



RISE UP! AN AMERICAN CURRICULUM INSPIRED BY HAMILTON: AN AMERICAN MUSICAL



NEW MYTHOLOGIES, FLIP THE SCRIPT

THEY HAVE NOT YOUR INTEREST AT HEART

By Mariah Rankine-Landers & Jessa Brie Moreno

THEME
Identity

LENGTH
75min

GRADE LEVEL
9-12

SUBJECT
English Language Arts
US History

Learners are invited to explore a range of narratives to examine their purpose and function and to develop and share their own.

Learners investigate shadow narratives as dominant and shadow narratives as collectively oppressed stories. Learners workshop through thinking on changing the paradigm to understand ourselves, our shared history, and how we can move forward in revisioning a future that reflects the global majority, making room for all of us.

LESSON OBJECTIVES

CREATIVE INQUIRIES

- **What are the historical stories that have shaped our understanding of the world for better or worse?**
- **How can we retell our historical stories from a frame of an inclusive narrative?**

FACTUAL KNOWLEDGE

Students will know...

- How to identify a shadow narrative
- How to identify a dominant narrative
- How to identify systems of inequity/white supremacy/power

PROCEDURAL KNOWLEDGE

Students will be able to...

- Research root meanings of interest words
- Use a thinking protocol to analyze story and build new ones

CONCEPTUAL INQUIRY

Students will understand...

- How to convey an idea through a gesture
- How to reimagine and remix a story to benefit collective good

INSPIRED LANGUAGE

- Shadow Narrative
- Dominant Narrative

ASSESSMENT EVIDENCE

- Journal Writings
- Participation in discussion
- Gesture Development

OUTLINE

Session #1: Flipping the Script

HAMILTON HOOKS

How to build anticipation for learning



LISTEN TO HAMILTON'S FARMER REFUTED

Writing prompt or group discussion:

Identify an artful disruption.

How does Hamilton artfully interrupt the farmer's narrative?

RESOURCES

Parts, Purposes, Complexities: Agency By Design, Harvard School of Education

SESSION 1 OF 1

FLIP THE SCRIPT**THEY HAVE NOT YOUR INTEREST AT HEART**

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SESSION OVERVIEW

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EQUIPMENT

- Audio player/ computer speakers to play digital recordings

MATERIALS

- Song version of “Alexander Hamilton” from “Hamilton: Act 1”

OUTLINE

Activity #1: Listen and Develop Gestures 25MIN

Activity #2: Master Narratives, Parts, Purposes and Complexities 15MIN

Activity #3: Reflection 15MIN

1 LISTEN & DEVELOP GESTURES

25 MIN

SET-UP 2 MIN

Ask students to remember a moment when they felt seen or invisible.

PROMPT 3 MIN

Listen to the opening refrain of *My name is...* “Alexander Hamilton.”

TASK 20 MIN

Invite students to develop gestures as a group

- Gestures should be class-appropriate non-verbal expressions with associative or metaphorical meaning.
- Model a gesture and have the class repeat it after you.

PLAY
Hamilton
Soundtrack: My
name is... Alexander
Hamilton



- Have students take turns to lead a gesture that the group follows.
- Have a least 5 students share unless there is time for each person to lead.
- Open up the rest of the time for students to continue to find gestures that they can make on their own in their own space (like a free dance but with purposeful gestures)

Use your own name!

Attempt to match the rhyme scheme from Alexander Hamilton and develop your own characteristic gesture that emphasizes who you are. Give 2-3 minutes for students to develop this.

Step on Stage.

One at a time, using their own name, gesture, and the Alexander Hamilton rhyme scheme-hook have students introduce themselves to the class.

Art Research Practice:

Have each student find their own space in the class to complete the following task:

Research the phrase-what are the root words for each noun, verb, adjective or adverb listed in the chosen phrase?

Write down why this phrase has meaning to you? Include new knowledge found from researching the root of each word.

Repeating the phrase from Hamilton in your head or out loud, develop a gesture that communicates the ideas in the phrase.

PEDAGOGICAL MOMENT

What Hamilton lyric is resonating with you that you'd like to embody and grow into today?

2 MASTER NARRATIVE: DISCUSSION & RETELLING

35 MIN

TASK

Whole group discussion 3MIN

Surface thinking on master narratives with students about U.S. History (example- Washington and the Cherry Tree, Johnny Appleseed, Cowboys and Indians.)

- Create a list of at least 10 examples that they can think of.

Parts, Purposes and Complexities!

Allow groups 5-10 minutes to recall and make meaning of a story told in our shared history.

GUIDE
Thinking Protocol
Parts, Purpose, and
Complexities



Using the Thinking Protocol **Parts, Purpose, and Complexities**, have students identify and analyze the elements of their story

Parts

What are the parts of the story? (characters, setting, etc.)

Purposes

What is the purpose of the story? What are the purposes to each part that was named? (Johnny Appleseed was depicted as god like to support the thinking that white men were gentile gods)

Complexities

What are the complexities of the story that are not easily understood? (Was planting apple seeds a form of gentrification? Were apples native to New York?)

Make sure students can identify the dominant messages that uphold systems of inequity/white supremacy/power and dominance.

Remix-Flip the Script

Allow students 15-20 minutes to **remix their story by flipping the script** in ways that are meaningful and humanized. For example, how else can the story of Johnny Appleseed be retold? And by whom is the story retold?

- Students should begin by replacing the identified dominant messages that uphold systems of inequity/white supremacy/power and dominance, with student held values and conditions for inclusivity and belonging.
- Support students to remix if they are struggling to find ways to retell the story. Can the main character be a transgendered person or a person of color? This would be a flip of the dominant messages told in our culture.
- Students can retell their stories by crafting it as a children's book, making a song, creating a chant, writing a poem or acting it out through a skit.

Share out: Have students share out their retelling of the old narratives. Prompt the audience to show high energy and appreciation after everyone shares. Even if they have opinions about what is being shared the goal is to acknowledge the positive and beautiful parts of what was created.

3 REFLECTION
15 MIN

TASK

In Journals Allow students to write about emergent thinking towards the creative inquiries of the learning session in their accordion journals.

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