

THOMAS JEFFERSON'S

Poplar Forest

Conversations on Democracy

Lesson Summary:

Seven years his junior and still a student of law in Williamsburg, Thomas Jefferson witnessed Patrick Henry's defiant stand in opposition to Great Britain's Stamp Act during the May 1765 session of the House of Burgesses. Jefferson later wrote that he "heard the splendid display of Mr. Henry's talents as a popular orator. They were great indeed: such as I have never heard from any other man. He appeared to me to speak as Homer wrote."

Big Question: Do actions speak louder than words? Jefferson's ideas were penned, while Henry's were orated.

Virginia Standards of Learning: History and Social Science: VUS.5 Colonial Conflict: 1607-American Revolution; VS.6 Political Growth and Western Expansion: 1791-Mid 1800s; US.6 Revolution and the New Nation: 1770s to Early 1800s; US.8 Expansion and Reform: 1801-1861; CE.2 Skills; VUS.4 Revolution and the New Nation; VUS.5 Revolution and the New Nation; VUS.6 Expansion and Reform: 1778-1860; GOVT.2 Skills

Virginia Standards of Learning: English

Communication, 6.1; 7.1; 10.2; 11.1; 11.2; 12.2

Reading: 6.4;6.6;7.4;7.6;8.6;10.3;10.5;11.4;11.5

Writing: 6.7; 10.6

Research: 6.9; 7.9; 8.9; 11.8

Common Core Standards

English Language Arts: CCSS.ELA-Literacy. RI.6 Integration of Knowledge and Ideas; CCSS-ELA Literacy RI.11.1, Integration of Knowledge and Ideas

History/Social Studies: CCSS-ELA-Literacy RH.6.8 Key Ideas and Details

History/Social Studies: CCSS-ELA-Literacy.RH.11-1 Key Ideas and Details

Objectives:

- Interpret primary source documents in historical context
- Compare and contrast Thomas Jefferson and Patrick Henry
- Explain the characteristics of good leadership
- Evaluate Jefferson 's and Patrick Henry's role in our democratic nation
- Analyze how each man responded to issues confronting the United States

Time required: Two to three class periods

Era: Colonization and Settlement

The American Revolution

A New Nation

National Expansion and

Reform

Grade Level: Middle/High School

Suggestions for Instruction

Day 1:

Class Opener:

- Distribute *Wordle* or *Word Splash* hand-out.
- Students are to choose three words and write a paragraph how their chosen words relate to our government and/or their lives. Allow students five to seven minutes to write.
- Students can volunteer to share their paragraphs and /or collect of assess students' responses.

Divide the class into groups of three or four. Students will use computers to research Thomas Jefferson and Patrick Henry. On loose leaf, students are to take notes of facts about Jefferson and Henry. Students can find information at the following websites:

- Poplar Forest: <http://www.poplarforest.org/jefferson/#.VbaLeWMt12A>
- Monticello: www.monticello.org/site/jefferson
- Full Biography: [www.redhill.org/biography/Red Hill-Patrick Henry National Memorial/](http://www.redhill.org/biography/Red%20Hill-Patrick%20Henry%20National%20Memorial/)
- The House of Burgesses-Encyclopediavirginia.org/Library of Congress: [http://www.loc.gov/search/?in=&q=Thomas +Jefferson+%2B+Henry&new =true](http://www.loc.gov/search/?in=&q=Thomas+Jefferson+%2B+Henry&new=true)
- The White House Historical Association: [http://www.whitehousehistory.org/history/history /history.html](http://www.whitehousehistory.org/history/history/history.html)
- The White House" <https://www.whitehouse.gov/1600/Presidents>

FACTS CHART

- Each student will review their facts and choose the ones they think are the most important. The student will write the facts they deem important on the Jefferson—Henry handout.
- Each group member will share their findings with their group peers. The group will choose the most important facts about Jefferson and Henry that influence our democratic nation.

VENN DIAGRAM

- Groups will complete a Venn diagram comparing and contrasting Jefferson and Henry.
- A Venn diagram will be drawn on the board and group members will be allowed to share their findings.
- A class discussion will follow and the class will answer the Big Question: Do actions speak louder than words. Jefferson's ideas were penned, and Henry's were orated.
- Jefferson and Henry were friends even if they didn't always agree. Do you think this could be true today? Why? Why not?

Suggestions for Instruction

Day 2:

Class Opener:

- Watch the video- <https://youtu.be/ouze53YDPkU>
- Students research the reasons for Great Britain's Stamps for goods in the colonies.
- Compare the British stamping of goods to our present taxation. How is it similar? Different?
- Do you believe that the revolution against Britain was necessary for the colonies for independence? Why/why not?
- What would happen to our present economy if taxation was abolished?

Class Closure:

- Distribute the handout with the names of Jefferson, Henry, and the term Democracy.
- Students can work individually or with group members to write a word or short statement for each letter for Jefferson's name and Henry's name.
- For the term democracy, students will write a brief statement how Jefferson and Henry contributed to our democracy.
- These can be discussed, collected, or displayed in the classroom.

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DEMOCRACY

REVIEW YOUR FACTS

Thomas Jefferson --- Patrick Henry

JEFFERSON	HENRY