

# JEFFERSON: DECLARATION, PRESIDENCY AND LIFE

by:

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## NEH Thomas Jefferson Institute Unit Plan

These AP US History lessons would be given over 4-5 days (55 minutes each). The first would be (1) half of the lecture, followed by (2) the Declaration of Independence Discussion/Seminar, then (3) finishing the lecture and lastly, (4) the Power Point!

My students would need to know this information to assist them in passing unit #2 of the class AND the national AP US exam given in early May 2009.

The students should be able to understand and analyze the Declaration of Independence and its importance nationally and throughout the world. The students will know of Jefferson's role in the 1790s AND his presidency in the early 1800s. Students will understand Jefferson's architectural and domestic side. Lastly, they will understand TJ's importance in founding the University of Virginia and how different and radical its founding was in 1819. I will give a timed essay exam, document based essay exam and 50 question multiple choice exam at the conclusion of Unit #2 (1775-1815)!

### Instructional Resources:

- photocopies of the lecture outline;
- photocopies of the Declaration of Independence, Thomas Jefferson's draft and accompanied questions;
- a computer/laptop, LCD projector and white screen to give the power point presentation.

### Lesson Guidelines:

1. In the Lectures, students will get an outline and the lecture will be given orally on in two days. Students will take notes and ask discussion questions for the 2-part lecture.
2. The discussion/seminar of the Declaration of Independence would take at least 1 full period (55min). I would pass out and "popcorn read" (have students choose randomly their peers to read) the FINAL Congressional Declaration. I would then pass out the draft and questions and will pair the students. I would tell each that they need to turn in ONE answer sheet PER group with both names. If more time is needed, part of the next period could be used to finish and discuss the draft more fully!
3. The power-point would be given with the insistence that students take 1/2 page of notes with the understanding that they will be responding to the question, "To which Jefferson do you relate more, the farmer/architect or politician/writer? (To clarify...are you more like the TJ who built Monticello, Poplar Forrest and UVA or the President who wrote the

Declaration of Independence?") Are you an idealist or realist? Perhaps you're both?  
Explain....