothing was clearer, it was said, that each state had a power of laying and collecting taxes for the support of a state government.

Adopted, without alteration.


Proceedings of Congress.


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The First Amendment to the U.S. Constitution guaranteed freedom of the press in 1791, and the American press grew quickly in the 1790s. Newspapers had great power, both in communicating and shaping public opinion, and they were not unbiased. Philadelphia newspapers criticized Washington’s leves. Many thought they were his way of creating a royal court, like the kings of France and Great Britain.

**Discussion Prompts**

See Primary Source Analysis Guide
Painting

*The Republican Court (Lady Washington’s Reception Day)*
by Daniel Huntington, 1861
Brooklyn Museum

This image, created 60 years after the Washingtons left Philadelphia, is a romanticized view of Martha Washington’s *levees* (weekly gatherings). Though this scene suggests the room looked like a European royal court, her *levees* were held in the President’s House dining room, and men did not attend. An engraver, Alexander Hay Ritchie, hired the artist to paint this so he could produce a print based on it. This way the image could be distributed widely and relatively affordably. Issued at the end of the Civil War, the print gave the war-torn country an elegant, harmonious picture of the past. However, this 19th-century artwork ignored the fact that 18th-century Americans often criticized elite social gatherings as inappropriate for the United States.

**Discussion Prompts**

See Primary Source Analysis Guide
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**Discussion Prompts**

See Primary Source Analysis Guide
Washington Reviewing the Western Army at Fort Cumberland, Maryland, attributed to Frederick Kemmelmeyer, after 1795
Painting

*Washington Reviewing the Western Army at Fort Cumberland, Maryland*, attributed to Frederick Kemmelmeyer, after 1795

The Metropolitan Museum of Art

This painting appears to be a scene from the Revolutionary War, with General George Washington surveying his troops, perhaps before going into battle. However, this scene was painted after 1795, twelve years after the end of the war. In it, President Washington (center) and other military leaders inspect militiamen who have been gathered to put down an ongoing series of protests by civilians in western Pennsylvania. These protests were sparked by Hamilton's decision, with Congress's approval, to institute a tax on whiskey to be paid by the people who made it. The tax was applied differently to small and large producers of the beverage and smaller producers were taxed more per gallon. When protests repeatedly broke out, Washington needed to respond. After asking his cabinet of advisors, he was ultimately convinced by Hamilton to gather an army to end the protests.

**Discussion Prompts**

See Primary Source Analysis Guide
The Bank of the United States, now known as the “First Bank of the United States” or “First Bank,” received a charter from Congress that began in 1791. This charter – or license to operate – gave the Bank permission to operate as the official bank of the new nation for the next 20 years. A national bank was not written into the U.S. Constitution, but Alexander Hamilton argued persuasively that the bank was necessary to allow Congress to use its powers that were explicitly written into the Constitution.

Discussion Prompts

See Primary Source Analysis Guide
Congressman Hamilton saw a different Independence Hall than the one you see today. In the 1780s, the building’s tower did not have its iconic steeple and clock. Its original steeple had been taken down in 1781 due to rotten wood beams. A pyramid roof and spire (seen in the center of this image) replaced it. In 1828, the steeple was added back to the building, this time with the large clock you see today. Independence Hall is now part of Independence National Historical Park and is open to the public by tour.
President’s House Site, 6th & Market Streets, Philadelphia
After President George Washington, his family, and his household of free, indentured, and enslaved laborers occupied this building from 1790 to 1797, his successor President John Adams lived in the building until the White House in Washington, DC was ready to be occupied in 1800. The building was then used as a hotel until 1832, when it was torn down and replaced by a number of smaller buildings. These buildings, too, were eventually demolished, including the final visible remnants of the Presidents’ House, in the mid-20th Century. In 2007, archaeologists located remains of the house and worked with historians and community members to rediscover the stories of this historic site. Today, outdoor exhibits allow the foundations of the house to be seen by the public and explore the contradictions between slavery and freedom in the new nation that are embodied by Washington’s household.
Opened for business in 1797, the First Bank of the United States building is the oldest surviving bank building in the nation. The exterior appears almost the same as it did upon its completion in the 18th Century. After the Bank’s charter was allowed to expire in 1811 amid increasing distrust from politicians and the public, Philadelphia merchant Stephen Girard bought the building. He used it as the home of his own financial institution, Girard Bank, until 1929. The National Park Service acquired the building in 1955, restoring the 18th-century exterior in 1976 in honor of the nation’s bicentennial celebration. The building is not currently open to the public, but houses offices for the National Park Service.
A group of leading citizens hired master builder Thomas Procter to build Philadelphia a tavern worthy of its status as the largest city in the colonies. More than a place to eat and drink, City Tavern (built 1772–73) became the largest hotel in the colonies, and a center of business by day and entertainment by night.

After Alexander Hamilton signed the U.S. Constitution in 1787, he attended a farewell dinner here with other delegates. When he resigned as Secretary of the Treasury in 1795, Philadelphia merchants celebrated him with a dinner here. The building was demolished in 1854, but was reconstructed by the National Park Service in 1975, and the new City Tavern opened as a full-service restaurant in 1994.
**Modern Honour** by Matthew Darly, 1777

Matthew Darly and his wife Mary were 18th-century artists known for created caricatures of fashionable London society, images that mocked their behavior, ideals and clothing. In this image, Matthew Darly illustrates a duel between two men, both of whom can be seen holding pistols in the center of the image. The man on the right is in the act of firing his weapon, while the man on the left kneels in a flourish while his opponent fires at him. Behind each man stands his “second,” a trusted friend or family member who acted on behalf of each duelist to decide the terms of the duel and to negotiate its end. The men’s wigs and clothing suggest that they are members of the upper class; in both Europe and America, men rarely engaged in affairs of honor with others they did not believe to be respectable gentlemen or of their social class. “Modern” in the image’s title may reflect the use of pistols in this duel as opposed to swords, which were the more common weapon choice before the late 18th century. Or, this may jokingly suggest a lack of honor in modern duels, as one participant seems to duck to avoid being hit. (See *Hamilton* and *Affairs of Honor* thematic overview for background information about dueling.)

**Discussion Prompts**

See Primary Source Analysis Guide
Painting

*The Washington Family* by Edward Savage, 1789–96

National Gallery of Art

Painted by artist Edward Savage between 1791 and 1796, this portrait of George Washington, his immediate family, and an unidentified enslaved black servant, represents the President in his roles as a family man, military figure, man of civic stature, and man of wealth. He is painted seated at a table across from his wife Martha. With them are his adopted children, George Washington Parke Custis and Eleanor Parke Custis, Martha’s grandchildren from a previous marriage, whose parents had both passed away. Eleanor and Martha hold the edges of a map of the new federal city, Washington, D.C., named after George Washington. Behind them can be seen the Potomac River, which runs through the city. Washington, though painted at the time of his presidency, is shown in his military uniform, with his sword resting on the table beside him, both reminders of his Revolutionary War service. On the right edge of the painting stands an enslaved African American dressed in livery, or servant’s clothes. This outfit illustrates both his position in a wealthy family’s household, as well as the wealth of the family itself that is able to both afford and clothe an enslaved person in such a way. It is possible that this may be a representation of William Lee, who was Washington’s personal servant during the entire Revolutionary War, and the only of his enslaved population to be freed immediately upon Washington’s death.

This group portrait proved popular in both the late 18th and early 19th centuries. Many artists made copies, which now live in collections around the nation, and the artist himself as well as others made prints that could be more easily and affordably be bought and shared by the public.

**Discussion Prompts**

See Primary Source Analysis Guide
Where I’m From
By George Ella Lyon
Available: www.georgeellalyon.com/where

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.

I’m from fudge and eyeglasses,
from Imogene and Alafair.
I’m from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I’m from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.

I’m from Artemus and Billie’s Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.

Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments —
snapped before I budded —
leaf-fall from the family tree.
Letter from Alexander Hamilton to Edward Stevens, November 11, 1769

Available: founders.archives.gov/documents/Hamilton/01-01-02-0002

To Edward Stevens*

Dear Edward

This just serves to acknowledge receipt of yours per Cap Lowndes which was delivered me Yesterday. The truth of Cap Lightbourn & Lowndes information is now verifyd by the Presence of your Father and Sister for whose safe arrival I Pray, and that they may convey that Satisfaction to your Soul that must naturally flow from the sight of Absent Friends in health, and shall for news this way refer you to them. As to what you say respecting your having soon the happiness of seeing us all, I wish, for an accomplishment of your hopes provided they are Concomitant with your welfare, otherwise not, tho doubt whether I shall be Present or not for to confess my weakness, Ned, my Ambition is prevalent that I contemn the grov'ling and condition of a Clerk or the like, to which my Fortune &c. condemns me and would willingly risk my life tho’ not my Character to exalt my Station. Im confident, Ned that my Youth excludes me from any hopes of immediate Preferment nor do I desire it, but I mean to prepare the way for futurity. Im no Philosopher you see and may be jusly said to Build Castles in the Air. My Folly makes me ashamed and beg youll Conceal it, yet Neddy we have seen such Schemes successfull when the Projector is Constant I shall Conclude saying I wish there was a War.

I am Dr Edward Yours
Alex Hamilton

PS I this moment receivd yours by William Smith and am pleas'd to see you Give such Close Application to Study.

*Edward Stevens, Hamilton’s boyhood friend and schoolmate, was the son of Thomas Stevens, St. Croix merchant, into whose home Hamilton may have been taken after his mother’s death in 1768. Hamilton addressed this letter to Stevens in New York City. Stevens was a student at King’s College, New York City, from 1770–1774.
IOU cards for *Who Should Get Paid?*

Extension activity

<table>
<thead>
<tr>
<th>FROM: PENNSYLVANIA</th>
<th>TO: REVOLUTIONARY WAR VETERAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THANKS FOR YOUR SERVICE!</strong></td>
<td></td>
</tr>
<tr>
<td>I.O.U. $10</td>
<td></td>
</tr>
</tbody>
</table>

(9 cards shown)
Leadership Styles in Action Definition Cards

**LEADERSHIP STYLES**

**Authoritarian**
You’re the boss! Your team must do what you say. Tell them what you want them to do. The goal is to win. Motivate them to win. Be efficient. Supervise them closely. When they follow orders, tell them “good job.” When they don’t, stop and correct them.

**Paternalistic**
Your team is one big, happy family. You are their parent. Take care of them. Listen if they have something to say. But they should be loyal, trust you, and obey your directions.

**Democratic**
Share your leadership role. You are no better than your team members. Encourage everyone to share their thoughts and ideas, and to help make decisions. But you are responsible for guiding the team and deciding which ideas to follow.

**Laissez-faire**
(Sounds like: Layzay-fair)
Hands off! Give your team the freedom to make all the decisions. They’re in charge. Help them accomplish their goals. But don’t take part in any decision-making unless asked.

**Transactional**
Follow the rules and supervise your team closely. Keep it organized. When they follow directions, tell them “good job.” When they don’t, stop and correct them. Find little things you can improve to better complete each task. But don’t try to change things too much.

**Transformational**
Show some excitement! Be a role model to inspire your team. Communicate your vision of winning the game. Be energetic. Try to raise their interest and motivate them to also want to win. Work together to find creative ways to win.
Conflict Cards for Affairs of Honor & Resolving Conflicts Activity

**Conflict**
Your friend tells you they want to fight someone in your class who has wronged them.

**What do you do?**

**Conflict**
Your friend asks you to help fight someone in your class who has wronged them.

**What do you do?**

**Conflict**
You heard a rumor about yourself that is not true, and you find out your friend started it.

**What do you do?**

**Conflict**
Your friend asks you to help them cheat on a test.

**What do you do?**

**Conflict**
You are accused of vandalizing the school; you didn’t do it, but you know who did.

**What do you do?**

**Conflict**
You loaned your friend money and they keep “forgetting” to pay you back; now you really need the money.

**What do you do?**

**Conflict**
Your friend is making fun of your family.

**What do you do?**

**Conflict**
A group of your friends gets in an argument, and your best friend doesn’t take your side.

**What do you do?**
Ten Duel Commandments from
Hamilton: An American Musical Soundtrack

Songwriters: Lin-Manuel Miranda, Khary Turner, Christopher Martin
Audio available: youtu.be/m7iHmuco佐

One, two, three, four, five, six, seven, eight, nine
It’s the Ten Duel Commandments
It’s the Ten Duel Commandments
Number one
The challenge, demand satisfaction
If they apologize, no need for further action
Number two
If they don’t, grab a friend, that’s your second
Your lieutenant when there’s reckoning to be reckoned
Number three
Have your seconds meet face to face
Negotiate a peace
Or negotiate a time and place
This is commonplace, ‘specially ‘tween recruits
Most disputes die, and no one shoots
Number four
If they don’t reach a peace, that’s alright
Time to get some pistols and a doctor on site
You pay him in advance, you treat him with civility
You have him turn around so he can have deniability
Five
Duel before the sun is in the sky
Pick a place to die where it’s high and dry
Number six
Leave a note for your next of kin
Tell ‘em where you been
Pray that hell or heaven lets you in
Seven
Confess your sins
Ready for the moment of adrenaline when you finally face your opponent
Number eight
Your last chance to negotiate
Send in your seconds, see if they can set the record straight
Alexander
Aaron Burr, sir
Can we agree that duels are dumb and immature?
Sure
But your man has to answer for his words, Burr
With his life? We both know that’s absurd, sir
Hang on, how many men died because Lee was inexperienced and ruinous?
Okay, so we’re doin’ this
Number nine
Look ‘em in the eye, aim no higher
Summon all the courage you require
Then count
One two three four
Five six seven eight nine
Number
Ten paces
Fire
Hamilton’s Plan at the Convention

After the Revolutionary War, Hamilton wanted to reshape the United States government. The 1787 Constitutional Convention was his chance. Inspired by the British system (balancing power among the monarchy, nobility, and common people), Hamilton presented a plan that he felt protected America from too much democracy (mob rule), control by the wealthy, or from a dictator. Instead, his critics thought Hamilton’s plan would create an American king and an aristocracy that could take power away from the people. The Convention did not approve of Hamilton’s plan. However, when the Constitution was adopted, he became its greatest supporter.

### Chart of Government Structures

#### British Monarchical Government

- **King or Queen**
  - One person, generally born into ruling family, inherits title upon the death of his or her relative currently holding title, serves for life.

- **House of Lords**
  - Generally inherit their title of nobility as a baron, viscount, earl, duke or marquess. Serve for life.

- **House of Commons**
  - Elected by property-holding male voters, on an as-needed basis.

#### Hamilton’s Plan

- **Governor**
  - One person, chosen by electors, serves for life on “good behavior”

- **Senators**
  - Chosen by electors, serve for life on “good behavior”

- **Assemblymen**
  - Elected by male voters, serve 3-year terms

#### U.S. Constitution (1787)

- **President**
  - One person, chosen by Electoral College, serves 4-year term

- **Senators**
  - Chosen by state legislatures, serve 6-year terms

- **Representatives**
  - Elected by male voters, serve 2-year terms
Clauses Related to Slavery in the U.S. Constitution

Source: www.archives.gov/founding-docs/constitution-transcript

Three-Fifths Clause (Article I, Section 2)

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.

Slave Trade Clause (Article I, Section 9)

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.
Description of Hamilton from Georgia’s Major William Pierce
(from his notes and “loose sketches” from the Constitutional Convention)
Source: avalon.law.yale.edu/18th_century/pierce.asp

“Colo. Hamilton is deservedly celebrated for his talents. He is a practitioner of the Law, and reputed to be a finished Scholar. To a clear and strong judgment he unites the ornaments of fancy, and whilst he is able, convincing, and engaging in his eloquence the Heart and Head sympathize in approving him. Yet there is something too feeble in his voice to be equal to the strains of oratory; it is my opinion that he is rather a convincing Speaker, that [than] a blazing Orator. Colo. Hamilton requires time to think, he enquires into every part of his subject with the searchings of phylosophy, and when he comes forward he comes highly charged with interesting matter, there is no skimming over the surface of a subject with him, he must sink to the bottom to see what foundation it rests on. His language is not always equal, sometimes didactic like Bolingbroke's, at others light and tripping like Stern's. His eloquence is not so defusive as to trifle with the senses, but he rambles just enough to strike and keep up the attention. He is about 33 years old, of small stature, and lean. His manners are tinctured with stiffness, and sometimes with a degree of vanity that is highly disagreeable.”
| **George Washington**  
President of the United States |
| **Martha Washington**  
Wife of the President of the United States |
| **Alexander Hamilton**  
Secretary of the Treasury |
Along with the three other members of the first Presidential cabinet, he often met at the President’s House. His role was to make sure the nation was economically stable and prosperous. |
| **Edmund Randolph**  
Attorney General |
Along with the three other members of the first Presidential cabinet, he often met at the President’s House. His role was to advise the President on legal matters when necessary. |
| **Richard Allen**  
Contractor |
He swept chimneys in the city, including those at the President’s House. He was free and a visible leader in Philadelphia’s African American community. |
| **Thomas Jefferson**  
Secretary of State |
Along with the three other members of the first Presidential cabinet, he often met at the President’s House. His role was to advise on matters relating to relationships with other nations. |
| **Henry Knox**  
Secretary of War |
Along with the three other members of the first Presidential cabinet, he often met at the President’s House. His role was to advise on military policy. |
| **Josef de Jaudenes y Nebot**  
Diplomat, Spain’s Interim Ambassador to the United States |
He visited President Washington for dinner and diplomacy. Trade relations and southern border disputes likely dominated their conversations. |
**William Maclay**  
*Congressman (Pennsylvania Senator)*

He criticized Washington’s levees, calling them “a feature of royalty” and “certainly anti-republican.” But he attended them anyway and noted how he always dressed nicely for them, sometimes in a new suit.

---

**Elizabeth Willing Powel**  
*Friend of Martha Washington*

She first met George Washington in 1775, when he attended the Second Continental Congress in Philadelphia. Powel and her husband befriended the Washingtons and routinely socialized with them. She corresponded with the President about politics.

---

**Mary White Morris**  
*Friend of Martha Washington*

The President’s House was her former home. She and her husband Robert Morris were the wealthiest couple in America and longtime friends of the Washingtons.

---

**Ona Judge**  
*Enslaved African American Woman, Martha Washington’s Maid*

After six years of Washington moving her between Virginia and Philadelphia, in 1796 she escaped while the Washingtons ate dinner. She hid among the city’s free black residents, who helped her board a ship to New Hampshire.

---

**Red Jacket (Sagoyewatha)**  
*Diplomat (from Seneca Nation)*

He brought 50 Iroquois leaders to Philadelphia to meet with Washington in his home, where they discussed land disputes (and later signed a Treaty). Washington gave him a large silver peace medal.

---

**Abigail Adams**  
*Friend of Martha Washington*

She lived in Philadelphia during her husband John Adams’s vice-presidency. She did not love life in the city, tiring of endless parties and balls that were “equal to any European city.” But she attended Martha’s levees, liked them, and when she became First Lady herself, continued the tradition.

---

**Elizabeth Hamilton**  
*Wife of Alexander Hamilton, Friend of Martha Washington*

She traveled back and forth between Philadelphia and Albany, where her parents lived, during her husband’s term as Secretary of the Treasury. She befriended Martha, they corresponded regularly, and saw each other frequently for dinner with their husbands.

---

**Hercules**  
*Enslaved African American Man, Head Chef*

He was celebrated for his mastery of his craft and high standards for kitchen workers. He escaped to freedom in 1797. He would have been freed by Washington’s will (in 1799), but his wife and children remained enslaved.
Currency for *Shopping for Soup* activity
### Food Cards for *Shopping for Soup* activity

<table>
<thead>
<tr>
<th>Chicken</th>
<th>Celery</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Chicken" /></td>
<td><img src="image" alt="Celery" /></td>
</tr>
<tr>
<td>No Circles Accepted</td>
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<table>
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<th>Carrots</th>
<th>Potatoes</th>
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<td><img src="image" alt="Potatoes" /></td>
</tr>
<tr>
<td></td>
<td>No Circles Accepted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salt &amp; Pepper</th>
<th>Onion</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Salt &amp; Pepper" /></td>
<td><img src="image" alt="Onion" /></td>
</tr>
<tr>
<td>No Circles Accepted</td>
<td>No Diamonds Accepted</td>
</tr>
</tbody>
</table>
## Shopping List for *Shopping for Soup* activity

### CHICKEN SOUP SHOPPING LIST
Conversion: 1 Star = 3 Circles = 2 Diamonds

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Price</th>
<th>Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken</td>
<td>4 Stars</td>
<td></td>
</tr>
<tr>
<td>Celery</td>
<td>3 Stars</td>
<td></td>
</tr>
<tr>
<td>Carrots</td>
<td>1 Star</td>
<td></td>
</tr>
<tr>
<td>Potatoes</td>
<td>1 Star</td>
<td></td>
</tr>
<tr>
<td>Onions</td>
<td>2 Stars</td>
<td></td>
</tr>
<tr>
<td>Salt &amp; Pepper</td>
<td>5 Stars</td>
<td></td>
</tr>
</tbody>
</table>
Bank of the United States: The Debate

Not everyone agreed with Alexander Hamilton’s plan for a national bank. Congress passed the bill in 1791, but President George Washington was undecided about whether to sign it because of opposition from Secretary of State Thomas Jefferson, Attorney General Edmund Randolph, and others. Hamilton won the debate, and Washington approved the charter, but it was limited to 20 years.

**Why was a central bank so controversial?**

The Bank of the United States was at the center of an argument over the interpretation of the U.S. Constitution that continues today. Many opponents like Jefferson argued the Bank was unconstitutional because the Constitution did not give the national government explicit authority to create a national bank. Others, like Hamilton, argued that government had “implied powers” to do what was “necessary and proper.”

**Why did the debate continue?**

The Bank was also controversial because a central bank’s main aim was to supply and regulate credit to businesses and merchants. This worried those who saw America’s future as largely agrarian and those who made their living in farming. Farmers were concerned loans would become more expensive for them because of high interest rates.

**Article I, Section 8 of the U.S. Constitution**

(containing the Necessary and Proper/Elastic Clause)

Section 8.
The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization,
and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may be employed in the Service of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.
FURTHER RESEARCH AND LINKS

Websites: General


Bank of the United States (First), The Encyclopedia of Greater Philadelphia: philadelphiaencyclopedia.org/archive/bank-of-the-united-states-first/


Economic Education (The First Bank of the United States, Money in Motion, etc.), Federal Reserve Bank of Philadelphia: www.philadelphiafed.org/publications/economic-education


Independence National Historical Park, Philadelphia (Independence Hall, President’s House Site, First Bank of the United States, etc.): www.nps.gov/inde/index.htm

Interactive Constitution, National Constitution Center: constitutioncenter.org/interactive-constitution

Videos & Other Media

Alexander Hamilton Establishes the US Economy, Google Arts & Culture: www.google.com/culturalinstitute/beta/exhibit/nwJSb3pwtPRyJg

Hamilton: An American Musical, Original Broadway Cast Recording: www.youtube.com/watch?v=VhnPdj5RRJw&list=PLjQpKlbnm_hsUCFFvkYW2uQDj_cRM50Tlo

The First Bank of the United States, Federal Reserve Bank of Philadelphia: www.youtube.com/watch?v=gTS4kuWT9IE

Websites: Primary Sources


Founders Online, National Archives: founders.archives.gov/


Papers of the War Department: 1784 to 1800: wardepartmentpapers.org/index.php

The American Constitution – A Documentary Record (Revolution and Independence; Credentials of the Members of the Federal Convention; The Constitutional Convention; Ratification and Formation of the Government), The Avalon Project, Yale Law School: avalon.law.yale.edu/subject_menus/constpap.asp

Books


