



THOMAS JEFFERSON'S

Poplar Forest

Conversations on Democracy
Thomas Jefferson—Andrew Jackson



Lesson Summary:

While at Poplar Forest, Thomas Jefferson was writing a letter to his daughter, Martha Jefferson Randolph, when an unexpected visitor arrived at his retreat. On November 4, 1815, Jefferson welcomed the returning war hero, General Jackson, for a brief visit. Through research and evidentiary warrant, students will compare and contrast these two important men in our history and ways they influenced our democracy. Analysis forms are provided for students so they may gain a better understanding of these two men and their contribution to our democracy.

Big Question: *Does having a different opinion mean you are wrong?*

Virginia Standards of Learning: History and Social Science

VUS.5	Colonization and Conflict: 1607 to American Revolution
VS.6	Political Growth and Western Expansion: 1791 to Mid-1800s
USI.6	Revolution and the New Nation: 1770s to Early 1800s
USI.8	Expansion and Reform: 1801 to 1861
CE.2	Skills
VUS.4	Revolution and the New Nation
VUS.5	Revolution and the New Nation
VUS.6	Expansion and Reform: 1788 to 1860
GOVT.2	Skills

Virginia Standards of Learning: English

Communication	Reading	Writing	Research
6.1	6.4 6.6	6.7	6.9
7.1	7.4 7.6		7.9
	8.6		8.9
10.2	10.3 10.5	10.6	
11.1 11.2	11.4 11.5		11.8
12.2			

Common Core Standards

English Language Arts	CCSS.ELA-Literacy.RI.6 CCSS.ELA-Literacy.RI.11-1	Integration of Knowledge and Ideas
History/Social Studies	CCSS.ELA-Literacy.RH.6-8 CCSS.ELA-Literacy.RH.11-1	Key Ideas and Details



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Objectives:

The students will be able to

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

Time Required:

Two to three class periods

Grade Level:

Middle/High School

Era:

Colonization and Settlement

The American Revolution

A New Nation

National Expansion and Reform

Suggestions for Instruction

Day One



Class Opener

- Distribute *Wordle* handout.
- Students are to choose three words and write a paragraph how their chosen words relate to our government and/or their lives. Allow students 5-7 minutes to write.
- Students can volunteer to share their paragraphs and/or collect to assess students' responses.



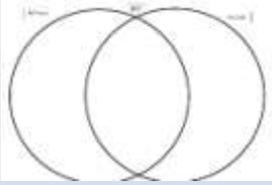
Divide the class into groups of 3 or 4. Students will use computers to research facts about Thomas Jefferson and Andrew Jackson. On notebook paper, students are to take notes of facts about Jefferson and Jackson. Students can find information at the following websites:

- ❖ Poplar Forest: <http://www.poplarforest.org/jefferson/#.VbaLeWMt12A>
- ❖ Monticello: <http://www.monticello.org/site/jefferson>
- ❖ The Hermitage: <http://thehermitage.com/learn/andrew-jackson/>
- ❖ Bio.com: <http://www.biography.com/people/groups/political-leaders-us-presidents>
- ❖ White House Historical Association: <http://www.whitehousehistory.org/history/history.html>
- ❖ The History Channel: <http://www.history.com/topics/us-presidents>
- ❖ The White House: <https://www.whitehouse.gov/1600/Presidents>
- ❖ Library of Congress: <http://www.loc.gov/search/?in=&q=Thomas+Jefferson+%2B+Andrew+Jackson&new=true>





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



- Groups will complete a Venn diagram comparing and contrasting Jefferson and Jackson.
- 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: *Does having a different opinion mean you are wrong?*



Class Closure

Ask students the following questions:

- Based on what you learned today, would you invite Jefferson or Jackson to dinner tonight?
- What type of discussion on politics would you have?
- Explain why you would AND would not want them to come to your home for dinner.

Day Two



Class Opener

- Display/distribute letter Jefferson wrote to his daughter, Martha.
- After reading the letter, have students compare life in 1815 to today.
- Ask students to infer what they believe will happen between Jefferson and Jackson during their visit.



- Watch video *Dear Mr. Jefferson: Jefferson—Jackson @ the Poplar Forest* YouTube page.
- Encourage students to take notes during the video to be compared with their classmates
- After the video, review the conversation between Jefferson and Jackson.
- Possible questions to ask students: How does the information from the video compare with the students' findings yesterday? Were these two men friends, foes, or both? How would their political standings be perceived today?



Class Closure

- Distribute the handout with the names of Jefferson, Jackson, 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 Jackson's name.
- For the term democracy, students will write a brief statement how Jefferson and Jackson contributed to our democracy.
- These can be collected, discussed, or displayed in the classroom



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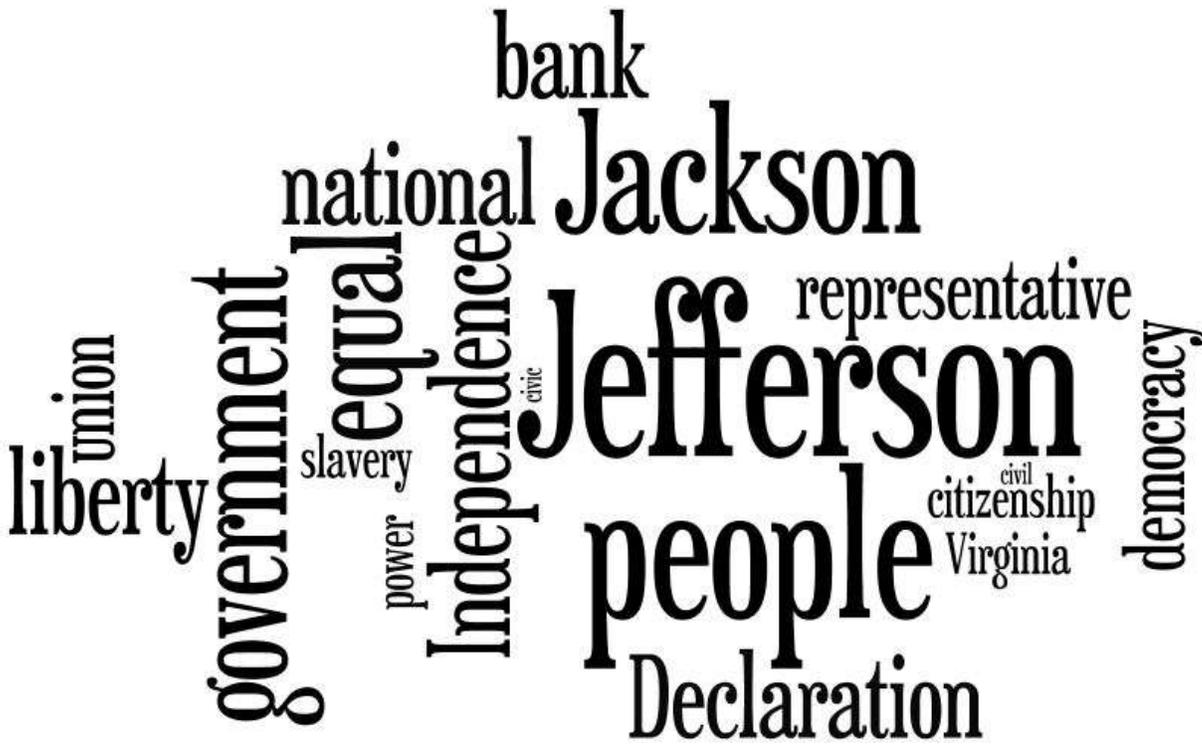


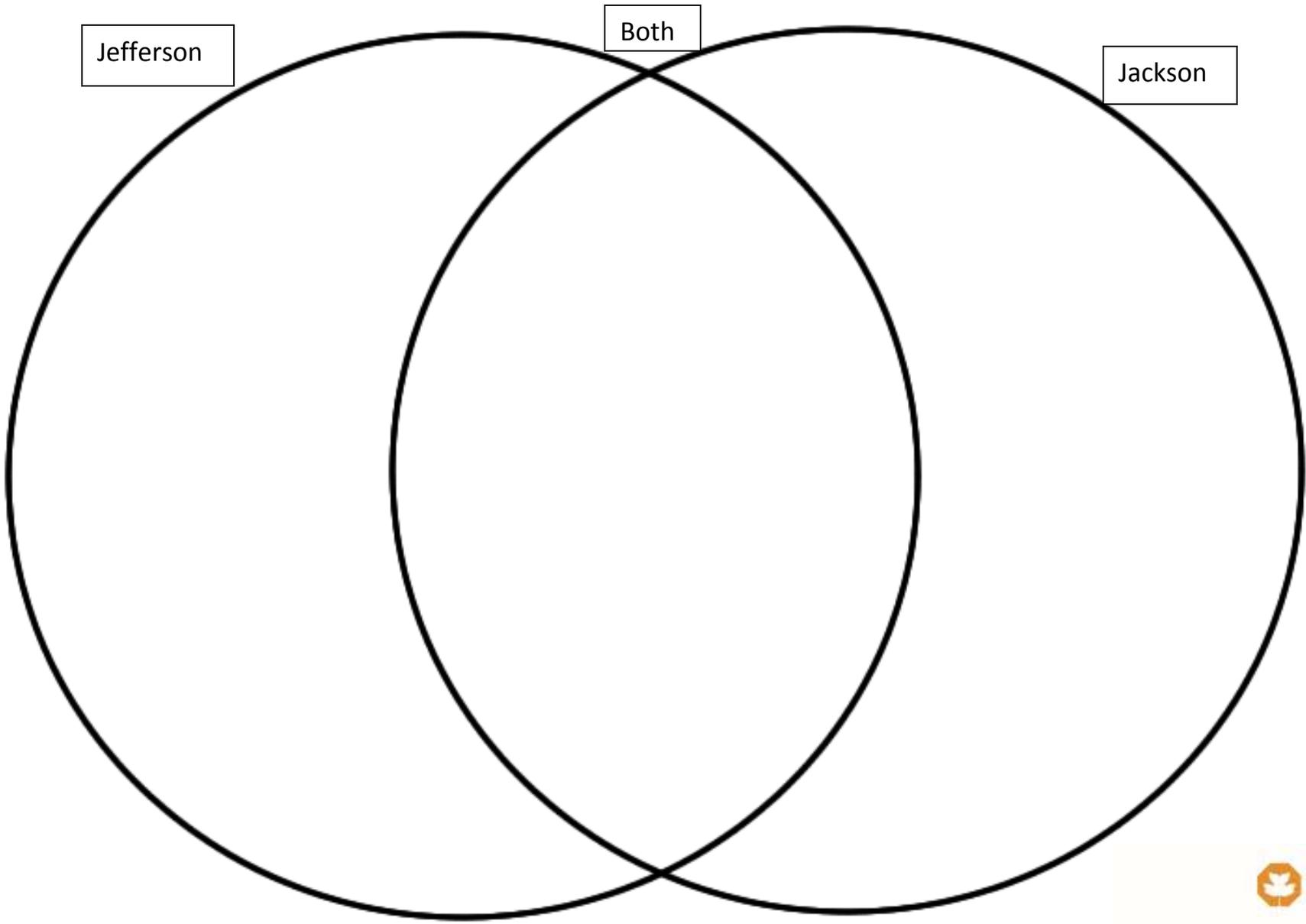
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Class Opener

Using the *Wordle* below, choose three words and write a paragraph. Include why you chose those words and how they relate to our government.





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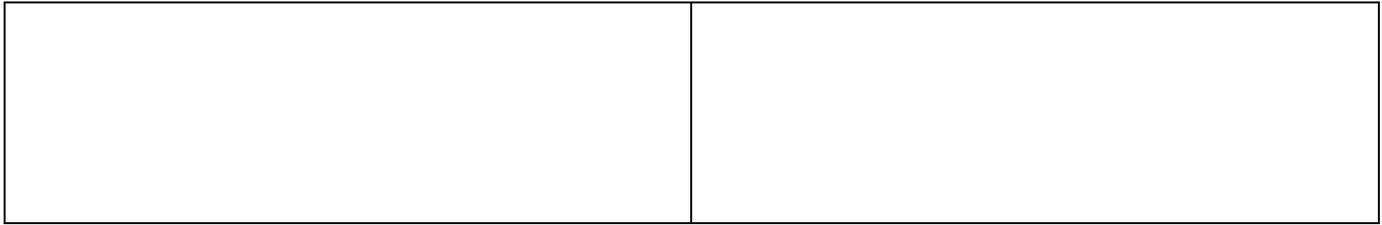


Dear Mr. Jefferson Conversations

Thomas Jefferson—Andrew Jackson



Jefferson	Jackson



To Martha Jefferson Randolph

My Dearest Martha

Poplar Forest Nov. 4. 15

We arriv'd here on the third day of our journey, without any accident; but I suffer'd very much both mornings by cold. I must therefore pray you to send my wolf-skin pelisse and fur-boots by Moses's Billy, when he comes to bring the two mules to move the Carpenters back. he is to be here on the 27th by my directions to Mr Bacon. In the closet over my bed you will find a bag tied up, and labelled 'Wolf-skin pelisse,' and another labelled 'fur-boots,' wherein those articles will be found. the pelisse had better be sew'd up in a striped¹ blanket to keep it clean and uninjur'd; the boots in any coarse wrapper.

Mr. Baker call'd on me yesterday, and tells me Francis is gone to Monticello. I am in hopes Ellen will give him close employment. Mr Baker is come to look for land in this quarter, and will return here tis evening and start with me tomorrow morning to Mr Clark's to examine his land which is for sale. it will place his family exactly under the sharp peak of Otter, 20. miles only from hence, and along a good road. lands of 2nd quality are selling here now for 25. Dollars.—I am this moment interrapt'd by a croud of curious people come to see the house. Adieu my Dear Martha, kiss all the young ones for me; present me affectionately to Mr Randolph, and be assur'd of my tenderest love.

Th: Jefferson

P.S. I was most agreeably surpris'd to find that the party whom I thought to be merely curious visitants were General Jackson and his suite, who passing on to Lynchburg did me the favor to call.

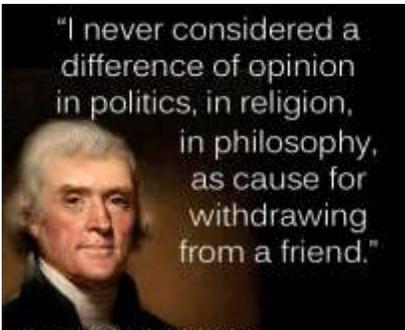
¹ TJ's WOLF-SKIN PELISSE was most likely the "fur" given to him by Tadeusz Kosciuszko in 1798



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Democracy:



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