

# Advanced Placement United States History

NEH Institute

Thomas Jefferson: Personality, Character, and Public Life (Summer 2006)

Teacher: Ken Cameron

<b>Unit Title</b>	Structure versus Agency: Thomas Jefferson's Role in Early American History
<b>MYP Level</b>	10 <sup>th</sup> grade: AP US History
<b>Timeline for Unit Implementation</b>	Two weeks
<b>Area of Interaction(s)</b>	Community and Service
<b>Guiding Question</b>	To what extent are we free to operate as individuals within our societies?

## Identify Desired Results

<b>General Description of Unit</b>	This two-week unit will examine issues of individual agency and social structures within the larger context of American history from the Revolution through the early years of the Republic. Students will confront major questions of historical and sociological/philosophical analysis, including the problem of presentism in historical interpretation and the question of free will within one's society.
<b>Standards/ Benchmarks</b>	<i>State of Michigan Social Studies Content Standards and Benchmarks</i> I.1.MS1; I.1.MS2; I.2.MS1; I.2.MS2; I.2.MS4; I.2.HS2; I.2.HS3; I.3.MS1; I.3.MS3; I.4.MS3; I.4.MS4; I.4.HS2; I.4.HS4; II.1.HS2; II.4.HS4; III.1.HS1; III.2.MS1; III.2.HS2; III.3.HS2; IV.3.MS3; V.1.HS3; V.2.HS1; VI.1.MS3.

<b>Connections to Other Disciplines</b>	Arts; Sciences; Language A; Technology.
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## Assessments

<p><b>Summative Assessment(s)</b></p>	<p>Reflection essay; unit examination.</p>
<p><b>Description of Summative Assessment(s)</b></p>	<p>The reflection essay will ask students to use their understanding of the history of the period to attempt to answer the Guiding Question (hereafter GQ). In particular, the students will read a selection of interviews from the Ken Burns Thomas Jefferson collection in order to assess the issue of structure and agency both in American history and in their lives. The format of the unit examination will be modeled after the AP examination. It will cover three chapters and include multiple choice and writing sections.</p>
<p><b>Formative Assessment(s)</b></p>	<p>Chapter reading quizzes; article review; discussion assessments; peer review.</p>
<p><b>Description of Formative Assessment(s)</b></p>	<p>Chapter reading quizzes will assess thorough student reading and comprehension of textbook chapters and will include multiple-choice questions modeled after the AP examination multiple-choice questions. The article review will ask students to respond to a complementary reading in the same basic writing style expected of them for the AP examination. Discussion assessments will entail teacher assessment of student preparation for and participation in classroom discussion. Peer review will include small group sharing and reviewing of reflection essays.</p>
<p><b>Student Self-Assessment</b></p>	<p>Students will assess their comprehension of historical information and the GQ through a reflection essay.</p>

## Daily Activities (Week by Week Outline)

Sequence of Activities	Topic(s) of the Day	Approaches to Learning	Assessments (Form./Sum.)
<b>Day One (55 minutes)</b>	Introduce and discuss the GQ; review the <i>Declaration of Independence</i> .	Classroom discussion; brainstorming on the GQ; primary document analysis; read chapter 9, "The Confederation and the Constitution," for the next class.	Discussion assessment.
<b>Day Two (90 minutes)</b>	Review GQ; review chapter 5, "Colonial Society on the Eve of Revolution, 1700-1775;" Politics; Revolution; Religion.	Reading quiz over chapter 9; review lecture: The Social World of Eighteenth Century Virginia, intertwined with Jefferson's <i>Declaration of Independence</i> ; cooperative learning group work and brief student presentations on Constitution making, the Federalist/Anti-Federalist debate, new land laws, and the Shays and Whiskey Rebellions; primary document analysis of Jefferson's <i>Virginia Statute of Religious Freedom</i> ; read <i>Life, Liberty and the Pursuit of Thomas Jefferson</i> for next class and write an essay addressing the GQ and Jefferson.	Reading quiz; reflection essay.
<b>Day Three (90 minutes)</b>	Review religion and GQ; Politics; Economics; Ideology; the life of Thomas Jefferson.	Lecture: Thoughts on Religion, Jefferson, and Individual Agency; interactive Power-Point discussion of Politics, Economics and Ideology of the Early Republic, with major topics including the Washington presidency, the Bill of Rights, the Bank of the US debate, the French Revolution, the Adams presidency, and underlying and emerging political ideologies; full classroom discussion of the assigned reading, influenced by the GQ; read chapters 10 and 11, "Launching the New Ship of State, 1789-1800," and "The Triumphs and Travails of the Jeffersonian Republic, 1800-1812," for the next class.	Discussion assessment.

<p><b>Day Four</b> <b>(55 minutes)</b></p>	<p>Review GQ; Jefferson, Race and Slavery.</p>	<p>Reading quiz over chapter 10; lecture: Jefferson and the Problem of Race and Slavery, intertwined with reflections on the GQ; be ready for chapter 11 reading quiz for next class; view selections of Ken Burns' <i>Thomas Jefferson</i> documentary, time permitting.</p>	<p>Reading quiz.</p>
<p><b>Day Five</b> <b>(90 minutes)</b></p>	<p>Review race and slavery; Politics and Ideology; review concept of historiography and introduce issue of presentism in historical analysis.</p>	<p>Reading quiz over chapter 11; review discussion of race and slavery; political cartoon analysis/discussion of election of 1800; interactive discussion/lecture of Revolution of 1800, the Jeffersonian political ideal versus the reality of the Louisiana Purchase and the Lewis and Clark expedition, and the Embargo and Non-Intercourse Acts; teacher led discussion of historiography/historical interpretation through the guided reading of selected excerpts from the Ken Burns Thomas Jefferson interviews; read selections from the Ken Burns Thomas Jefferson interviews and write an essay identifying differences in historical interpretation and insights into answering the GQ.</p>	<p>Reading quiz</p>
<p><b>Day Six</b> <b>(90 minutes)</b></p>	<p>Review GQ and issues of historical presentism and interpretation; Jefferson in the context of the Revolution and the Early Republic.</p>	<p>Brainstorming session on the GQ, historical presentism, and historical interpretation; teacher-led, student-driven classroom discussion of essays, with GQ in mind – students should comment on whether or not they, as twenty-first century citizens, should or can judge Thomas Jefferson and how their answers speak to their views of the GQ; cooperative learning group work to review and reflect upon each others' essays; individual thesis statement writing, using historical knowledge, to answer the GQ; thesis-sharing with the class; review for unit examination next class.</p>	<p>Discussion assessment; peer review.</p>
<p><b>Day Seven</b> <b>(55 minutes)</b></p>	<p>Review discussion from last class; unit examination.</p>	<p>Review GQ; unit examination.</p>	<p>Unit examination.</p>

<b>Student Reflection</b>	The students will have the opportunity to reflect upon the GQ throughout the unit; in particular, students will both write an essay incorporating historical understanding, outside reading, and analysis of the GQ and participate in a classroom discussion of these essays.
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**MYP Unit Reflection**  
**(to be completed upon conclusion of the unit)**

<b>What Worked?</b>	
<b>What Did Not Work?</b>	
<b>What Did the Students Find Compelling?</b>	
<b>What Enduring Understanding(s) Did/Do the Students Construct?</b>	
<b>What Needs to Be Changed or Reexamined Before This Unit Is Taught Again?</b>	
<b>What Were the Students Reflections on the Unit?</b>	