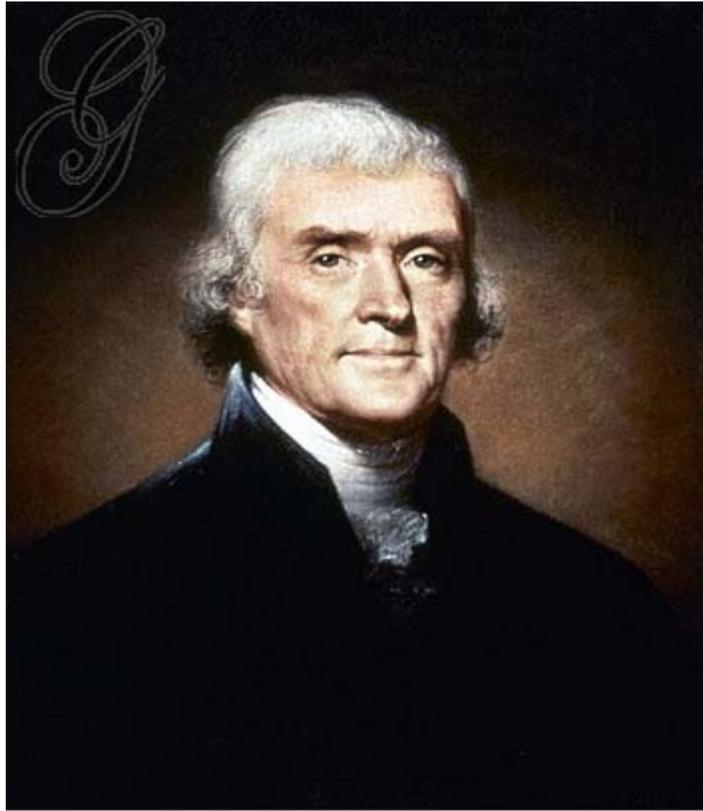


THOMAS JEFFERSON
PERSONALITY, CHARACTER AND PUBLIC LIFE
2008 NEH SUMMER INSTITUTE
BOSTON UNIVERSITY

**The Election of 1800:
And the winner is...**



0026085 THOMAS JEFFERSON
Credit: The Granger Collection, New York

**A Lesson By:
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11th grade AP US History**

Title and Rationale: The Election of 1800: And the winner is...

The election of 1800 is one that many of my students find very interesting yet sometimes confusing. When compared with our election process today they often forget that the constitution has been changed over the years because of events exactly like this. Completing the following lessons will provide my students with a greater understanding of how every four years we allow a peaceful transition of power.

This summer institute has allowed me to gain further knowledge about not only this election but also about the man who assumed power in 1801. Instead of presenting an endless mountain of facts my students can view the images and words from the time period. With proper guidance this should allow my students to analyze and synthesize while having a greater understanding of this event.

Description of Setting: These lessons will be used with my US History I and AP US History students. It will be part of the Founding Era review unit in my US History I class. US History I is a required course for all sophomores. The class begins with a six week overview of the foundations of government and early American History. AP US History is taught during the eleventh grade year and I traditionally have one hundreds students in my three sections. This class is taught in a survey manner and these lessons will be included in my unit on Jefferson.

Stated Purpose: The election of 1800 is one of the most important elections in the history of the United States. The early electoral process is often hard for many of my students to understand. Understanding this election is important for my students to see how our political process has changed over time.

Learning Objectives:

State of Kansas United States History Standards

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, group, ideas, developments, and turning points in the early years of the United States.

Knowledge and/or Application Indicators:

The student:

Indicator 2 (K) describes how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties

Benchmark 4: The student engages in historical thinking skills.

Knowledge and/or Application Indicators:

The student:

1. (A) analyzes a theme in United States history to explain patterns of continuity and change over time.
2. (A) develops historical questions on a specific topic in United States history and analyzes the evidence in *primary source* documents to speculate on the answers.
3. ▲(A) uses primary and *secondary sources* about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion).

Instructional Resources:

<http://www.loc.gov/exhibits/jefferson/jefffed.html> Jefferson Image

<http://www.granger.com/Index.asp> Mad Tom in a Rage Image

<http://www.kindapush.com/documents/SmithsonianElection1800.pdf>

<http://www.yale.edu/lawweb/avalon/presiden/inaug/jefinau1.htm>

Bernstein, R. B. Thomas Jefferson. Oxford: University Press.

Day One: Introduce the Election of 1800.

Bernstein reading pages 126-134

Smithsonian Magazine Article <http://www.kindapush.com/documents/SmithsonianElection1800.pdf>
(Appendix A)

Half the class should read the Bernstein passage and the other half should read the Smithsonian article. Have the students complete the 4-3-2-1 Activity Sheet (Appendix B) based on the readings. When all students are done have them discuss their findings with a shoulder partner.

Questions to keep in mind:

Did the two readings offer different opinions about the election?
Why did Jefferson and Hamilton believe this election was important?
How were elections/campaigns different in 1800 compared to modern elections?
Was the election of 1800 truly revolutionary?

Day Two: OPTIC & Dialectical Journal

Complete the OPTIC (Appendix C) activity for the two Jefferson images (Appendix D & E).
Discuss the two images in small groups.

Discuss the following question with the entire class:
Was one image more powerful than the other? Why?

Each student should complete a Dialectical Journal (Appendix F) over 1st Inaugural address (Appendix G) <http://www.yale.edu/lawweb/avalon/presiden/inaug/jefinau1.htm>

When all students are finished they should break into small groups and discuss the passages/quotes they selected.

Discuss the following question with the entire class:
What message was Thomas Jefferson trying to send in his 1st Inaugural address?

Day Three: Assessment Activity

Each student should complete and turn in the assessment activity (Appendix H).

Closing remarks and discussion: What would Jefferson say about the election/campaigning process today?