

Lesson Plan Format

CCISD Workshop June 19-21, 2012

Thomas Jefferson and the Expansion of the United States

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-A 4-5 Day Lesson using primary sources to study Thomas Jefferson and his involvement in the westward expansion of the United States and Indian Affairs.



Map Drawn by Samuel Lewis (1810)

Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu

Lesson Overview:

Thomas Jefferson played a central role in the expansion of the United States into its western territories. From the Louisiana Purchase, to Native American interaction and conflicts that followed, Jefferson was a central figure in shaping the newly expanding nation. This lesson will chronicle Jefferson's role, through the examination of primary sources (his personal correspondence), in the expansion of the nation.

Throughout this 4-5 day lesson, 6-12 grade students will examine and analyze primary source documents to gain an understanding and analyze how the western edge of the United States expanded, and settled over time, and the positive and negative aspects that resulted from that expansion. Students will also formulate an opinion on Jefferson and his handling of the Native American population during his presidency.

Objectives:

1. Students will be able to form an informed, educated opinion on whether or not the expansion of the United States westward was a positive or negative movement.
2. Throughout this process, students will be able to list the positive and negative aspects of the expansion, and draw a conclusion from that list.
3. Students will be able to deduce, through reading and observing a primary source, what Thomas Jefferson's personal feelings were on the issue of expansion and Indian affairs.
4. Students will be able to implement their informed, educated opinion on Jefferson, to determine what they would have done differently if they were in Jefferson's position.

Standards:

Michigan Department of Education Grade Level Content Expectations (GLCE)

8 – U4.2.3 **Westward Expansion** – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (*National Geography Standard 6, p. 154*)

8 – U4.2.4 **Consequences of Expansion** – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (*National Geography Standard 13, p. 169*)

Time Required: 4-5 days (55-minute class periods)

Recommended Grade Level(s): 6-12

Topic(s): Thomas Jefferson, United States Westward Expansion, Native American Removal

Era: National Expansion and Reform, 1815-1860

Preparation:

Materials:

-Computer with internet access and Projector with screen

-Copies of the following handouts:

[Primary Source Evaluation Sheet](#) -(class set)

[Primary Source Evaluation Sheet Teacher Copy \(Example\)](#) -(1)

[Written Work Analysis Sheet](#) -(class set)

Photo Analysis Sheet (Attached below) -(class set)

Resources:

1. **The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827**

Thomas Jefferson to Meriwether Lewis, June 20, 1803, Instructions

Actual Document: <http://hdl.loc.gov/loc.mss/mtj.mtjbib012509>

Transcription: [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(je00048\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(je00048)))

2. **The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827**

Thomas Jefferson to John Adams, June 12, 1812

Actual Document: <http://hdl.loc.gov/loc.mss/mtj.mtjbib021130>

Transcription: [http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field\(DOCID+@lit\(tj110105\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mtj:@field(DOCID+@lit(tj110105)))

3. **Captain Lewis & Clark holding a council with the Indians (Picture)**

<http://www.loc.gov/pictures/item/2001699652>

4. **A map of Lewis and Clark's track across the western portion of North America, from the Mississippi to the Pacific Ocean. (Picture)**

<http://www.loc.gov/item/79692908>

5. **Map Showing Political Boundaries of North America in the Era of the Louisiana Purchase (Picture)**

<http://international.loc.gov/intldl/fiahtml/map8.html>

Procedure:

Activities

Lesson 1: (Could be skipped if students have primary source experience) 55 minutes

1. Students will begin the lesson by discussing what a primary and secondary source is.
 - a. Pose the question: Think of the most memorable moment of your life. What can you describe or tell your classmates about that event in your life? Remember that you have to have personally experienced that event.
 - b. Poll the students for volunteers to share their stories. Share with the students that when you are actually at an event, then you are a primary source for that event. Anything that they write about their experiences is also a primary source.
 - c. Introduce the fact that photos, documents, interviews, and movies can all be primary sources for events.
 - d. Also, introduce the idea that textbooks and edited reproductions are SECONDARY sources.
2. Pass out the [Primary Source Evaluation Sheet](#), and review how to use this sheet.
 - a. Write on the white board/chalk board the posing questions found on the [Primary Source Evaluation Sheet Teacher Copy \(Example\)](#). Give students time to look over the questions and seek clarification if necessary.

Lesson 2: 55 minutes

1. Project the [Picture of Lewis and Clark](#) holding council with the Native Americans.
 - a. Hand out Photo Analysis Worksheet (attached at the end of the lesson) to students, and have them fill this out.

- b. Go over with them their answers, and find out what questions they had, and where they could find answers to these questions.
 - i. Collect these answers for a completion grade.
- c. Be sure to reinforce the ideas of where Lewis and Clark were exploring, the fact that no one knew what was west of the Mississippi River, and the idea that they were essentially traveling “blind”.
- d. Pass out the [transcript of the letter Jefferson wrote to Lewis](#), and tell students to read the transcript over for homework. Make sure to note that students should pay special attention to what instructions were given to Lewis.

Lesson 3:

55 minutes

1. Project on an overhead screen the [original document in Jefferson’s handwriting](#), making sure that the students realize that this was an actual document that Thomas Jefferson wrote to Lewis, of the Lewis and Clark Expedition.
2. Have students read the document in groups of 3-4, making sure to discuss among themselves possible answers to the evaluation sheet.
3. Pose the sample questions to the students from the [Primary Source Evaluation Sheet Teacher Copy \(Example\)](#)
4. After questions are given to students, have them respond to the posed questions, and discuss their answers in groups of 3-4.
5. Student’s homework is to write down what instructions Jefferson gave to Lewis and Clark, and produce an opinion on how Jefferson felt about the Native Americans Lewis and Clark were to interact with.

Lesson 4:

55 minutes

1. Collect and discuss student’s homework, discussing student’s answers.
2. Begin lesson by projecting the [map made by Lewis](#). Discuss with students what is found on the map, for example the Mississippi River, Rocky Mountains, Pacific Ocean, ect. Also, make sure to emphasize that this map was drawn by Samuel Lewis, of the Lewis and Clark expedition, in 1810.
 - a. A good comparison would be to also look at a map of the [Louisiana Purchase](#), and determine how accurate the drawing is, and to give a reference to what kind of territory Lewis and Clark crossed.
3. Following short discussion of the two maps, pass out the [letter Jefferson wrote to John Adams concerning Indian affairs](#). Also, project the [original image](#) of this letter on a screen.
4. Have students read the last paragraph of the letter, and construct an opinion of what Jefferson thought of Native Americans at the time he wrote the letter.

Lesson 5:

55 minutes

1. Begin the lesson by discussing what the students read in the letter to John Adams. What is Jefferson’s personal feelings about the Native Americans? What are his personal experiences with Native Americans? What does Jefferson suggest about Canada? To what war is Jefferson referring?
2. Based on the past two days of information collection, students are to write a short narrative as if they were Jefferson. Students will include how they feel about the Native Americans, what the future will hold for the Native Americans, and what will be done with the western lands of the United States. Tell students to be sure to include specific information learned in the past few days of examining primary sources.

Extension Activities:

1. One extension activity would be to write a personal narrative, as if they were Thomas Jefferson, to Meriwether Lewis. They should note what they would want Lewis to collect and record, and how Lewis and Clark should interact with the Natives encountered along the way.
2. Another extension activity is to provide students with other documents from loc.gov on Thomas Jefferson's personal opinions on slavery. Students could then draw conclusions about Jefferson's personality concerning the topics of slavery, Native American affairs, and westward expansion. These documents can be found throughout the Thomas Jefferson Papers portion of loc.gov, copied and given to students for discussion and analysis. The amount of documents given to the students, and depth of analysis is left up to the instructor's discretion.
3. This lesson could be modified using additional resources from loc.gov, or other credible sources to create deeper understanding for older students, and fit other curricular requirements. These additional resources should be found by the instructor using loc.gov and distributed to the class for analysis.

Evaluation:

-This lesson can be used as part of a bigger unit exploring the westward expansion of the United States, following the Michigan Grade Level Content Expectations .

-Primary source evaluation and analysis worksheets that are handed out should be collected and checked by instructor for completion.

-Students should also be expected to participate in in-class discussion, and can be evaluated for doing so.

-The short historical narrative can be evaluated using the rubric that is attached at the end of this lesson plan. Be sure to keep in mind the grade level of your students, and grade the students on the criteria per that grade level.

-Extension activities can be graded using the same historical narrative rubric that is attached to the end of this lesson plan.

Attachments:

Photo Analysis Sheet:

1. Study the photograph for two full minutes. Form your impression of what is happening in the photo, and then look at the photo by its individual pieces. Make sure to look at the expression on faces if you can see them, and the colors and shading that is used.

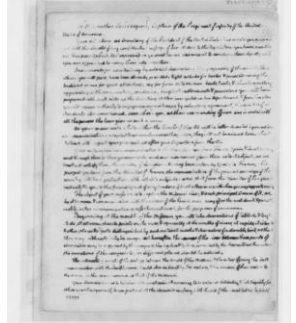
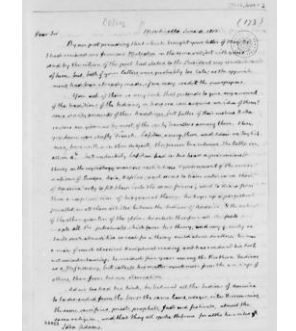
(a) Write some of your impressions below:



2. Use the chart below to list **people**, **objects** and **activities** in the photograph:

3. What questions does this picture raise after viewing?

4. Where could you find answers to these questions?

Resources Table:

Image	Description	Citation	Permanent URL
	<p>The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827</p> <p>Thomas Jefferson to Meriwether Lewis, June 20, 1803, Instructions</p>	<p>"The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827." <i>American Memory from the Library of Congress - Home Page</i>. N.p., n.d. Web. 21 June 2012.</p>	<p>Actual Document: http://hdl.loc.gov/loc.ms/mjtj.mtjbib012509 Transcription: http://memory.loc.gov/cgi-bin/query/r?ammem/mjtj:@field(DOCID+@lit(je00048))</p>
	<p>The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827</p> <p>Thomas Jefferson to John Adams, June 12, 1812</p>	<p>"The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827." <i>American Memory from the Library of Congress - Home Page</i>. N.p., n.d. Web. 21 June 2012.</p>	<p>Actual Document: http://hdl.loc.gov/loc.ms/mjtj.mtjbib021130 Transcription: http://memory.loc.gov/cgi-bin/query/r?ammem/mjtj:@field(DOCID+@lit(tj110105))</p>
 <p><i>Captain Lewis & Clark holding a council with the Indians</i></p>	<p>Captain Lewis & Clark holding a council with the Indians</p> <p>Illus. in: A journal of the voyages and travels of a corps of discovery : under the command of Capt. Lewis and Capt. Clarke of the Army of the United States [...] during the years 1804, 1805 and 1806 [...]</p> <p>by Patrick Gass. Philadelphia : Printed for Matthew Carey, 1810, p. 26.</p>	<p>Library of Congress Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/2001699652</p>

	<p>A map of Lewis and Clark's track across the western portion of North America, from the Mississippi to the Pacific Ocean : by order of the executive of the United States in 1804, 5 & 6 /</p> <p>Creator Lewis, Samuel</p> <p>Created Published London : Longman, Hurst, Rees, Orme & Brown, 1814</p>	<p>Library of Congress Geography and Map Division Washington, D.C. 20540-4650 USA dcu</p>	<p>http://www.loc.gov/item/79692908</p>
	<p>Map Showing Political Boundaries of North America in the Era of the Louisiana Purchase</p>	<p>Loc.gov -Library of Congress Global Gateway</p>	<p>Picture URL: http://international.loc.gov/intldl/fiahtml/map8.html</p> <p>-Search Louisiana Purchase on Google Advanced Search. Click on Louisiana.jpg -This brings you to loc.gov website.</p>

Historical Personal Narrative

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Clearly defined focused and reflections	Narrative has a clearly defined focus and includes reflections on decisions, actions, and/or consequences. Conflict and resolution provide are clear, strong, and explicit.	Narrative has a defined focus and includes some reflections on decisions, actions, and/or consequences. Conflict and resolution provide are not clear, strong, and explicit.	Focus is not defined. Reflections on decisions, actions, and/or consequences are brief or do not exist. Conflict and resolution are weak.	There is no focus or reflection. There is no conflict and/or resolution.	
Reader interest, well-paced action, and engaging story line	The paper sustains reader interest, includes well-paced action, and an engaging story line.	The paper has interesting parts, has action at times, and story line is somewhat engaging.	The paper occasionally has interesting parts, has some action at times, and occasionally the story line is engaging.	The paper does not sustain reader interest, include well-paced action, and an engaging story line.	
Range of literary strategies and devices	The paper thoroughly uses a range of literary strategies and devices that enhance tone and mood . The author uses vivid voice.	The paper uses some literary strategies and devices that enhance tone and mood. The author's voice is evident.	The paper uses few literary strategies and devices that enhance tone and mood. The author's voice is evident at times.	The paper uses no literary strategies and/or devices to enhance tone and mood . There is no voice.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	