

# **“FOUR FACES AND PHASES OF THOMAS JEFFERSON”**

**A language arts unit of study for an 11<sup>th</sup> Grade American Literature class  
(Advanced or Regular)**

**Draft**

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## **I. RATIONALE:**

This unit is designed to introduce Thomas Jefferson and his ideas to students in an “inner city” high school, Clairemont High, in San Diego, California. Included in the unit are four smaller sub-units: the Declaration, the doctrine of separation of church and state, race, slavery, and Sally Hemings and the need for a virtuous well-educated populace. The unit is designed for 11th graders in an American Lit class. It can be adapted for language learners who are significantly below grade level in a “regular” level class or for an Advanced or Honors level course. The four sub-units can be interchanged, included or excluded as needed, depending on available time, student ability level, or teacher interest. This unit is NOT focused on political or diplomatic history; rather, it is intended to push student literacy by making conceptual links to the major historical and political contexts of the founding era. The thematic foci of these sub-units are:

- Jefferson's Legacy: Religious Intolerance and the Doctrine of Separation of Church and State
- 2) Jefferson's Declaration: Good Politics, Good Fiction
- 3) All in the Family: Jefferson, Slavery, Sally Hemings and Race in the American “Family.”
- 4) Jefferson's Admonition: The Need for Virtue, A Well-Rounded Education, & Moral Sensibility

## II. GOALS AND OBJECTIVES:

The goals and objective of this four-pronged approach to Jefferson are many. The **first phase** is to help students transition from a previous unit on the Puritans and the Salem Witch Trials in which they studied *The Crucible* by Arthur Miller). This two or three day unit will segue nicely from the colonial era to the Revolution by tracing the historical context of religious persecution in Europe and the colonies. It will help students understand the context that led up to the doctrine of the separation of church and state. It will seek to help students understand one of Jefferson's enduring contributions in American life – his absolute insistence on a strict wall of separation, religious toleration and religious de-establishmentarianism. The **second phase** is to help students understand the Declaration and the way in which Jefferson used language to frame American beliefs. Emphasis will be on Jefferson as America's first intellectual and his framing of the American credo. We will look at the introduction to the Declaration microscopically and analyze it as America's "first fiction." Emphasis is on values, Jefferson's terminology and use of language. The **third phase** is a look at the issue of slavery and the Sally Hemings affair. We will look at the contradictions implicit in America's promise of freedom and equal rights through the prism of slavery and race relations. And we will look at the Jefferson Hemings affair as a metaphor of sorts for America's attempt to deal with the issue of race. Finally, the **fourth phase** will be to look at Jefferson's views on the pursuit of happiness as it pertains to young people. Students will look at Jefferson's admonitions as contained in his letters to young people on the importance of pursuing virtue, a well-rounded education and developing a moral sensibility.

### III. STANDARDS:

#### *Expository Critique 2.6 :*

Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

#### *Structural Features of Literature 3.5:*

- a. Trace the development of American literature from the colonial period forward.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

#### *Writing Strategies 1.0*

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

*Organization and Focus 1.1:* Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

#### *Research and Technology*

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

#### *2.3 Write reflective compositions:*

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

#### *2.4 Write historical investigation reports:*

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

*2.6 Deliver multimedia presentations:*

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.

*1.0 Written and Oral English Language Conventions*

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

*2.0 Speaking Applications (Genres and Their Characteristics) & 2.2 Deliver oral reports on historical investigations:*

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

#### **IV. ESSENTIAL QUESTIONS**

- Why is Jefferson's legacy important and useful to us today?
- Is it fair to consider Jefferson the intellectual father of America?
- What ongoing contradictions are contained in his Declaration that are still with us today?
- How did Jefferson's mastery with words help order and organize American life.

- Are Jefferson's concerns with virtue, moral reasoning and education useful to us now?
- How do we deal with the apparent hypocrisy between word and deed?
- Why is the Declaration important to us as Americans more than 200 years after it was penned?
- How is Jefferson's understanding of the right to freedom of conscience important to us today?

#### **V. ESSENTIAL UNDERSTANDINGS:**

- Students will understand that the Declaration can be viewed as a piece of fiction.
- Students will understand that it is our national credo.
- Students will demonstrate understandings of the terms: credo, equality of rights, pursuit of happiness, natural rights, inalienable.
- Students will see Jefferson-Hemings family battles as a microcosm for America's struggles with race even today.
- Students will understand Jefferson's intense personal conflict over slavery.
- Students will understand that education, exercise of moral sensibility, ethics and virtue are essential to being successful and productive citizens.
- Students will understand that Jefferson was a master word smith and used words to structure and organize our political and social life.
- Students will understand the revolutionary nature of his belief in separation in church and state and how that marked a new era in national and world political life.

#### **VI. ESSENTIAL SKILLS**

- Students will be able to complete a test on the basic meanings of the Declaration -  
- with an emphasis on on it as piece of imaginative fiction, as well as on key vocabulary.
- Students will conduct meaningful research on the internet and otherwise to investigate the importance and meaning of the Jefferson-Hemings controversy.

- Students will write a dialogue (short play) or an essay on one aspect of the Jefferson Hemmings controversy.
- Students will complete journals that demonstrate informal understandings of the following: the importance of virtue and self education, the importance of religious tolerance, the contradictions between TJ's words and deeds on the issue of slavery, the meaning of the Declaration.
- Students will complete a short piece of writing on each of the four themes as contained in the four subunits. Part 1 – persuasive editorial; Part 2 – Quiz on the Declaration; Part 3 WebQuest; Part 4 – Creative Letter from Parent

## **VII. MAJOR OUTCOMES OR ASSESSMENTS:**

- PHASE 1) Short persuasive editorial on theme related to separation of church and state as it relates to schools today. (See topics and lessons below)
- PHASE 2) Test on the Declaration as America's First Fiction
- PHASE 3) Research paper, web quest and/or play/dialogue on one aspect of Jefferson-Hemings slavery conundrum using "*Jefferson's Blood*" website on "[www.PBS/WGBH/Frontline/....](http://www.PBS/WGBH/Frontline/....))
- PHASE 4) Creative or research paper on Virtue, Education, Moral Reasoning
- JOURNALS: Informal notes and understandings from each of the four areas.  
\* Each of these assessments will be described in greater detail below.
- FINAL BINDER: Contains all assignments with a reflective paper on new understandings and lessons learned.

## **VIII. INSTRUCTIONAL RESOURCES:**

### **Phase 1: Religious Freedom, Tolerance and Separation of Church and State:**

Students will: a) see a Power Point lecture on religious intolerance, read, review and rewrite one of Jefferson's writings and c) write a short paper on a contemporary issue related to the separation of church and state in public schools.

a) Power Point on time line of religious intolerance to separation of Church and State

b) *Virginia Statute on Religious Freedom*

c) *Virginia Declaration of Rights*

d) *Letter to Danbury Baptists*

e) Autobiography pgs. 34-35 religion, establishment, "one true church (not)", assessment (taxes) and intolerance

f) *Letter to John Adams*, "I will never be a Calvinist."

g) Jefferson's epitaph

### **Part B: Controversies Over Separation of Church and State Today. Topics for persuasive editorial papers:**

After seeing the power point and looking a several of Jefferson's statements on religion, religious intolerance, establishment, and freedom of conscience, students will conduct research and write short persuasive editorials on the following topics.

- Prayer in School, Religious Clubs, A Moment of Silence, Prayer at Graduation, Prayer at Athletic Events, The Jefferson Bible, Tax Benefits for Religious Charities, In God We Trust, One Nation Under God, Religion in the Classroom, Muslim Women and Head Scarves, Muslim Prayers in Public Schools, Bible as Literature

Resource Books:

**PHASE II: "The Declaration: Good Politics, Good Fiction":** Students will: a) be presented a short lecture to be accompanied by a graphic organizer; b) They will memorize the introduction "We hold these truths..." and c) take a test on some of the key concepts and terms.

1) Article: *"Jefferson's Declaration: Good Politics, Good Fiction"*

2) Lecture

### 3) Quiz/Exam

**PHASE 3: All in the Family: Jefferson, Sally Hemings, Race and Identity** Students will: a) watch and take notes on the documentary "Jefferson's Blood" (Some may want to use the film: "Sally Hemings, an American Scandal"?) b) complete a webquest project as detailed in Lesson Plans below or c) complete a research paper

- 1) Video: *Jefferson's Blood*
- 2) Website: *Jefferson's Blood* ([www.PBS/WGBH/Frontline/....](http://www.PBS/WGBH/Frontline/...))
- 3) OAH Lesson: "*Thomas Jefferson and Slaves: Teaching an American Paradox*"
- 4) Atlantic Monthly article: "*Radical and Racist*"
- 5) Article: "*Thomas Jefferson, Race and National Identity*" (Onuf, Peter)
- 6) Article "The White Jeffersons" Jan Ellen Lewis
- 7) Video: "*Sally Hemings, an American Scandal*"

**PHASE 4: A young Person's Pursuit of Happiness: Virtue, a Well-Rounded Education and Moral Sensibility:** Small groups of students will "translate" each of these excerpts below into contemporary language. They will then develop a Power Point or dialogue to give a short presentation to the class. Students will take notes on each presentation and then write individual papers entitled: "Letter from my Parent" or "Letter from Thomas Jefferson."

- a) *Letter to Peter Carr*
- b) *To Thomas Mann Randolph*
- c) *Felicity*
- d) *Freedom of Mind*
- e) *Education of a Grandson*
- f) *Female Education*

g) *A Hard Student*

h) *Counsel to a Namesake*

**Part B: Bill of No Rights:** Students will read the satirical mockery of the Bill of Rights and write a short paper as described in the Lesson Plans section below.

## **IX. ACCOMODATIONS FOR SPECIAL NEEDS STUDENTS AND/OR LANGUAGE LEARNERS**

In all four phases of the unit, instruction will be adapted to encourage access and achievement for students with special needs. SDAIE strategies will be used as detailed below. In addition, every effort will be made to make the abstract language of the colonial era comprehensible to language learners. Strategies will be used to contextualize information so that it is more accessible. Visuals, graphic organizers, interactive websites, video, text transformation strategies and emphasis on key vocabulary will be used to help contextualize abstract information and concepts.

## **X. CALENDAR**

### **PHASE 1: Religious Intolerance and Separation of Church and State**

DAY 1: Power Point presentation on historical context of religious intolerance. Students to take notes on a time line graphic organizer. Pass out list of topics for short persuasive editorials on contemporary issues related to separation of church and state in public schools.

DAY 2: SIMULATION: Each student must “pay” a dollar for the main religious group's weekly prayer service. Students to be "punished, banished and tortured for blasphemy" in

role play simulation.

DAY 3: Students to research and write editorials for school paper

### **PHASE 2: Jefferson's Declaration: Good Politics, Good Fiction**

DAY 4: Students will first read the article "*Jefferson's Declaration: Good Politics, Good Fiction*". This to be followed by lecture with graphic organizer. Students to take notes.

Emphasis on the establishment of the American credo, enlightenment philosophy, natural rights, key terminology (credo, self-evident, endowed, inalienable, equality, the nature of happiness, stewardship, equality of rights, all men, race, women exclusion and inclusion). Discussion of Jefferson's change of wording of property to happiness from the Virginia Declaration. Students to memorize introductory passage "We hold these truths..."

DAY 5: QUIZ on previous day's lecture

### **PHASE 3: All in the Family: Jefferson, Sally Hemings, Race and Identity**

DAY 6: View video "Jefferson's Blood" or "Sally Hemings: An American Scandal"

DAY 7: Introduction to the website "[www.PBS/WGBH/Frontline/....](http://www.PBS/WGBH/Frontline/...))

DAY 8: Work on Webquest Projects

DAY 9: Work on Webquest Projects

DAY 10: Work on Webquest Projects

### **PHASE 4: Jefferson's Admonition to Young People: The Pursuit of Happiness,**

## **Virtue, a Well-Rounded Education and Moral Sensibility**

DAY 11: Put students in groups to decode each of the 8 letters regarding self-development, happiness, education and the development of moral sensibility. Each group will rewrite one of the letters in contemporary language. They will then summarize the main points, create a Power Point and present them to class

DAY 12: Work on rewrites and presentations

DAY 13: Presentations

DAY 14: Work Day as needed

DAY 15: Final Reflections. Final Binders Due as possible

# LESSON PLAN DAY 1

**Objective:** Students will demonstrate understanding of the historical context of religious intolerance and persecution that existed in Colonial America from the first settlements, to the Salem Witch Trials up to and including the Revolution. Students will demonstrate this understanding by taking notes on a historical timeline and writing a reflection in their journals. Both items are to be evaluated informally – initially. Formal assessment will occur later at the end of the unit.

**Warm-up:** Journal Topic: What understandings did you gain about the role of religion in American life from our previous unit on “*The Crucible?*” 10 mins.

**STEP 1:** Distribute timelines, set up journals, introduce key vocab. (terms: intolerance, persecution, inquisition, heresy, blasphemy, establishment, tyranny and oppression ) 10 mins.

**STEP 2:** Give PowerPoint presentation and lecture. Power Point to focus on Religious wars, torture, and punishments from Europe and colonial America:

*(NOTE: POWER POINT ON RELIGIOUS PERSECUTION IS ATTACHED IN SEPARATE DOCUMENT: TITLED: TJ and Religious persecution .ppt)*

25 mins.

**STEP 3:** Students write 200 word reflection in journals. Teacher does an informal assessment of student note taking on timeline/graphic organizer. 15 mins.

**CONCLUSION:** Teacher to pass out topics for upcoming assignment: persuasive editorials on contemporary conflicts over the separation of church and state.

## LESSON PLAN DAY 2

**Objective:** Students will participate in a brief **simulation on the inherent coercion involved with religious establishment.** This simulation will allow them to intuit the dangers of theocratic coercion.. Students will contribute a dollar to the religious affiliation with the most adherents. Students who object will be pilloried, banished or burned.

**Warm-up:** Students are to take out the timeline notes from day one and journal entry/reflection from the previous day's PowerPoint on religious persecution and do a think/pair/share. Review key terms (terms: intolerance, persecution, inquisition, heresy, blasphemy, tyranny, oppression ) 10 mins.

**STEP 1:** Teacher will pass out roles and religious affiliation cards to each student. Students will then be asked to contribute a one dollar tax to help subsidize the dominant established religious group. Students will verbalize statements from assigned roles. Mock punishments to be meted out. 30 mins.

**STEP 2:** Teacher to lead debriefing exercise 10 mins.

**STEP 3:** Students write 200 word reflection in journals. 10 mins.

**CONCLUSION:** Teacher to assign topics for the persuasive editorials. (SEE

ATTACHED DOCUMENT TITLED: PERSUASIVE ESSAY.doc)

contemporary conflicts over the separation of church and state. Students to begin research on computers as time permits.

# LESSON PLAN DAY 3

**Objective:** Students will read, evaluate and write informal responses to Jefferson's writings on religious tyranny & religious tolerance by reading selected writings and comparing and contrasting his ideals to the existing order of the colonial era.

**Warm-up:** Is it a good idea to keep all religion and or discussions about God, the Bible and religious beliefs out of public schools? Or have we gone too far? Do student need religious and moral instruction in public schools. 10 mins.

**STEP 1:** Teacher will pass out key passages from Jefferson's writings and ask students to read, evaluate and summarize them for the rest of the class. 30 mins.

A) *Virginia Statute on Religious Freedom*

B) *Virginia Declaration of Rights*

C) *Letter to Danbury Baptists*

D) Autobiography pgs. 34-35 religion, establishment, "one true church (not)

E) *Letter to John Adams*, "I will never be a Calvinist."

F) Jefferson's epitaph

**STEP 2:** Teacher to lead discussion in which students compare Jefferson's ideas with the prevailing order. 15 mins

**STEP 3:** Students will write in their journals. Topic: Do you agree or disagree with scholars and Jefferson himself that the strict separation of church and state is a good idea.

**STEP 4:** Students to use library, conduct interviews and use computers to research topics on contemporary conflicts in public schools on the church/state separation doctrine.

10 mins.

**CONCLUSION:** Teacher to review assignment, discuss problems in evaluating and using sources, assign homework. Paper due: Day 5

## LESSON PLAN DAY 4

**Objective:** Students will conduct research on persuasive editorial topics using graphic organizers (*SEE PERSUASIVE ESSAY attachment*) to collect, analyze and evaluate sources. Topics to include: Prayer in School, Religious Clubs, A Moment of Silence, Prayer at Graduation, Prayer at Athletic Events, The Jefferson Bible, Tax Benefits for Religious Charities, In God We Trust, One Nation Under God, Religion in the Classroom, Muslim Women and Head Scarves, Muslim Prayers in Public Schools, Bible as Literature. Students will take a stand and write a 350-500 editorial to be assessed by attached rubric. (*This document to be inserted later*)

**Warm-up:** Students are write a 100-150 word warm up on the topic: How would you react and what would you do or say if you were required -- under threat of punishment -- to bow your heads and pray at the beginning of class? 10 mins.

**STEP 1:** Teacher will pass out and review: 1) instructions, 2) graphic organizers for collecting and evaluating research 3) rubrics 4) model editorial 20 mins.

**STEP 2:** Teacher to model and present the structure of a short editorial (catchy lead, thesis, evidence and support, responding to counter arguments, conclusion) 20 mins.

**STEP 3:** Students to use library, conduct interviews and use computers to research topics. 10 mins.

**CONCLUSION:** Teacher to review assignment, pass out and discuss rubric, problems evaluating and using sources, assign homework. Homework: Students to recite “We hold these truths...”

# LESSON PLAN DAY 5

**Objective:** Students will demonstrate understanding of concepts and values which underlie Jefferson's intro to the Declaration of Independence (We hold these truths...)  
Students will read the article: *Jefferson's Declaration: Good Politics. Good Fiction* and take notes using a graphic organizer on the day's lecture. (*NOTE: See attached document:* ). \* Due: Short Editorials Due!

**Warm-up:** Post the intro to the Declaration on the overhead and have students evaluate, react and respond... do they believe it is a good, fair, believable statement about American beliefs and values? Or is it problematic? 10 mins

**STEP 1:** Teacher will pass out and review: 1) the Declaration (intro only) 2) the article: *Jefferson's Declaration: Good Politics. Good Fiction* 3) graphic organizer to assist note taking. (*This document to be inserted later*) 15

**STEP 2:** Teacher to give lecture and students to take notes on the language and meaning of the Declaration. Emphasis on Jefferson's invocation of the American credo, enlightenment philosophy, natural rights, key terminology (credo, self-evident, endowed, inalienable, equality, the nature of happiness, stewardship, equality of rights, all "men", race, women exclusion and inclusion). Discussion of Jefferson's change of wording of property to happiness from the Virginia Declaration. Students to memorize introductory passage "We hold these truths..." 30

**CONCLUSION:** Teacher to review key concepts for tomorrow's quiz. Homework:  
Students to memorized "We hold these truths..." and recite tomorrow.

## LESSON PLAN DAY 6

**Objective:** Students will demonstrate understanding of concepts and values which underlie Jefferson's intro to the Declaration of Independence (We hold these truths...)

Students will take and **exam/quiz** on: *Jefferson's Declaration: Good Politics. Good Fiction* (attached) and on previous day's lecture. (*NOTE: Exam/quiz is attached*)

**Warm-up:** Review notes for quiz. Students to practice reciting "We hold these truths..."

10 mins

**STEP 1:** Teacher will pass out and students will take exam

15 mins.

**STEP 2:** Exam will emphasis on Jefferson's invocation of the American credo, enlightenment philosophy, natural rights, key terminology (credo, self-evident, endowed, inalienable, equality, the nature of happiness, stewardship, equality of rights, all "men", race, women exclusion and inclusion). Speculation on the reasons for Jefferson's change of wording from George Mason's "property" to "happiness" from the Virginia Declaration included. Students to memorize introductory passage. 30 mins.

**STEP 3:** Students to recite the intro "We hold these truths..."

**CONCLUSION:** Tomorrow students to begin new sub-unit on Slavery, Jefferson, Hemings and race relations in USA.

## LESSON PLAN DAY 7

**Objective:** Students will discuss race relations through the prism of the Jefferson Hemings affair. Students will take notes on the movie, either: a) *Jefferson's Blood* or b)

Video: "*Sally Hemings, an American Scandal*"

**Warm-up:** Most of you know that TJ and Sally Hemings have been "proven" by DNA evidence and scholarly historical research to have had an affair and probably 6 children.

Is this affair important to Jefferson's legacy? Why or why not? 10 mins.

**STEP 1:** Discuss Warm up 10 mins.

**STEP 2:** Pass out film study note taking hand-out and start film.

**STEP 3:** Play and discuss as needed. NOTE: films may take up to one or two lesson hours.

**CONCLUSION:** Notes to be taken in journals and kept for later evaluation.

**HOMEWORK:** Have students discuss the warm-up question with two adults and record findings in journal.

# LESSON PLAN DAY 8

**Objective:** Students will discuss race relations through the prism of the Jefferson Hemings affair. Students will take notes on the movie, either: a) *Jefferson's Blood* or b)

Video: "*Sally Hemings, an American Scandal*"

**Warm-up:** After looking at the film for one day, does the fact that this affair occurred have any importance on Jefferson's legacy? If so, what? Has your opinion of this Founding Father changed? Additional thoughts?

10 mins.

**STEP 1:** Discuss Warm up

10 mins.

**STEP 2:** Review requirements for note taking hand out and start film

**STEP 3:** Play and discuss as needed. NOTE: films may take up to one or two lesson hours.

**CONCLUSION:** Notes to be taken in journals and kept for later evaluation.

**HOMEWORK:** Have students discuss the warm-up question with two adults and record findings in journal.

# LESSON PLAN DAY 9

**Objective:** Students will begin a three day exploration of the website Jefferson's Blood: "[www.PBS/WGBH/Frontline/...](http://www.PBS/WGBH/Frontline/...)". Students be given a teacher guided preview of the website on the computer projector. They will be placed in groups. And, they will begin exploration of the websites required sections (to be added in later). Students' webquest projects will be formally evaluated later in the subunit.

**Warm-up:** Which historical fact is more important, that TJ owned slaves or that he had a secret long-term affair with a black woman. And/or: Some historians have said that TJ was a victim of his time. He was unable to reveal his secret love for Sally Hemings because of the prevailing prejudices of the times. Do you agree or disagree and why?

10 mins.

**STEP 1:** Discuss Warm up

10 mins.

**STEP 2:** Teacher to pass out WebQuest instructions handout. (*Note: See attached document: "WebQuest on Jefferson's Blood"*). Teacher to give students a virtual tour of the website.

20 mins.

**STEP 3:** Students will be put in small groups of 2-3 students to explore the website. Teacher will pass out assignment instructions. All students will read and respond to two or three sections. Then each small group will be required to write a paper and present a PowerPoint presentation on one section.

**CONCLUSION:** Notes to be taken in journals and kept for later evaluation.

**HOMEWORK:** Students to select a project and begin work at home. Also, teacher to assign readings from list of resources (above): *The White Jeffersons* et all....

# LESSON PLAN DAY 10

**Objective:** Students will begin a three day exploration of the website *Jefferson's Blood*: "[www.PBS/WGBH/Frontline/....](http://www.PBS/WGBH/Frontline/...)". Students be given a teacher guided preview of the website on the computer projector. They will be placed in groups. And, they will begin exploration of the websites required sections (to be added in later). Students' webquest projects will be formally evaluated later in the subunit.

**Warm-up:** Which historical fact is more important, that TJ owned slaves or that he had a secret long term affair with a black woman. And/or: Some historians have said that TJ was a victim of his time. He was unable to reveal his secret love for Sally Hemings because of the prevailing prejudices of the times. Do you agree or disagree and why?

10 mins.

**STEP 1:** Discuss Warm up

10 mins.

**STEP 2:** Teacher to pass out WebQuest instructions handout. (*Note: See attached document: "WebQuest on Jefferson's Blood"*)Teacher to give students a virtual tour of the website.

20 mins

**STEP 3:** Students will be put in small groups of 2-3 students to explore the website. Teacher will pass out assignment instructions. All students will read and respond to two or three sections. Then each small group will be required to write a paper and present a PowerPoint presentation on one section.

**CONCLUSION:** Notes to be taken in journals and kept for later evaluation.

**HOMEWORK:** Students to select a project and begin work at home. Also, teacher to assign readings from list of resources (above): Peter Onuf's: *Thomas Jefferson, Race and National Identity* et all....

# LESSON PLAN DAY 11

**Objective:** Students will continue their exploration of the website *Jefferson's Blood*: "[www.PBS/WGBH/Frontline/](http://www.PBS/WGBH/Frontline/)....). Students be given the entire period to work on their selected and assigned projects. Students' webquest projects will be formally evaluated later in the subunit.

**Warm-up:** TBD 10 mins.

**STEP 1:** Discuss Warm up 10 mins.

**STEP 2:** Teacher to review WebQuest instructions handout. (*Note: See attached document: "WebQuest on Jefferson's Blood"*). Teacher to give students a virtual tour of the website.

20 mins

**STEP 3:** Students will be working on computers in small groups of 2-3 students to explore the website. All students will read and respond to two or three sections. Then each small group will be required to write a paper and present a PowerPoint presentation on one section.

**CONCLUSION:** Notes to be taken in journals and kept for later evaluation.

**HOMEWORK:** Students to select a project and begin work at home. Also, teacher to assign readings from list of resources (above): et all....

# LESSON PLAN DAY 12

**Objective:** Students will continue their exploration of the website *Jefferson's Blood*: "[www.PBS/WGBH/Frontline/....](http://www.PBS/WGBH/Frontline/...)". Students be given the entire period to work on their selected and assigned projects. Students' webquest projects will be formally evaluated later in the subunit.

**Warm-up:** TBD 10 mins.

**STEP 1:** Discuss Warm up 10 mins.

**STEP 2:** Teacher to review WebQuest instructions handout. (*Note: See attached document: "WebQuest on Jefferson's Blood"*)  
40 mins

**STEP 3:** Students will continue in small groups of 2-3 students to explore the website. All students will read and respond to two or three sections. Then each small group will be required to write a paper and present a PowerPoint presentation on one section.

**CONCLUSION:** Notes to be taken in journals and kept for later evaluation.

**HOMEWORK:** Students to select a project and begin work at home. Also, teacher to assign readings from list of resources (above): *Thomas Jefferson and Slaves: Teaching an American Paradox*. *NOTE ADDITIONAL DAYS MAY BE ADDED AS NEEDED.*

# LESSON PLAN DAY 13

**Objective:** Students will read and evaluate writings by TJ on the subjects of: virtue, a well-rounded education and the development of moral reasoning. Students will evaluate Jefferson's admonitions in their journals and show evidence of serious contemplation of his major ideas. To be first informally and then later formally assessed.

**Warm-up:** It has been said that: "America's democracy cannot survive without a citizenry that is concerned with being virtuous, well educated and morally sound." Agree or disagree and explain. Or "Who are some of the elderly figures in your life who try to advise you how to live your life. What words of wisdom do they share with and how do you react?" 10 mins.

**STEP 1:** Discuss Warm up 10 mins.

**STEP 2:** Pass out handouts (*See list of documents and sources attached in document called: "The Virtuous Path"*) with various letters from Jefferson to young adults. Choose one to read (decode), review and evaluate. Do this on the overhead. Model for students the process of decoding Jefferson's difficult language. Present a reasonable translation into contemporary modern discernible language. Summarize the letter in 5-10 key points. Then assign letters to small groups who will go through the same process and present their findings to the class. Students should assign roles. One should keep a list of key vocab. One should read and decode. One should write translation. One should write summary. One should present to class. 40 mins

**STEP 3:** Students will continue work in small groups of 3-4 students to decode, translate and summarized the letters.

**CONCLUSION:** Pass out final writing assignment: "Letter from a Concerned Parent."

*((Note: See attachment called: "The Virtuous Path"))*

# LESSON PLAN DAY 14

**Objective:** Students will read and evaluate writings by TJ on the subjects of: virtue, a well-rounded education and the development of moral reasoning. Students will decode, translate into contemporary language and prepare 5-7 minute presentations on Jefferson's admonitions.

**Warm-up:** It has been said that: "America's democracy cannot survive without a citizenry that is concerned with being virtuous, well educated and morally sound." Agree or disagree and explain. Or "Who are some of the elderly figures in your life who try to advise you how to live your life. What words of wisdom do they share with and how do you react?"

10 mins.

**STEP 1:** Discuss Warm up

10 mins.

**STEP 2:** Review the assignment instructions for student presentations. (*Note: See attachment called: "The Virtuous Path"*) Students will be put in their groups to continue work from previous day on decoding, translating and summarizing Jefferson's admonitions.

40 mins.

**STEP 3:** Begins student presentations. Pass out rubric for presentations. (*Note: this handout has yet to be inserted*). Model presentation form as needed.

**CONCLUSION:** Review final writing assignment: "Letter from a Concerned Parent."

(*Note: See attachment called: "The Virtuous Path"*)

# LESSON PLAN DAY 15

**Objective:** Students give prepared presentations (5-7 minutes) on Jefferson's admonitions. Presentations to be evaluated by a posted rubric.

**Warm-up:** TBD 10 mins.

**STEP 1:** Discuss Warm up 10 mins.

**STEP 2:** Students give prepared presentations (5-7 minutes) on Jefferson's admonitions. Presentations to be evaluated by a posted rubric. Students who are not presenting will take notes on a pre-designed graphic organizer. Their notes on other students' presentations will be evaluated in Journals. These notes will be critical to succeeding in the terminal assignment for this sub-unit. (see below) 40 mins.

**CONCLUSION:** Review final writing assignment: "Letter from a Concerned Parent."

*(Note: See attachment called: "The Virtuous Path")*

## LESSON PLAN DAY 16

**Objective:** Individually each student will write a “Letter from a Concerned Parent” or “Letter from A Resurrected Thomas Jefferson to the Students of 21<sup>st</sup> Century America.” Letters should demonstrate a sound understanding of the major concerns and themes of Jefferson’s Admonitions, as well as, thoughtfulness and a considered understanding of the serious purpose of this assignment.

**Warm-up:** TBD 10 mins.

**STEP 1:** Teacher to present a model letter on the overhead and give direct instruction on the form, style and content of the letter. Teacher will review instructions and poste rubric.

25 mins.

**STEP 2:** Students will begin the writing process for their letter. Students will brainstorm, organize, prioritize and begin drafting letters.

**CONCLUSION: HOMEWORK:** Students will draft and polish their letters to be prepared for class on the next class session for peer editing and peer evaluation using posted rubric. (*Note:See attachment called: “The Virtuous Path”*)

# LESSON PLAN DAY 17

**Objective:** 1) Students will peer edit and peer evaluate final letters. These letters to be evaluated against a posted rubric. 2) Students to prepare to submit journals and final reflection on unit.

**Warm-up:** TBD 10 mins.

**STEP 1:** Teacher to model and discuss techniques for peer editing and evaluation using a rubric.

25 mins.

**STEP 2:** Students will organize and prepare journals for submission.

**STEP 3:** Students will write final evaluation of the entire Jefferson unit. Students to collect all essays and journals and neatly package them for submission.

**CONCLUSION: HOMEWORK:** Students will write final evaluation of the entire Jefferson unit. Students to collect all essays and journals and neatly package them for submission(*Note: See attachment called: "The Virtuous Path"*).

## XII. Final Package of Assessment for Evaluation

### Percent of Overall Grade

- PHASE 1) Short persuasive editorial on theme related to separation of church and state as it relates to schools today. (See topics and lessons below) 20%
  - PHASE 2) Test on the Declaration as America's First Fiction 10%
  - PHASE 3) Research paper, webquest and/or play/dialogue on one aspect of Jefferson-Hemings slavery conundrum using "Jefferson's Blood" website on "[www.PBS/WGBH/Frontline/....](http://www.PBS/WGBH/Frontline/....)) 20%
  - PHASE 4) a) Presentation on Virtue, Education and Moral Reasoning 10%
  - b) Creative or research paper on Virtue, Education, Moral Reasoning 10%
  - JOURNALS: Informal notes and understandings from each of the four areas. 15%
  - FINAL VOCAB QUIZ 5%  
. (NOTE: This quiz to be submitted later)
  - FINAL BINDER: Contains all assignments with a reflective paper on new understandings and lessons learned. 10%
- Total** **100%**

