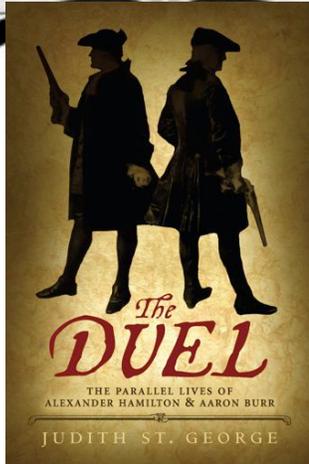




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Reading Guide

from Junior Library Guild



The DUEL

THE PARALLEL LIVES OF ALEXANDER HAMILTON & AARON BURR

BY JUDITH ST. GEORGE

*The Duel: The Parallel Lives of
Alexander Hamilton & Aaron Burr*
By Judith St. George
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The Duel:

The Parallel Lives of Alexander Hamilton & Aaron Burr

By Judith St. George

JLG Guide written by Frank Coffin

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About the Author

Judith St. George grew up in Westfield, New Jersey, with two passions: she loved reading and she loved sports. She played tennis and softball in summer and enjoyed skating and sledding in winter. The rest of the time, she read. She rode her bike to her local public library and came home with all the bike's basket could hold. On her Web site page "Life in the Stacks," she recalls her mother saying, "Don't try to get Judy's attention when she is reading. She won't hear you." Once, lost in a book, she was startled by her father, who was outside her upstairs window on a ladder. She screamed, he startled and tipped the ladder. He grabbed the window sill just in time.

Ms. St. George attended Smith College in Massachusetts. After graduation, she married David St. George. The next year, they lived in the historic Longfellow House in Cambridge, Massachusetts. That house had been George Washington's headquarters during the Siege of Boston between July 1775 and April 1776, and it was later the home of the famous poet Henry Wadsworth Longfellow. Living in this house fired Ms. St. George's imagination, and she credits much of her love of history to that time.

Her first book, in fact, was a work of historical fiction set during the Revolutionary War. Since then, she has published more than forty more books, including *So You Want to Be President?*, a book that won the Caldecott Medal for its illustrations. She has also received a New York Academy of Sciences Award, a Christopher Award, and a Golden Kite Award.

Ms. St. George loves doing research for her books. She has traveled through the Great Plains and along the Lewis and Clark trail. She climbed a rope ladder to board a ship in the Panama Canal and hiked to the top of Mount Rushmore. Preparing for her nonfiction book *The Brooklyn Bridge*, she walked across the structure countless times.

Today, she makes her home along the Connecticut shoreline. She and her husband have four grown children. On her Web site, she says, "Books have given me such a lifetime of pleasure that I hope the books that I write will repay that debt in some small way."

To learn more about Judith St. George, visit her website at www.judithstgeorge.com

To learn more about Smith College, a liberal arts college for women, visit www.smith.edu

To learn more about the Longfellow National Historic Site, visit www.nps.gov/long

Genre Study: Nonfiction

The Duel is a book of **nonfiction**. Works of nonfiction are about real people, real places, and events that actually happened. There really were men named Aaron Burr and Alexander Hamilton, and they really did fight a duel in 1804. These are facts.

The genre of nonfiction is very broad and can include biographies, histories, book reports, travelogues, reviews, memoirs, scientific papers—in short, anything that is true. For a work to be truly nonfiction, each element in the book must be known to be true. For example, if our author says that Hamilton was born in the West Indies, she must be able to prove that he really was. Nonfiction writers often use other books and documents as **sources** from which they found the facts they used. Judith St. George lists her sources in a **bibliography** at the end of the book.

The use of facts, though, does not mean the author does not make decisions about what to include. Authors choose facts and ideas to support their main ideas. For example, *The Duel* is subtitled *The Parallel Lives of Alexander Hamilton & Aaron Burr*. Readers can expect some information to show ways in which their lives followed similar paths. Some other details have been left out because they are not about this main idea.

Nonfiction authors also **interpret** facts, and they may draw **conclusions** based on their interpretations. Judith St. George will tell us at one point that Burr knew that “he’d better start earning some money.” She does not document this statement, but it is a conclusion drawn from facts. The war was over, Burr had no job, and he was about to marry. It is reasonable to conclude from these facts that Burr knew he needed money.

Writers of nonfiction can be creative. They can select dramatic events and write about them in a way that makes the reader eager to read, all without changing any facts or adding any nonfactual details. Writers select events that add drama and suspense. They may be presenting information you don’t know, so the facts themselves expand forward like a plot. What will happen next? How will it turn out? Why was there a duel?

There is a line, though, that writers of real nonfiction cannot cross. St. George cannot create something from nothing. It may be fair to conclude that Burr knew he needed money, but the author cannot make up a quotation such as “Well, I really need some money now that the war is over and I’m about to marry.” Unless Burr actually said those words, a writer of nonfiction may not present them as a direct quote.

This idea has become confusing in recent times with the growth of another genre: historical fiction. In **historical fiction**, authors create fictional characters and events and put them in real historical settings. Historical fiction can be exciting, and parts of it are often true, but it is not real history, though it may make history seem real. For example, there is no real proof that there was ever such a person as Robin Hood in early England. There was a Prince John; there was a King Richard, and there was a Sherwood Forest though. It is a great story, but it is *not* nonfiction. There are some excellent writers of historical fiction, and the best of them are very careful with the truth; some others take liberties with facts. As you read historical fiction, think carefully about what is real and what is invented.

You should also think carefully as you read nonfiction. Are the facts based on real information? Are ideas and conclusions reasonable? What are the main ideas, and what ideas support them? Did Hamilton and Burr really lead parallel lives that led them to their final meeting? Read *The Duel* and decide for yourself.

Prereading Activities

Building Background: A Time of Revolutionary Change

The Duel: The Parallel Lives of Alexander Hamilton & Aaron Burr spans the years before, during, and after the birth of the United States. The book covers roughly the years between 1755 and 1804. These were decades of amazing change for the people who lived then, but they were also times of great uncertainty. For people such as Hamilton and Burr, almost everything they knew was swept away. The country went from being a protected colony of the most powerful nation on Earth to a small nation completely on its own.

There were three distinct eras during these years. The first, from 1755 to 1775, was the time when the Colonies were England's most important colony. People knew the way the world worked. The system of government was settled, although it varied in local places. The King and the English Parliament ruled at the top, and their decisions affected most parts of American life. The legal system, the economy, civil order, education, and career paths came from the ways of England. To some Colonists, whose families had been more or less on their own on the frontier for more than a hundred years, the ways of England did not always seem to fit. To some in England, Colonists did not seem to be paying their fair share, especially for the cost of troops to protect them in their wild land. Tensions grew over taxes, controls, and how much people could decide for themselves.

The second era the book spans is the Revolutionary War itself, from 1775 to 1783. It may be hard for us today to imagine how much nerve it took for the Colonists to declare themselves independent. They became instant traitors to the country and traditions they'd always belonged to, and their very lives hinged on the outcome of the revolt. Many Colonists thought it was a terrible idea. Suddenly, they had no central government, no real army or navy, and little means to fight a war. The war went badly. The Americans almost never beat the British in the field, and they spent most of their time in retreat. There seemed to be no way they could win. The amount of uncertainty in people's lives during this time is almost impossible to grasp. Yet they never gave up, and they did win.

The third era covered in the book is the creation of the United States itself. Americans had won an amazing victory. Now what? There were almost as many ideas of how to run the new country as there were people in it. What form of government could correct the flaws they had rebelled against? Who would make the laws? How would they be made? How could disputes be settled? Each of the states had different interests, and there were tensions among them because they were different sizes with different economies and cultures. Representatives of these states quarreled bitterly over competing plans. Yet nothing was in place. Nothing existed at first, and everything was in the air. A thousand ideas had to be thought of, agreed upon, and put into action. Even after the government took shape, new events brought new questions that were not easily settled. In its way, it was a time of as much unrest as the years before and during the Revolution. Men of strong opinions and unyielding will, such as we meet in *The Duel*, were bound to come into conflict.

In the case of Alexander Hamilton and Aaron Burr, the conflict was mortal.

For additional reading on the early days of the United States go to page 26. There you will find other reading and resources about this time in United States history.

Prereading Activities

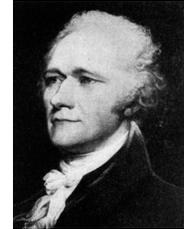
Book summary:

In the middle of the 1700s, two boys were born at about the same time. Both were orphaned early, both became excellent students, both served on George Washington's staff during the American Revolution, and both became heroes. Ambitious and determined, each became an important man in the life of the young United States. Alexander Hamilton was the first Secretary of the Treasury under President Washington, and Aaron Burr was Thomas Jefferson's Vice-President, and nearly President.



Aaron Burr

The two were destined, though, to meet on a cliff in New Jersey, high above the Hudson River, where one would take the life of the other. The story of the two men's lives, how they were similar and how they were different, and what led them to their mortal encounter is the story that appears in *The Duel*.



Alexander Hamilton

Understanding Genre: Nonfiction

1. Because this is a book of nonfiction, what do you know about Hamilton and Burr before you even read a word?

2. The subtitle of the book is *The Parallel Lives of Alexander Hamilton & Aaron Burr*. From the brief summary above, how do you think the author will show that their lives were "parallel"?

3. How do you suppose the author got the information she used to write *The Duel*?

4. What question do you most want to ask as you begin to read the book?



Prereading Activities

Making Predictions

Read this partial summary of the book and make predictions based on reasoning and/or from your prior knowledge or personal experience.

Though Hamilton and Burr were born in different places and to different types of families, each had challenges to overcome. Each man was smart, motivated, and determined to make something of his life. First in colonial times, then through the Revolution, and finally in the political life of the new nation, each man tried to assert his will in the world.

1. What kind of things will the author use to show the abilities of each man?

I predict:

2. You know from the title that the two men end in conflict. What kind of things must the author show as the book goes forward based on that fact?

I predict:

3. Set a purpose for reading based on your predictions above.

Prologue
Chapter 1: Orphans
Chapter 2: Students
pages 1–19

Before You Read

Introducing Vocabulary

Define each of the words below, paying attention to the part of speech indicated. Then complete each sentence with the correct word.

disdain (n.) _____

distinguished (adj.) _____

intermittent (adj.) _____

resolute (adj.) _____

ventured (v.) _____

1. Though she was smaller than other runners, her _____ attitude will made her a winner.
2. The _____ rain made it uncertain whether we could have our picnic or not.
3. His driving inexperience showed as he _____ uncertainly onto the freeway.
4. Treating classmates with _____ is not the way to win friends in a new school.
5. Our guest speaker was a _____ professor of Revolutionary War history.

After You Read

Analyzing Structure: Prologue

1. What is a prologue?

2. What effect does this prologue have on you, the reader?

Getting to Know the Individuals: Orphans & Students

In many ways, this book is a case of compare and contrast. To help you identify ways that Hamilton and Burr are similar and different, use this table to make notes about their early years. As you read further, you may wish to keep a similar chart with key events in the men's lives.

	Alexander Hamilton	Aaron Burr
Birth date		
Birthplace		
Birth family		
Age when orphaned		
New family/families		
Social status by 1769		
Personality		
Formal schooling		
Similarities in school histories		
Similarities in skills/social abilities		
Differences in skills/attitudes		

Responding to the Chapters

1. Whom do you think had a harder early life, Hamilton or Burr? Why do you think so?

2. For which man does this chapter give a greater sense of personality? Why might that be so?

3. What evidence do you see in this chapter that these boys will grow up to be successful?

4. What personality strengths and weaknesses did Aaron Burr have as a young student?

5. Besides being an orphan and poor, what other experiences did Hamilton overcome?

Geography Connection

The Thirteen Colonies were only a part of the British Empire in the New World. Use an atlas to find out more about the island of Nevis, where Hamilton was born. Discover its location, which country possesses it now, something about its history, and its economy. Be prepared to locate it on a globe or map.

Create a travel brochure that would entice someone to go there on a vacation.



Chapter 3: Patriots

pages 20–30

Before You Read

Introducing Vocabulary

In this chapter are some English words that are used less often today than they were many years ago, but are perfectly good words with the same meanings that they had in the time of Hamilton and Burr. Use a dictionary to help you define each of the following words. Then write a synonym for each word that you might be more likely to hear today.

1. odious _____

Synonym: _____

2. loathed _____

Synonym: _____

3. intrigues _____

Synonym: _____

4. fatiguing _____

Synonym: _____

5. intrepid _____

Synonym: _____

After You Read

Summarizing Main Ideas

1. Explain how Hamilton became involved with the patriot cause.

2. Explain how Burr became involved with the patriot cause.

Examining Details

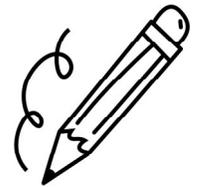
1. What predictions did Hamilton make about the war and its aftermath that were correct?

2. Describe Hamilton as a military commander.

3. Describe how Benedict Arnold led his men, including Aaron Burr, on their way to Quebec.

4. Describe Burr's performance as a soldier under Benedict Arnold and General Montgomery. What did he think of Colonel (soon General) Arnold?

Analyzing the Writing Structure



Does the arrangement of each chapter help show the parallels between Hamilton and Burr? Explain.

Responses to Reading

1. What forces seem to motivate the actions of Hamilton and Burr in this chapter?

2. Which person do you find more interesting, appealing, or admirable? What in the text creates that response?

Cause and Effect Chart

Already you can begin to see how these two men are similar and different and how conflicts may arise between them. Begin to keep a chart in which you list experiences and/or attitudes that will create cause-and-effect situations that eventually lead to “the duel.” Use the sample below to get started.

Hamilton or Burr?	Experience/Attitude (Cause)	Effect
Burr	Courageous stand at Quebec	He liked the spotlight and the fame of being a hero
Burr	Disliked by General Washington	Felt unwanted by Washington’s “family” of close advisors

Chapter 4: Heroes

pages 31–41

Before You Read

Making Predictions

Make a prediction about what will happen to the two young men in this chapter. Then give at least two reasons for your predictions.



I predict:

Why?
1. _____

2. _____

Introducing Vocabulary

Using Context Clues

Find each of the words below by reading the page on which it is located. Read the passage in which the word appears and try to figure out its meaning by using the context of the passage. Use a dictionary to check your definitions.

1. fortifications (page 31)_____
2. insolent (page 32)_____
3. mutiny (page 35)_____
4. makeshift (page 36)_____

After You Read

More Connections

Hamilton and Burr continue to be connected by people, places, and events. List those you found in this chapter.

Getting to Know the Characters

1. Describe the relationship of Burr and Hamilton to George Washington. What is your view of the difference?

2. Were these men really heroes? In what ways did each man show heroism during the war?

3. In what ways had each realized youthful goals by the end of the war?

Analyzing the Writing

Details

The events in this book took place more than two hundred years ago. One way the writer keeps the past alive is to show specific details from key incidents. Explain what each detail below is, and how it puts the reader in the moment.

1. “. . . with a harmless click” (p. 34)

2. “. . . horse was shot out from under him” (p. 35)

3. “. . . was calling Hamilton ‘my boy,’” (p. 38)

4. “Fix bayonets!” (p. 41)

Chapter 5: Lawyers

pages 42–49

Before You Read

Making Predictions

You know that Hamilton and Burr must meet sooner or later. Make a prediction about how they might meet and what their early contact might be like, based on what you know of the men.

I predict:

Why?

After You Read

Tracking Parallels

Use the list of words below to complete the chart, showing the similarities and differences between Burr and Hamilton. Some words will be used for both men.

	Aaron Burr	Alexander Hamilton
colonel		
Albany, NY		
married Eliza		
anti-slavery		
married Theodosia		
New York City		
trial lawyer		
Federalist		
Democratic-Republican		
NY State Assembly		
fiery, talkative		
low-key, cool		
owned slaves		
NY Attorney General		

Responding to the Story

What events or activities that they are involved with could lead them into conflict?

Making Connections

If you were interested in becoming a government leader someday, what can you learn from these two men that would show you want to do and what *not* to do?

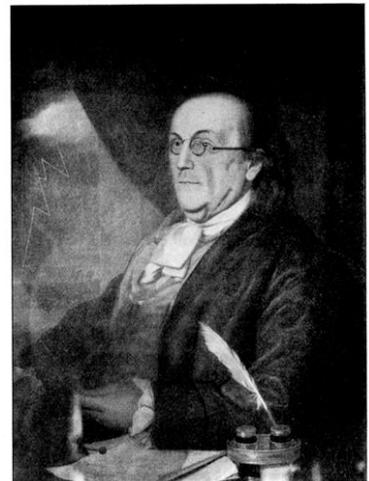
Fine Arts Connection

Portraits

In the days before photography, portrait painters recorded the appearance of people. The portrait painting reached a highpoint in England and the United States in the 1700s. The practice was a combination of fine art and business; a good portrait painter was in demand by the rich and famous.

In the United States, **Gilbert Stuart**, **John Singleton Copley**, and **Charles Willson Peale** painted thousands of portraits. Choose one of these artists, or another of the era, and write a brief report, in which you discuss not only the artist's career, but also the nature of the business of portraiture at the time.

As a class, use the Internet to find portraits of Alexander Hamilton and Aaron Burr. Compare and discuss the various images. How do they differ? Which are most flattering? Which seem most realistic? Which is probably the most accurate? Why?



*Benjamin Franklin
Portrait by Charles Willson Peale*

Chapter 6: Politicians

pages 50–59

Before You Read

Making Predictions

Hamilton and Burr have occasionally met in society and the courtroom. Now both become interested in politics. What do you predict will happen between these two ambitious men?

On what evidence do you base your prediction?

After You Read

Checking Predictions

Was your prediction supported? How well?

Mastering Vocabulary

Words with Multiple Meanings

Many words in English have more than one meaning. Understanding which meaning an author intends is a key to comprehension. Below are words from this chapter that could have more than one meaning. For each, identify two possible meanings. Then place a checkmark in the box with the meaning the author intended in the text.

Word	Meaning 1		Meaning 2	
capital (page 51)	<input type="checkbox"/>		<input type="checkbox"/>	
customs (page 52)	<input type="checkbox"/>		<input type="checkbox"/>	
uniform (page 52)	<input type="checkbox"/>		<input type="checkbox"/>	
stable (page 193)	<input type="checkbox"/>		<input type="checkbox"/>	
submitted (page 58)	<input type="checkbox"/>		<input type="checkbox"/>	

Analyzing the Writing

Figurative Expressions

Figurative expressions are words or phrases that represent one idea in terms of another. The words or phrases are not literally true; they make a comparison or suggest a way of thinking about an idea. When Burr was “dipping his toe in the political waters,” he was not actually touching anything with his foot. The expression shows that he was testing the conditions, as a swimmer might do in a chilly lake. St. George often uses figurative expressions in order to make the facts of the past seem livelier and to convey clearly the situations Hamilton and Burr were facing. Explain what is meant by each of the following figurative expressions.

1. “lock, stock, and barrel” (p. 51) _____
2. “trouble brewed” (p. 54) _____
3. “diving in headfirst” (p. 56) _____
4. “bigger fish to fry” (p. 59) _____

Which Is Which?

Read the list below and write in the name of Hamilton or Burr to show which man is identified by the phrase, or write both if they both can be identified by the item.

U.S. Secretary of Treasury	
Ran for vice president	
Opposed to Washington	
Opposed to Jefferson	
Moved to Philadelphia	
Used a code when writing	
National Bank & U.S. Mint	
Led militia against Whiskey Rebellion	
Had yellow fever	
Strong central government	
Opposed the Jay Treaty	
Voted with the crowd	

Health Connection

Yellow Fever

The yellow fever that attacked Hamilton and his wife was named for the way skin turned a ghastly yellow during the second—and most deadly—stage of the disease. Shortly after, a victim began to vomit black clots of blood and soon died. Thousands died in Philadelphia in 1793.

There is still no “cure” for yellow fever, and it still exists in some parts of the world. Learn more about the history of yellow fever, its causes, and the discovery of its source. Prepare a brief oral report on what you learn.

As you investigate the disease, make comparisons between what you learn and other health issues in the present.

Chapter 7: Friends

pages 60–70

Before You Read

Making Predictions

This chapter is entitled “Friends.” Hamilton and Burr have been rivals in the courtroom and in politics. What could possibly draw them together?

Mastering Vocabulary

Applying Language

You can learn the meaning of a word by looking it up or by figuring it out from context. But to master the word, you must be able to use it correctly in your own language, whether written or spoken. Define each word below. On the back of this paper, use each of the following words in an original sentence that shows you understand its meaning.

1. integrity (p. 61) _____

2. craved (p. 61) _____

3. cordial (p. 62) _____

4. livid (p. 64) _____

5. altruistic (p. 68) _____

6. prominent (p. 69) _____

After You Read

Checking Predictions

How did the two men work together in this chapter? Was your prediction accurate?

Getting to Know the Characters

1. How could Hamilton claim that he was honest after what was revealed in the Reynolds pamphlet? Do you think he was honest?

2. Why didn't Hamilton want peace with the French?

3. How did the yellow fever epidemic help bring Hamilton and Burr together?

4. How did Burr possibly save Hamilton's life a second time?

5. How did Burr find himself involved in another duel? What was the outcome?

Making Connections

1. How is it that Burr and Hamilton, who have disagreed a lot, get along fine in New York? You probably know people with whom you are not really friends, but you get along well with them in some situations. How do people do that? Why do people do that?

2. Hamilton and Burr have different ideas about what should happen in the country. Where did they get their ideas? Where do you get your ideas and attitudes about the best way to do things?

Chapter 8: Enemies

pages 71–81

Before You Read

Making Predictions

You know that the brief friendship between Hamilton and Burr will end. What events will make them enemies?

I predict...

Because...

Mastering Vocabulary

Key Words

Explain the meaning of the following words, each of which is critical to understanding the situation that developed between Hamilton and Burr.

1. dictated (page 71)_____
2. blacklist (page 22)_____
3. glib (page 75)_____
4. limbo (page 76)_____
5. consoled (page 78)_____

After You Read

Checking Predictions

Reread your predictions. Were you right? What caused Burr and Hamilton to become mortal enemies?



Analyzing the Writing

Summarizing

In this chapter, the author explains the events and feelings that led up to the duel. If you were explaining the conflict to someone, how would you summarize the situation?

1. Hamilton does not think highly of Burr. Summarize his attitude about Burr's character.

2. Burr has very specific complaints about Hamilton. Summarize the actions Hamilton has taken that have enraged Burr.

Flintlock Pistols

In pistol duels, participants stood sideways, rather than squarely facing each other. Why do you suppose they did so? The idea of standing a few feet apart with guns and taking turns firing at one another sounds like sheer suicide. Today it would be. Dueling pistols, however, such as the ones Burr and Hamilton would use, were unreliable and inaccurate. How did they work, and what made them so undependable?



Research the history of firearms to learn about flintlock technology. Draw a diagram of a flintlock pistol, showing what it looked like, how it was loaded, how it worked, and why it was a weapon of chance as well as a weapon of choice in the early 19th century.

Chapter 9: Duelists
Epilogue
pages 82–89

Making Predictions

Describe what you think will happen between Hamilton and Burr as the book concludes.

After You Read
Checking Predictions

Review your prediction about the duel.
How accurate was your prediction to what really happened?



Getting to Know the Characters

1. Who makes the challenge and why?

2. Does either man make an effort to avoid the duel? Explain your answer.

3. How does it turn out for the winner of the duel in his later life?

Analyzing the Writing: Structure

Author Judith St. George has used a prologue and an epilogue in this book.

1. Reconsider the prologue of the book. Where do the events of the prologue fit in the series of events of the final few chapters?

2. How does using the prologue in this way contribute to the drama of the final chapter?

3. What purpose does the epilogue play in the story of Hamilton and Burr?

Responding to the Story

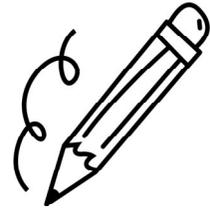
1. Do you think Burr was justified in his belief that Hamilton had deeply injured his honor? Why or why not?

2. Do you think that Hamilton was justified in his opinion of Burr? Why or why not?

3. Whom did you want to win the duel? Why?

4. Do you think there was any way these two men could have settled their differences?

Wrap-up



Reviewing Predictions

Turn to page 7 of this guide and review your first predictions. Complete the chart on the page.

Analyzing the Writing

1. Although this is a work of nonfiction, the author tries to make it read almost like a story that you would read in fiction. Describe ways that she accomplishes this goal.

Thinking About the Genre

1. Often, St. George has included quotations and descriptions from the men or from others who knew them. What effect do those quotations have as you read?

2. Look at the bibliography at the back of *The Duel*. What information does that section provide?

3. Authors of nonfiction draw conclusions and have opinions. Find a few examples of places in which St. George offers an opinion or draws a conclusion. Do you think the author is fair to both Hamilton and Burr?

Making Connections

1. Everyone meets people in life with whom they cannot get along. Sometimes people misunderstand each other and sometimes they oppose each other for other reasons. What can you learn from reading about Hamilton and Burr that you can use in your own life?

Library Applications

Research: Dueling

Dueling has a long history. There was even a written code, the *Code Duello*, specifying rules for challenges and conduct. Despite many attempts to end the practice, it persisted well into the 19th century in America. Students may research:

- the origins of dueling
- weapons used for dueling
- codes and customs of dueling
- famous duels
- the law's response to dueling



The Hamilton–Burr Duel

Students may use books, magazines, or the Internet to learn more about the subject. Guide students in effective research skills such as effective searching and evaluating sources, especially on the Internet.

Writing: Letters

Before modern communications, letters were the means by which people kept in touch. It is amazing to people today how often and how much people wrote. Such letters are also valuable sources for historians, as St. George shows in this book.

Letter writing takes practice though. Have students imagine and write a series of letters between:

- Hamilton and his wife Eliza about the end of the Revolutionary War, or
- Burr and his beloved daughter Theodosia, after the duel, or
- some other characters and circumstance they choose

Encourage students to be as thorough as they can. Explain that they do not necessarily have to imitate the formal patterns of language of the time, but that they should include details, questions, comments, as if they were the person whom they are representing in the series of letters.



**Using Local Resources:
Fun in Your Own Backyard**

This book is about two important men in the early days of the United States. What was your community like in its early days? Create a poster giving a sense of the early history of your community. A librarian can help with research. Suggestions for the poster include:

- a brief narrative
- copies of early newspaper articles
- copies of photographs
- a time line
- important people
- maps

Whether your community's history extends two hundred years or only fifty, it is important to understand that history is about real people who lived real lives.

Suggestions for Further Reading

Other books by Judith St. George

Betsy Ross, Patriot of Philadelphia. Henry Holt and Company, 1997

Dear Dr. Bell... Your Friend, Helen Keller. Harper Collins, 1992

John and Abigail Adams: An American Love Story. Holiday House, 2001

Sacagawea. G.P. Putnam's Sons, 1997

A complete list of St. George's books appears on her Web site at www.judithstgeorge.com/books.htm

Nonfiction books about the early days of the United States

Allen, Thomas. *George Washington, Spymaster: How the Americans Outspied the British and Won the Revolutionary War*. National Geographic Children's Books, 2004.

Blivens, Bruce. *The American Revolution: 1760-1783*. Random House, 1981.

Bobrick, Benson. *Fight for Freedom: The American Revolutionary War*. Byron Preiss, 2004.

Fleming, Thomas. *Everybody's Revolution: A New Look at the People Who Won America's Freedom*. Scholastic, 2006.

Freedman, Russell. *Washington at Valley Forge*. Holiday House, 2008.

Historical fiction relating to the early days of the United States

Anderson, M.T. *The Astonishing Life of Octavian Nothing, Traitor to the Nation*. Candlewick Press, 2006.

Collier, Christopher, and Collier, James Lincoln. *My Brother Sam Is Dead*. Scholastic, 1985.

Forbes, Esther. *Johnny Tremain*. Houghton-Mifflin, 1943 (many other editions).

Rinaldi, Ann. *Time Enough for Drums*. Dell-Laurel Leaf, 1986.

Correlations to National Standards For Grades 9–12

Content Area	Standard Number	Standard Objective
Visual Arts	NA.M.9–12.4	Understanding the Visual Arts in Relation to History and Cultures.
Visual Arts	NA.M.9–12.6	Making Connections Between Visual Arts and Other Disciplines
Languages Arts: English	NL-ENG.K–12.1	Reading for Perspective
Languages Arts: English	NL-ENG.K–12.2	Reading for Understanding
Languages Arts: English	NL-ENG.K–12.3	Evaluation Strategies
Languages Arts: English	NL-ENG.K–12.4	Communication Skills
Languages Arts: English	NL-ENG.K–12.5	Communication Strategies
Languages Arts: English	NL-ENG.K–12.6	Applying Knowledge
Languages Arts: English	NL-ENG.K–12.8	Developing Research Skills
Languages Arts: English	NL-ENG.K–12.12	Applying Language Skills
Geography	NSS-G.K-12.2	Places and Regions
Social Studies: U.S. History	NSS-USH.5–12.2	Colonization and Settlement (1929–1945)
Social Studies: U.S. History	NSS-USH.5–12.3	Revolution and the New Nation
Social Studies: U.S. History	NSS-USH.5–12.4	Expansion and Reform
Social Studies: Civics	NSS-C.9–12.1	Civic Life, Politics and Government
Social Studies: Civics	NSS-C.9–12.2	Foundations of the Political System
Physical Education & Health	NPH-H.9–12.2	Health Information, Products, and Services
Physical Education & Health	NPH-H.9–12.3	Reducing Health Risks
Technology	NT.K-12.1	Basic Operations and Concepts