

# *Hamilton: An American Musical* Summer Reading - 2018-2019 - Watkins Mill High School

## English 9

This summer, you will be listening to *Hamilton: An American Musical* as our summer reading text. It is a story set to music -- you have a complete plot line, characters with conflicts, and turning points. It's mostly told using Hip Hop, but also includes other types of music.

You will be accessing the songs through a link on YouTube, and the lyrics in Genius.com. In Genius, the lyrics are annotated, which means people have added extra information to help you understand the story better.

To access the soundtrack on YouTube, click [HERE](#).

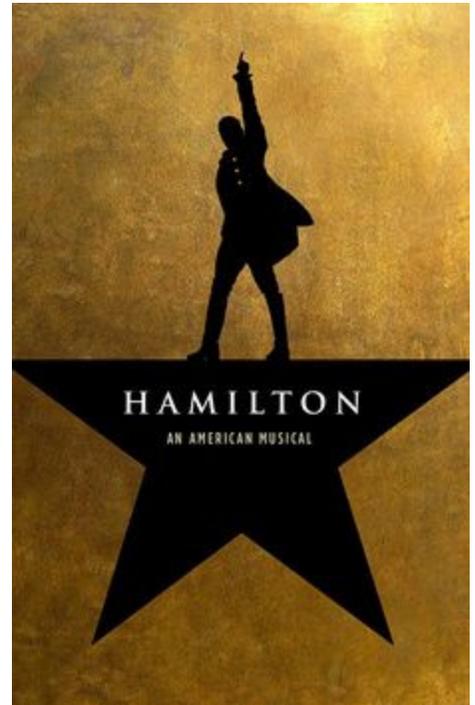
To access the lyrics:

- Go to Genius.com
- Type "Alexander Hamilton" in the search bar
- Click the first link

OR CLICK [HERE](#)

Your assignment is to complete TWO of the assignments for your English 9 class. You will give these assignments to your teacher on FRIDAY, SEPTEMBER 7, 2018. Each assignment is worth 25 points in the Homework grading category.

Pre-IB and IB LANGUAGE AND LITERATURE STUDENTS: You are more than welcome to join in the fun, AFTER your assigned summer reading is complete.



# ASSIGNMENTS:

## ARTS (Visual)

1. STAGE DESIGN: Design three sets for the musical: one set for a scene at the beginning, one for a scene in the middle, and one for a scene in the end. You must have a visual representation (full-color drawing or model, for example) and text that describes: a) What you've designed; b) What happens in the scene and where; and c) Why you made the choices you made. Here are the set designs for the musical [Wicked](#), and [The Lion King](#).
2. COSTUME DESIGN: Choose ONE of the following characters: Hamilton, Burr, Washington, Eliza, Angelica. Design THREE MODERNIZED costumes for that character: one for a scene in the beginning, one for a scene in the middle, and one for a scene in the end. You must have a visual representation (full-color drawing or model, for example) and text that describes: a) What you've designed; b) What happens in the scene and where; and c) Why you made the choices you made.
3. ILLUSTRATION: Choose the 10 most important songs from the soundtrack (must come from the beginning, middle and end). Create an ORIGINAL illustration for each of the songs that reflects what's happening in the song. You may use any medium at your disposal (pencil, charcoal, paints, photography, etc). For each picture, you should write a 2-3 sentence caption that describes the action captured in the picture.

## ARTS (Performing)

1. HIP HOP HISTORY: Miranda (the writer) uses references from other hip hop songs, or imitates the style of other hip hop artists throughout the play. Choose 3 instances where he does this (one from the beginning, one from the middle, and one from the end) and explain what that means for the listener. If you are just beginning to learn about hip hop, use your [Genius](#) annotations to help you.
2. 1 ACT PLAY: Write a 1-act play that tells the story of Alexander Hamilton in 15-minutes or less. It must include important characters to the story, and include stage directions.
3. MUSICAL COMPOSITION: Write a song that tells the story of Alexander Hamilton in 5-minutes or less. You may create your own tune, or rewrite the lyrics to another artist's tune. To see an example of a song that tells a story, listen to [Kick, Push](#).

## INDIVIDUALS & SOCIETIES

1. TWITTER WAR: Hamilton had conflict with many characters within the story. Create a “Twitter War” between Hamilton and Jefferson. There must be at least 10 tweets from Hamilton, and 10 tweets from Jefferson, but other characters can join in the “beef”. It must be based on a historical event upon which Hamilton and Jefferson disagreed. For an easy-to-change Powerpoint template for a fake Twitter page, click [here](#).
2. CAMPAIGN: You have a fictional presidential campaign between Hamilton and Burr. Write a political advertisement for each candidate. The end result can either be a speech or a 30-second political radio or television ad for each candidate. Check out some political ads [here](#).

## LANGUAGE & LITERATURE

1. CHARACTERIZATION: What are the similarities between Hamilton’s and Burr’s lives and personalities? What are the differences between Hamilton’s and Burr’s lives and personalities? How do the similarities and differences impact their relationship with each other?
2. CHARACTERIZATION: What was Hamilton’s biggest character flaw? How did that flaw impact his life? Why was this flaw more impactful than the others? Be sure to support your answers with details from the text.
3. MOTIFS: There are MANY motifs throughout the play. Choose three motifs that Miranda uses, and explain why each one is important. (For a quick explanation of motifs, click [here](#).)
4. JOURNALISM: Write feature article about Alexander Hamilton’s life and career OR Aaron Burr’s life and career. It can be either a written article OR a photo essay. [Here is an example of a photo essay](#)

## IB/MYP RELATED

1. IB LEARNER PROFILE: Choose one of the following characters: Hamilton, Burr, Washington, Eliza, Angelica. Write an essay explaining which THREE [IB Learner Profile Traits](#) that character exhibits throughout the play. For each character trait, give at least three examples of how he or she exhibits the trait in the play.
2. IB LEARNER PROFILE: Choose ONE [IB Learner Profile Trait](#). Choose THREE characters who most embody that trait. For each character, give at least three examples how he or she exhibits the trait.
3. APPROACHES TO LEARNING: Choose ONE of the following characters: Hamilton, Burr, Washington, Eliza, Angelica. Write an essay explaining which THREE [ATL SKILLS](#) that character exhibits throughout the play. For each skill,

give at least three examples of how he or she exhibits the skill in the play.

4. **APPROACHES TO LEARNING:** Choose **THREE** of the following characters: Hamilton, Burr, Washington, Eliza, Angelica. Write an essay explaining [APPROACHES TO LEARNING](#) those characters commonly exhibit throughout the play. For each character give at least three examples of how he or she exhibits the ATL in the play.