

# Thomas Jefferson Powerpoint Presentation

“Proud Patriot, Founding Father”

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**GRADE LEVEL:** This lesson would be applicable for International Baccalaureate and/or Advance Placement level high school classes.

**TIME REQUIRED:** The following lesson is designed to take place over two class days in a block schedule format.

**RESOURCES NEEDED:** Each student will need three copies of the National Archives Document Analysis Worksheet (Worksheet available at [http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)).

A computer equipped with Microsoft Powerpoint.

## **BIBLIOGRAPHY:**

Bernstein, R.B. *Thomas Jefferson*, Oxford University Press, New York, NY, 2003  
Ellis, Joseph J. *American Sphinx*, Alfred A. Knopf Publishers, New York, NY, 1996  
Maier, Pauline. *American Scripture, Making the Declaration of Independence*, Vintage Books, New York, NY, 1998  
Malone, Dumas. *Jefferson and His Time, Vol. I (Jefferson the Virginian)*, Univ. of Virginia Press, Charlottesville, VA, 2005

**BACKGROUND:** This lesson will follow an overview used in class of the American Revolution and Declaration of Independence (I use a separate Powerpoint), and its intent is to compare and contrast the roles played by George Washington (whose role is larger in the overview) and Thomas Jefferson, who will be the subject of the Powerpoint case study offered here.\*

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## **Lesson Format**

### **PRE-READING**

1. Students will read Malone, p. 169-173 on causes of resistance by the Virginia House of Burgesses.

2. Students will read Bernstein p. 20-25, on reaction to the Boston Tea Party and writing the *Summary View of the Rights of British America*.

### **CLASSROOM COMPONENT**

1. The teacher will begin the Powerpoint Presentation titled “Thomas Jefferson, Proud Patriot, Founding Father.”
2. The teacher will explain key points brought up by the presentation.
3. Following slide 7, “Committees of Correspondence,” discuss the Dunmore reading about the need for and importance of the Committees of Correspondence in pre-revolutionary America.
  - a. Why were the committees formed?
  - b. What incidents prompted Virginia to create such a committee?
  - c. In your view, was the revolution at this point inevitable, or could relations with Britain have been saved?
4. Resume the presentation to slide 10. Prior to slide 10, ask students to list (on the board) events of significance between 1773 and 1775.
  - a. This should include the Boston Tea Party, Port of Boston Act, arrival of General Gage, Suffolk Resolves, Continental Association, the First Continental Congress, Lexington and Concord.
5. Using the reading from R.B. Bernstein, ask students what new grounds for American independence were given in the *Summary View of the Rights of British America*.
6. Resume the presentation. Pause after slide 12.
3. Students will read Jefferson’s letter to William Small, dated May 7, 1775 “NEWS FROM BOSTON” found at <http://etext.lib.virginia.edu/etcbin/toccer-new2?id=JefLett.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=7&division=div1>. Use the document analysis worksheet available from the National Archives to assess the importance of this document. (Worksheet available at [http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf))
4. Complete the same exercise after having students read Jefferson’s letter to John Randolph, dated August 25, 1775 “RECONCILIATION OR INDEPENDENCE” found at <http://etext.lib.virginia.edu/etcbin/toccer-new2?id=JefLett.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=8&division=div1>
5. Resume the presentation. Pause after slide 24.
6. Students will read Jefferson’s letter to George Washington, dated May 28, 1781 “APPEAL TO THE COMMANDER IN CHIEF” found at <http://etext.lib.virginia.edu/etcbin/toccer-new2?id=JefLett.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=17&division=div1>
7. Complete the National Archives document analysis worksheet for this letter, and discuss what other challenges Washington had at the time.
8. Complete the presentation.

\*During the overview phase, students need to read Pauline Maier, *American Scripture, Making the Declaration of Independence*, p. 38-45.