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

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Common Core Standards

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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

Era:
Colonization and Settlement
The American Revolution
A New Nation
National Expansion and Reform

Grade Level:
Middle/High School

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
- 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
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.
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

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<th>Jefferson</th>
<th>Jackson</th>
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My Dearest Martha

We arrived here on the third day of our journey, without any accident; but I suffered 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 sowed up in a striped blanket to keep it clean and uninjured; the boots in any coarse wrapper.

mr. Baker called 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 this 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 interrupted by a crowd 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 assured of my tenderest love.

TH: Jefferson

P.S. I was most agreeably surprised 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
“I never considered a difference of opinion in politics, in religion, in philosophy, as cause for withdrawing from a friend.”

Democracy: