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## Thomas Jefferson and the Declaration of Independence: The Man and the Document. 8th Grade Lesson Plan

Lillian D. Drakeford

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**Name:** Lillian D. Drakeford

**School:** Middle School **Grade Level:** 8

Taking a Stand in History 1607 to 1865

**Lesson Plan Title:** Thomas Jefferson and the Declaration of Independence: The Man and the Document

<b>Content Area(s)</b>	American History
<b>Learning Objectives)</b>	<p>Thomas Jefferson spoke for the thirteen colonies when he wrote the Declaration of Independence. He took a stand to free the colonies of British rule.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>a. Describe and discuss positive as well as controversial and contradictory aspects about Thomas Jefferson, the man.</li> <li>b. Sequence the writing of the Declaration of Independence with other documents on a time line.</li> <li>c. Summarize Jefferson's views on government.</li> <li>d. List and explain the significance of Jefferson's contributions to American history and government.</li> <li>e. Answer questions about the Declaration of Independence.</li> <li>f. Analyze quotes from the original text of the Declaration of Independence.</li> <li>g. Explain the impact that the Declaration of Independence had upon American history.</li> <li>h. Analyze events that preceded and followed the writing of the Declaration of Independence.</li> </ol>
<b>Benchmarks for the Ohio Academic Content Standards for Social Studies</b>	<p><b>History – A.</b> Interpret relationships between events shown on multiple-tier time lines.</p> <p><b>History – E.</b> Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p> <p><b>Government – A.</b> Explain why people institute governments, how they influence governments, and how governments interact with each other.</p> <p><b>Government – B.</b> Explain how the Declaration of Independence ...has provided for the protection of rights and the long-term future of a growing democracy.</p> <p><b>Citizenship Rights and Responsibilities – B.</b> Identify historical origins that influenced the rights U.S. citizens have today.</p>
<b>Indicators for above Benchmarks of the Ohio Academic Content Standards for Social Studies</b>	<p><b>History A.1-</b> Select events and construct a multiple-tier time line to show relationships among events.</p> <p><b>History E.4a. -</b> Explain the results of important developments of the American revolution including:</p> <ol style="list-style-type: none"> <li>a. A declaration of American Independence.</li> </ol>

	<p><b>Government A.1-</b> Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p> <p><b>Government B.4a.</b> - Explain the political concepts expressed in the U.S. Constitution: a. Representative democracy.</p> <p><b>Citizenship Rights and Responsibilities B.3a.</b> – Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner.</p>
<p><b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)</p>	<p>Review all the resources listed below. Read and become familiar with the primary document – The Declaration of Independence. Read and become familiar with Thomas Jefferson, the common man and the statesman (learn about his passions, beliefs, interests, politics, contradictions, etc.) Examine and gather information about Monticello and correlate its structure with the concept of self-sufficiency. Review events that preceded and followed the writing of the Declaration of Independence. Prepare pre- and post- assessments. Prepare list of pertinent vocabulary.</p>
<p><b>Core Activities</b> (Detail in steps with division of time)</p>	<p><b>This lesson plan encompasses one week or five, ninety- minute class periods.</b></p> <p><b>Day 1-Introduction: 1.</b>Write on board: Thomas Jefferson, The Boy and Young Adult - 1743 to 1770. Give students five minutes to individually do a “quick write” activity listing words, phrases, and concepts related to what they know or think about Thomas Jefferson. After five minutes, ask students to share their lists aloud. Generate an *affinity diagram (Baldrige assessment tool, see explanation in glossary) assess and categorize areas in which students have prior knowledge. (ten minutes) <b>Hook: 2</b> Inform students that Jefferson was a very multi-talented person. Give a broad overview of Jefferson’s interests and achievements. Place his major achievements on a time line, the baseline of which is his chronological age. Give students a blank time line on which they can fill in dates and place in their personal folders. (fifteen minutes) <b>Main Activity: 3.</b> Show the first segment of the video, approximately twelve minutes. Engage students in class discussion. Emphasize that Jefferson was not only a President of the U.S. and writer of the Declaration of Independence, but also, an architect, farmer, lawyer, statesman, author, scientist, philosopher, politician, husband, father, radical, and revolutionary. Reinforce the Age of Enlightenment (referred to in the video) and Jefferson’s studies in the 1760’s. Define words that are unclear to students. (forty minutes) <b>Closure: 4.</b> Conduct a student-teacher oral review. Have students complete a Level Two writing assignment in remaining class time. Before students begin writing, give specific writing expectations and time limit (for example, in the next five minutes, write five facts you learned about Thomas Jefferson from the video). Give immediate, informal feedback to each student. (ten minutes)</p> <p><b>Day 2- Introduction: 1.</b>Write on board: 1. Thomas Jefferson, The Man – Statesman, Congressman, Architect, Author of the Declaration of Independence -1770 to 1794. Begin with an oral review of previous lesson. Encourage student-led oral review. Post time line and add dimension to the time line by including year, age of Jefferson, and historical event or major accomplishment. (seven minutes) <b>Hook: 2.</b> Stimulate student interest by telling students that Jefferson was called radical, atheist, immoral, an adulterer, and even a traitor at different times in his lifetime. Ask students how this</p>

could be so? What could he have done or said to be accused of such things? Allow students to discuss their theories and make suppositions. (five to seven minutes) **Main Activity: 3** Show students the second segment of the video. This part covers Jefferson's years as a student, rising political figure in Virginia, his role in the Continental Congress, his role in writing the Declaration of Independence, his trip to France, his passion for Monticello, and his position as Secretary of State. (fifteen minutes) Assist students in sequencing years, ages of Jefferson, and events on multiple-tier time line. (five to seven minutes) Read aloud to students from the Internet source (see below in resource list) about Jefferson's college years, his philosophical beliefs, conflict in ideology within himself and with others, etc. (five to seven minutes) Engage students in discussion and solicit opinions. (ten minutes) **Closure: 4** End lesson with a Level Two writing assignment. Question: If Jefferson believed all men were created equal, how do you think he justified owning slaves? Give immediate feedback. (ten minutes)

**Day 3- Introduction: 1.** Write on board: The Declaration of Independence, the Document. Explain that the focus of the lesson will be on analyzing the Declaration of Independence. (Most children will want to dwell more on Jefferson, the man, so explain that they will get back to Jefferson later on in the week.) (three minutes) **Hook: 2** Ask students to ponder three questions: 1. What historical events led others to ask Jefferson to draft the Declaration of Independence? 2. What events took place as a consequence of the adoption of the Declaration of Independence? 3. What makes this document so unique and significant historically? Challenge students to work in groups to list causes and effects of the Declaration of Independence and add them to their multiple-tier time lines. (ten minutes) Check for accuracy. Distribute copies of the primary document to students. **Main Activity: 3.** Show students the portion of the video where the narrator recites from the Declaration of Independence. Have students follow along with their copies of the document. Pause for reflection and comments. (ten minutes) Follow up with *Ignite!* computer lesson reinforcing the main ideas of the Declaration of Independence. Every student should have access to a computer for this computer lesson. (ten minutes) Distribute worksheets that accompany the *Ignite!* lessons and allow students to work in pairs with teacher assistance to complete them. The worksheets require students to analyze and interpret statements from the Declaration of Independence and **can be done without the *Ignite!* computer program**. Refer to exercises on pages 8-9 of *Ignite! Resources for Educators* and pages 92-94 in *Ignite! Classroom Lessons and Activities* (thirty minutes) **Closure: 4.** Close lesson with a Level Two Writing assignment. (ten minutes) Question: What were four things the Declaration of Independence did? Give immediate feedback. **\*Teachers may also opt to use quotations from the Declaration of Independence found in the Internet resource(s) listed below and make up questions that promote interpretation and discussion.**

**Day 4 - Introduction: 1.** Write on board: More About the Declaration of Independence –“What's Up With That?” Use catchy phrase to grab student's attention. Review key concepts from previous lesson by asking students to complete a Level Two writing assignment on the Declaration of Independence. Assignment: List at least five grievances listed in the Declaration of Independence. Give immediate feedback. (fifteen

minutes) **Hook: 2.** Give each student a face down playing card. Structure the card assignments according to student ability. Make sure as close to an even number of students get the same card as possible. Groups should consist of between three and five students. Tell students that they are about to play a game. (three minutes) **Main Activity: 3.** Have students turn their cards over. For each face card, assign a topic/question that is to be addressed. For example:  
Hearts – How did the Age of Enlightenment affect the views Jefferson expressed in the Declaration of Independence?  
Diamonds – Explain how this statement relates to the Declaration of Independence: “The road to democracy was done.”  
Clubs – Explain how this statement made by Jefferson is related to slavery: “God’s justice will not sleep forever.”  
Spades – What do you think the words life, liberty, and the pursuit of happiness mean? Are there practical limitations to these being inalienable rights?  
Go over what groups are expected to do. Give students twenty minutes to prepare a presentation for the class.  
\*Use Joker cards if necessary.  
Exchange cards four times so that everyone has the opportunity to address all of the topics. Groups have ten minutes for each exchange. Groups present their responses. One student keeps a tally of responses given. Total activity time 60 minutes. **Closure: 4.** Students complete a \*plus/delta (Baldrige assessment tool, see –glossary for explanation) to evaluate effectiveness and satisfaction level for the activity. (five minutes or less)

**Day 5 – Introduction: 1.** Write on board: Thomas Jefferson, Philosopher of Freedom. Prior to beginning the lesson, discuss the results of the plus/delta evaluations done the previous day. List pros and cons of the game/ activity and its effectiveness in the learning process. (five minutes) Explain to students this lesson, as promised earlier, will focus once again on Jefferson, the man, and his contributions to U.S. history and government. **Hook: 2.** Show students the remaining twenty to twenty-five minutes of the video shown earlier in the week. This portion of the video covers Jefferson’s Presidency, the Louisiana Purchase, his relationship with John Adams and Alexander Hamilton, his ongoing struggle to come to terms with the issue of slavery, his relationship with Sally Hemings, and his theory of gradually freeing the slaves. The video also gives attention to Jefferson’s commitment to Monticello and the University of Virginia.

**Main Activity: 3.** Encourage discussion of the video. Assign individual writing assignment to write five questions they might ask Jefferson if they had lived during his time. Instruct students to keep their questions historically relevant and require that at least two of the questions be related to the Declaration of Independence. This is a Level Two assignment. Students read their questions aloud (fifteen minutes) **Closure: 4.** During the last five minutes of class, ask each student to state one fact they learned this week about Thomas Jefferson, the man and one fact they learned about the Declaration of Independence. Challenge students to not repeat what someone else has said. The teacher goes first!

End lesson with a medley of patriotic songs as students exit the class. Give

	copies of the lyrics to students. Songs include: <u>The Star Spangled Banner, This Land is My Land, God Bless America, America the Beautiful, and The Battle Hymn of the Republic.</u>
<p><b>Overview of Student Activities</b></p> <ul style="list-style-type: none"> <li>• How will you &amp; your students be using technology?</li> <li>• What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>• What products will be developed by students?</li> </ul> <p><b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p>During the course of the week, students will watch and <b>critique</b> the video, <u>Thomas Jefferson, Philosopher of Freedom</u> in four, twelve -to fifteen- minute, intervals. Students will <b>use</b> computers to complete tasks and gain access to information about Thomas Jefferson and the Declaration of Independence. They will <b>list</b> and <b>describe</b> contradictions between Jefferson's political and moral philosophy and his behavior. Students will <b>analyze</b> quotes from a primary document. They will <b>identify</b> main ideas within primary documents. They will <b>answer</b> document -based questions. They will <b>sequence</b> events. Students will <b>evaluate</b> the significance of primary documents. Students will <b>use</b> Internet. They will <b>draw conclusions</b> based upon visual reproductions of primary sources. Students will <b>formulate, express, and substantiate</b> opinions. They will complete lessons <b>individually</b> and <b>cooperatively</b>. They will <b>assess</b> quality of learning. Students will <b>produce</b> completed activity sheets and Level 1 and 2 writing samples. (*John Collins Writing System, see explanation in glossary)</p>
<p><b>Resources/Materials</b></p> <p>List software, websites, references, etc.</p>	<ol style="list-style-type: none"> <li>1. <u>Biography of Thomas Jefferson</u> <a href="http://www.whitehouse.gov/history/presidents/tj3.html">http://www.whitehouse.gov/history/presidents/tj3.html</a></li> <li>2. <u>Jefferson Digital Archive</u> <a href="http://etext.virginia.edu">http://etext.virginia.edu</a></li> <li>3. <u>The Jeffersonian Cyclopedia</u> <a href="http://etext.virginia.edu/jefferson/quo">http://etext.virginia.edu/jefferson/quo</a></li> <li>4. <u>Life of Thomas Jefferson</u> <a href="http://etext.virginia.edu/jefferson/biog">http://etext.virginia.edu/jefferson/biog</a></li> <li>5. <u>Declaration of Independence (Full Text)</u> <a href="http://etext.virginia.edu/jefferson/quo">http://etext.virginia.edu/jefferson/quo</a></li> <li>6. <u>Ignite! Learning Resources for Educators, Early American History</u> <a href="http://www.ignitelearning.com">http://www.ignitelearning.com</a></li> <li>7. <u>Ignite! in Action Lessons and Activities for the Classroom</u> <a href="http://www.ignitelearning.com">http://www.ignitelearning.com</a></li> <li>8. <i>Doing History- A Strategic Guide to Document-Based Questions, Middle School Level E-F.</i> Tidd, Charles C. and Louise Vitellaro. (Wilmington, MA: Houghton-Mifflin, 2002).</li> <li>9. <i>America's Story.</i> Bernstein, Vivian. Austin, TX: (Steck-Vaughn Co., 2001).</li> <li>10. <i>The American Nation.</i> Davidson, James West, Stoff, Michael B. Needham, MA: (Prentice Hall, 1998).</li> <li>11. <i>Thomas Jefferson, Philosopher of Freedom.</i> American Presidents Biography Series. New York: (A&amp;E Television Networks, 1995). (Can be checked out from the Dayton and Montgomery County Public Library.) <a href="http://www.daytonmetrolibrary.org">www.daytonmetrolibrary.org</a></li> <li>12. <i>American Patriot</i> (CD) by Lee Greenwood, Nashville, TN: (Liberty Records, 1992). (Available at Best Buy \$11.99).</li> <li>13. Dayton Teaching American History Instructional Guide Grade 8 Unit 2-Lesson: <u>"Black and White in United States History: A Gray Area: Comparing Old and New Accounts of Thomas Jefferson's Life"</u></li> </ol>

	<a href="http://www.nytimes.com/learning/teachers/lessons/19981116monday.html?pagewanted=all&amp;searchpv=learning_lessons">http://www.nytimes.com/learning/teachers/lessons/19981116monday.html?pagewanted=all&amp;searchpv=learning_lessons</a>
<b>Collaboration/Sharing</b> <ul style="list-style-type: none"> <li>• How will this lesson support the interdisciplinary process?</li> <li>• How will student products be showcased?</li> </ul>	This lesson supports the Ohio Content standards, benchmarks, and indicators for Social Studies and the John Collins Writing Program. Student work will be displayed in the room for general viewing and in personal data folders for individual review.
<b>Assessment</b> <ul style="list-style-type: none"> <li>• How will student products and/or process be assessed?</li> <li>• How will you communicate student expectation? Rubric?</li> </ul>	Levels 1 and 2 classroom writing assignments will be evaluated based upon the *John Collins Writing Program. (See glossary) The criterion will be posted for all students to see in the classroom. Students will also assess their satisfaction level with the presentation of the mini-lessons on Thomas Jefferson and the Declaration of Independence. They will use the *plus/delta evaluation tool (a Baldrige assessment tool – see glossary)

## Glossary

1. **Baldrige** – Baldrige is a high-performing learning system based upon the premise that high quality learning occurs when teachers and students, along with the support of key partners work cooperatively to strategically meet aligned, purposeful classroom goals. High quality learning is defined as learning the meets or exceeds standards. Baldrige is, therefore, a practical way of getting better that teachers and students use to build and improve high-performing classroom learning systems.
2. **Plus/Delta** – A plus/delta is a quality tool used to identify strengths (plus) of a particular process as well as opportunities for improvement (delta). It is suggested that the plus/delta be used frequently so that teachers and students can maintain an on-going evaluation procedure of their learning system and make adjustments when necessary.
3. **Affinity diagram** – A quality tool used to determine the expectations and anticipated outcomes of the students. It helps the students and teacher align expectations with outcomes and make adjustments of clarifications when needed.
4. **John Collins Writing Program** – The John Collins Writing Program is a model for a writing-across-the-curriculum/writing-to-learn program. It defines five types of writing assignments and the outcomes for each.
  - Type One – Writing to ideas on paper; analogous to brainstorming.
  - Type Two – Writing that shows that the writer knows something about a topic or has thought about the topic; it is best used as a quiz.
  - Type Three – Writing that has substantive content; meets specific standards in at least three focus correction areas; is read aloud and edited.
  - Type Four – Writing that has been read out loud and critiqued; requires two drafts.
  - Type Five – Writing of publishable quality.