

Thomas Jefferson Day

Student Background: 20-25 Hispanic (Puerto Rican/Dominican family origin) 4th graders. Students live in inner-city Rochester, New York. The school is an improving school that has been cited for lack of academic gain through the NCLB program. 98% of our students qualify for free lunch.

Objective: Introduce Thomas Jefferson and some of his important contributions through a one day integrated study of Thomas Jefferson in all subject areas.

Overview: During one full day as part of "New York State during the American Revolution" unit this Thomas Jefferson thematic based lesson will be presented. Each lesson will be introduced with a Jefferson content mini-lesson.

Sample Schedule:

9:20 Introduction
9:50 Reader's Workshop- Jefferson Biography
10:50 Writer's Workshop-Declaration of Independence
12:20 Physical Education- Colonial Games
1:00 Lunch
1:35 Math-Louisiana Purchase & Lewis and Clark
2:10 Science-Jefferson's Peas, Please!
2:45 Closure-Thomas Jefferson Fact Game
3:20 Dismissal
Homework: Thomas Jefferson was important because....

Web sites: There are many good web sites with material on Thomas Jefferson. I strongly suggest that you start with monticello.org They have great resources for the classroom and the teacher and have other quality links.

New York State Standards:

Social Studies- NYS 1,3,4,5 (US and NY History, Geography, Economics, Civics, Citizenship, and Government)

Math-NYS 3 (Process strands: problem solving, reasoning and proof, and connections and Content Strands: operations and number sense)

ELA-1,3,4 (use language for information and understanding, for critical analysis and evaluation , and social interaction)

Science-NYS 4 (Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.)

Physical Education-NYS 1 (Personal Health and Fitness)

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.)

Anticipatory Set/Thomas Jefferson Role-Play

Essential Question: Who was Thomas Jefferson?

Description: After taking attendance and taking care of other administrative duties teacher will dress up as Thomas Jefferson (wig, hat, scarf, black coat) and welcome students. Teacher will then speak about key points of Thomas Jefferson and then answer any preliminary questions.

Time: 30 minutes

Materials: costume, quill pen, parchment copy of Declaration of Independence

Key Points:

Born April 13, 1743 in Shadwell, Virginia.

Earliest memory being carried on a pillow by an African-American slave.

Father died when 14 years old.

Wins a seat in the House of Burgess.

Married Martha Wayles Skelton in 1772.

Elected to the Second Continental Congress in 1775.

Writes Declaration of Independence in 1776.

Elected governor of Virginia in 1779.

Martha Jefferson dies in 1782.

Goes to France to replace Franklin as ambassador.

Becomes Secretary of State in 1790.

Loses election to John Adams and becomes his vice-president in 1796.

Becomes President of the USA in 1801 and serves two terms.

1st term went well and second was very hard.

Louisiana Purchase made in 1803.

Start of the Lewis and Clark Expedition in 1804.

Retires to Monticello in 1809. Spent many years designing and redesigning it.

Created the University of Virginia. Founded in 1825.

Died on July 4, 1826, 50th anniversary of the Declaration of Independence, four hours before John Adams. Adams last words, "Jefferson survives."

Answer any questions students may have.

English Language Arts (Reading Workshop)

Essential Question: Why was Thomas Jefferson important?

Description: In high-low reading pairs, students will read chapters on Thomas Jefferson and "We Hold these Truths to Be Self-Evident" on pages 1-3 and 27-44 from Who Was Thomas Jefferson by Dennis Brindell Fadin. While reading they will write connections (Text to self, Text to text, Text to world), reactions, and questions on "post-it" notes. This strategy is found in "The Comprehension Toolkit" written by Stephanie Harvey and Anne Goudvis. These will be shared in whole group workshop. The lesson will conclude by having students answer comprehension questions on student worksheet (teacher made).

Time: 60 minutes

Materials: student copies of Meet Thomas Jefferson by Marvin Barrett, "post-it" notes

Key Points: See worksheet

Name _____
ELA

Date _____
Mr. Hall

Who Was Thomas Jefferson Worksheet

1. List three reasons why Thomas Jefferson was important:

2. How had the colonists protested the tax on tea? What did the British do after the protest?

3. Was Thomas Jefferson a good speaker? _____

4. Who were the five members chosen to write the Declaration of Independence?

_____, _____, _____
_____, _____

5. Which was the last state to sign the Declaration of Independence? _____

6. Give two reasons why John Adams said that Jefferson should write the Declaration of Independence.

English Language Arts (Writing Workshop)

Essential Question: What are the three parts of the Declaration of Independence?

Description: Students will meet with teacher and discuss the purpose of the Declaration of Independence and main components (basic rights , complaints against England, declare independence). These three ideas will be put on chart paper. Students will then be told that they are going to declare independence from room #324. Students will brainstorm reasons to want to leave (they will be asked to be considerate and to be restrained). Their ideas will be put onto another piece of chart paper to be used as a guide for their individual declaration of independence. Students will write a brief declaration of independence on regular paper and then after having peer and teacher editing and revision will copy it onto their student parchment paper(that can be made using attached directions or other ways available on-line) with thin, black felt pen. Their declarations will be posted in the classroom (it will require careful monitoring to make sure that they are not too strong against the class or teacher. (During independent writing time, students will eat "Jefferson Gingerbread," which was a Dolly Madison recipe that was a favorite of Thomas Jefferson. The recipe is attached. A possible extension would be to have the students read their declaration and possibly videotape it for parents to see.

Time: 90 minutes

Materials: quill pen, parchment copy of Declaration of Independence, chart paper, writing paper, pencils and pens, student parchment paper (made the day before), see attached directions.

Key Points: 3 part to the Declaration of Independence:

1. Statement of the rights of men: Life, Liberty, and the Pursuit of Happiness
2. List of complaints against England
3. Declaration of independence from England

Make Your Own Parchment Directions

Materials:

- cold coffee or tea (about 1/2 cup)
- piece of white paper
- string or ribbon
- a blow dryer
- markers, paints or pens

Instructions:

- Take a piece of white paper and rip off all the edges (don't cut them with scissors, rip them!) If you rip the paper a bit more than you meant to, it's not the end of the world... it just makes the parchment look older.
- Crumple the paper up as tightly as you can into a ball.
- Flatten the paper out again and put onto a plate or cookie sheet.
- Pour coffee or tea over the paper. Spread it around with your hands to make sure it covers everything.
- Let it sit for about 5 minutes.
- Pour the coffee out.
- Blow dry with a hand held blow dryer on high for about 5 minutes (leave it sitting on the plate while blow drying or it will tear to pieces). When it's pretty dry (and starts to lift a bit) switch the blow drier to low to finish off (about another 2 minutes).

Jefferson Gingerbread Recipe

-2 ¼ cups all-purpose flour

-4 teaspoons ginger

-1 teaspoon cinnamon

-1 cup light mild-flavored molasses

-2/3 cup of butter, melted

-1¼ teaspoons baking soda

-1 cup hot water

1. Sift together flour, ginger, and cinnamon in medium sized bowl.
2. Combine molasses and melted butter in large mixing bowl.
3. Dissolve the baking soda in ¼ cup of hot water, then add to the molasses.
4. Add the flour mixture and the remaining ¾ c of hot water to the mixture bit by bit, beating well after each addition.
5. Pour the batter into a greased 9 inch square baking pan. Bake at 350 degrees for 30 minutes. Check with a toothpick. If the toothpick comes out clean it is ready.

Physical Education/Colonial Games

Essential Question: What are some of the games Thomas Jefferson might have played when he was a child?

Description: Class will go to gym and participate in 4 of the 6 stations set up in the gym. The gym teacher and the classroom teacher will help monitor games, although the idea will be reinforced that these activities would be unsupervised in colonial times. Each station will last 7 minutes. A whistle will be blown after each 7 minute time period so that students will switch to new stations.

Time: 40 minutes

Materials: rope rings, small cones, plastic or wooden bowling pins, nine pin balls (smaller than a basketball), chalk for hopscotch if needed, hoops and sticks, jump ropes

Mini-lesson: (mini-lesson will be given in class before gym) Teacher will explain to class that children did pay in colonial times, but they often were busy with work and chores around the home (discuss what those jobs might be). Children did play games. Games were simple and made by children or parents. Usually they would be for small groups as neighbors were generally not living close by. (more detailed information is available on-line or in life in colonial times books)

Activities: (www.noahwebsterhouse.org/games.html)

Quoits: Small cones and rope rings will be provided to play "quoits" which is similar to horse shoes.

Hoops: Hula hoops and sticks will be used to roll the hula hoops on the gym floor. Cones will be set up to be used for relay races with the hoops.

Nine Pins: Students will set up three rows of three pins and try to knock all the pins down in the least amount of throws. The distance needs to be decided and marked.

Hopscotch: Students who wish will be able to use painted hop scotch squares to play hop scotch.

Jump rope: Jump ropes will be provided along with the words for traditional jump rope rhymes. (Rhymes are attached)

Traditional Jump Rope Rhymes

Down in the Meadow

Down in the meadow,
Where the green grass grows,
There sat_____

As sweet as a rose.

She sang and she sang
And she sang so sweet,
Along came a butterfly
And kissed her on the cheek.

Another flew across
And kissed her on the nose.

How many times can she **jump** on her toes?

One, two, three, etc.

Pebbles in your hand

Pebbles in your shoe.

Pebbles in your pocket

How many have you?

One, two, three, etc...

Math

Essential Questions: Why were the Louisiana Purchase and the Lewis and Clark Expedition important?

Which math operation should I use for each word problems.

Description: Students will read Louisiana Purchase and Lewis And Clark Expedition pages. Emphasis will be placed on the cost and the increase in size of the United States. Students will then work alone or in pairs on the specific word problems, choosing the correct strategy for resolving the problems. After the majority of students have finished, the problems will be answered while focusing on the different strategies that students utilized.

Time: 30 minutes

Materials: Who Was Thomas Jefferson by Dennis Brindell Fadin, student worksheet

Mini-lesson: Teacher will read pages 70-72 from Who Was Thomas Jefferson by Dennis Brindell Fadin and briefly discuss the Louisiana Purchase and the Lewis and Clark Expedition. (more detailed information is available on-line or in Jefferson biographies)

1. When Jefferson made the Louisiana Purchase, he doubled the size of the United States. He bought approximately 828,000 square miles of land. What was the size of the United States after the purchase? Give both an estimate and an exact figure. Be sure to show your work.

2. In 1803 the population of the United States was a little over 5 million. The Louisiana Purchase cost \$15 million. About how much would each person in the United States have to pay? Be sure to show your work.

3. The Lewis and Clark Expedition traveled over 8000 total miles over a period of 2 years, 4 months and 10 days. If they averaged 9 miles a day, how far would they have gone in 1 week? 2 weeks? 4 weeks? Be sure to show your work.

4. Lewis and Clark were gone for 2 years, 4 months and 10 days. How many months was that? Weeks? Days? Be sure to show your work.

Science/Jefferson's Peas, Please!

Essential Questions: What are some of the things Thomas Jefferson invented?
Why is it important to write observations down when conducting science experiments?

Description: Students will listen to a mini-lesson on Jefferson as a scientist (more detailed information is available on-line or in Jefferson biographies). After the mini-lesson the students will plant peas into a cup. Peas should be soaked for an hour or two before planting (you will need to buy the peas from a garden store). After 2-3 weeks the seeds can be replanted in an outside garden or kept in the cup to stay at school or go home. Students should check their peas daily and take notes on growth, how much water given, and possibly weather conditions (cloudy or sunny).

Time: 30 minutes then on-going

Materials: packaged peas, cups, dirt, measuring cup (small) for water, rulers

Mini-lesson:Teacher will talk about how Jefferson was an inventor and scientist. He improved the dumbwaiter, invented a polygraph machine for writing two copies of a document, an improved plow and a macaroni making machine. He took careful notes on the weather and other things. He believed that there might still be woolly mammoths and hoped that Lewis and Clark might find one. He was a very curious person and liked to experiment. When recording what fruits and vegetables he was growing, the vegetable that he mentioned the most was peas.

Closure/Thomas Jefferson Fact Game

Essential Question: What have we learned about Thomas Jefferson today?

Description: The closure activity will begin with a quick discussion/review of key ideas from the lessons of the day. The game will then begin. Going around in random order (possibly by seating) the teacher will point to a student and the student will have 10 seconds to say a fact about Jefferson. The teacher will continue in order calling students. If a student gives a fact that is not true or has already been said, he or she is eliminated from the game. A student is also eliminated if they do not answer within 10 seconds. When 1 student is left, that student is the winner. A prize could be given.

Time: 25 minutes

Materials: none

Homework: Students will write a first draft of an essay entitled: "Why Thomas Jefferson is Important."

Thomas Jefferson Rubric

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Thomas Jefferson Information	My paper has only 1 example of why TJ was important.	My paper has 2-3 examples of why TJ was important.	My paper has at least 4 examples of why TJ was important.	My paper has at least 6 examples of why TJ was important.	
Do you think Thomas Jefferson was important?	No opinion stated.	I express some opinion of Thomas Jefferson's importance.	I state my opinion of Thomas Jefferson's importance.	I strongly state my opinion of Thomas Jefferson's importance.	
Grammar and style	There are many mechanical errors and the paper is hard to understand.	There are mechanical errors and the paper is not as clear as it should be.	There are few mechanical errors and the paper is understandable	There are very few mechanical errors and the paper is clear and persuasive.	