

Book: *Thomas Jefferson's America*

Chapter One: Jefferson's Concept of America

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two to three 40-minute periods

Objectives:

- 1) Students will demonstrate understanding of the assigned reading.
- 2) Students will write for a specific audience.
- 3) Students will read newspaper editorials to prepare for their writing.

Materials needed:

- ✓ Paper
- ✓ Pen
- ✓ Newspapers

Activities:

- 1) Students will read the chapter and discuss the difference of opinion among the Founding Fathers about how the new country should be run, paying specific attention to the Sedition Act.
- 2) Students will relate this to current media stories. Allow class time for students to read newspaper editorials. Discuss for which audience the editorials are written. Discuss the language and style in which the editorials are written.
- 3) Have students role-play a citizen from the 1790s. Each student will compose a letter to the editor reflecting concerns of that day.

Assessment:

- ✓ Do the students participate in the classroom discussion?
- ✓ Do the students put forth effort when studying the editorials?
- ✓ Does the letter to the editor reflect concerns of the 1790s?
- ✓ Does it follow the pattern of letters to the editor?
- ✓ Does the student write "in character"?

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Chapter Two: The Reality of Jeffersonian America

Subject area(s): Social Studies

Amount of time needed: One to two 40-minute periods

Objectives:

- 1) Students will read with understanding.
- 2) Students will define the term "idealist."
- 3) Students will take notes on the class reading.
- 4) Students will compare the ideal America Jefferson envisioned to the real America of today.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Give students a note-taking sheet before they begin the reading. The sheet should contain these questions:
 1. What is idealism? How did Jefferson's attitudes reflect idealism?
 2. What were Jefferson's feelings toward cities? What was this opinion based on?
 3. How did Jefferson view the future of slavery? How did he view the future of Native Americans?
 4. If Jefferson were to visit America today, how do you think he would react? Base your opinion on what you have read.

Assessment:

- ✓ Are the student's answers to these questions accurate?
- ✓ Do they show understanding of the material covered?

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Chapter Three: The Road to the Louisiana Purchase

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will define the term “global community.”
- 2) Students will recognize how countries in various parts of the world affect one another.
- 3) Students will create a time line of events leading up to the Louisiana Purchase.

Materials needed:

- ✓ Paper
- ✓ Markers or colored pencils
- ✓ Pens

Activities:

- 1) Have students reread chapter 3, making notes of important dates as they read.
- 2) Students will create a time line of events. Encourage them to highlight different events with colors to represent which nations were involved. Make sure they include Spain, France, and the United States.

Assessment:

- ✓ Does the time line contain accurate and complete information?
- ✓ Are the students able to participate in class discussions concerning the importance of various countries to one another?

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Chapter Four: Lewis and Clark Expedition

Subject area(s): Social Studies, Technology

Amount of time needed: One 40-minute period

Objectives:

- 1) Students will name technological advances that assisted farmers in the late 1700s.
- 2) Students will discuss inventions or innovations (agricultural or industrial) in our society that have helped advance our economy.
- 3) Students will actively participate in class discussion.

Materials needed:

- ✓ Writing materials

Activities:

- 1) Have the class read chapter 4. Ask them to list advances in farming that helped the economy (cotton gin, machines to spin and weave).
- 2) In a discussion, let them share innovations in modern-day technology that have helped our economy. Also, have them discuss any negative effects of these innovations.

Assessment:

- ✓ Are the students able to participate meaningfully in the class discussion?

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Chapter Five: Downfall of Neutral America

Subject area(s): Social Studies, Art

Amount of time needed: Two 40-minute periods

Objectives:

- 1) Students will read and evaluate the information about Thomas Jefferson.
- 2) Students will create a collage using words that describe Thomas Jefferson's character traits.

Materials needed:

- ✓ Poster paper
- ✓ Pen, pencil
- ✓ Newspapers, magazines
- ✓ Glue

Activities:

- 1) After reading the chapter, discuss how Thomas Jefferson was perceived when he was alive and how he is perceived now.
- 2) Have students create a collage of words that describes Jefferson's character, using old magazines and newspapers. Students should then explain how their choices relate to Jefferson.

Assessment:

- ✓ Does the collage contain references to words that would describe Jefferson?
- ✓ Can the students explain and support their choices for their collages?