

Title: “What in the World is in Thomas Jefferson’s Cabinet?”

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Key Words: Thomas Jefferson, Monticello, cabinet, artifacts, possessions, historian

Grade Level: 3rd Grade

Time Allotted: 45 minutes

Lesson Overview	Students analyze artifacts that Thomas Jefferson displayed and used in his study at Monticello in order to create a profile of Thomas Jefferson’s interests, personality, pursuits, and values. Students become historical “detectives” by viewing the images as presented in a SMART Notebook Board document for use on a Smart Board. They predict and record what each item could be and what it might have been used for, they read and report on factual information about each item, they compare these items from the past with similar items in the present and they record where each item came from to be used in lesson 3.
Guiding Question(s)	What can we learn about Thomas Jefferson by examining the artifacts in his study? What do these items tell us about his interests, personal characteristics, and the role that he played in American history, and what do they tell us about the times that Jefferson lived in?

Learning Objectives (SWBAT)

--By viewing specific artifacts the students will learn the following about Thomas Jefferson:

- Ivory portable note cards: interest in recording details throughout the day
- Telescope: interest in science and in the progress of the University of Virginia
- Polygraph: love of gadgets and technology, interest in preserving what he wrote
- Drawing tools: interest in architecture and precision
- Surveyor’s compass and surveyor’s telescope: interest in planning Monticello and in lands around it
- Revolving book stand: interest in reading and gadgets
- Magnifier: interest in science
- Revolving armchair: interest in gadgets

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Astronomical Clock: interest in science
Seed press (cabinet): passion for farming
Bust of John Adams, etc: interest in politics and government

Students will be able to make predictions about unknown artifacts.

Students will be able to compare their predictions to what they learn.

Students will be able to read and interpret historical information about those items.

Students will be able to compare items from Thomas Jefferson's cabinet to the items that we would use today.

Students will be able to match images to the places where the items originated.

Students will be able to make conclusions about what those items belonging to Thomas Jefferson, tell them about his interests, personality, pursuits, and values.

Virginia Standards of Learning:

Civics

SOL 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

b) *identifying the contributions of **George Washington, Thomas Jefferson**, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. (emphasis added)*

SOL 3.11 in Lesson: *Students will learn about the contributions of Thomas Jefferson by exploring the items that he kept in his study.*

Economics

SOL 3.8

The student will recognize the concepts of specialization (being an expert in one job, product, or service) and *interdependence (depending on others) in the production of goods and services* (in ancient Greece, Rome, the West African empire of Mali, and in the present). (emphasis added)

SOL 3.8 in Lesson: *As the students research the items, they will record the countries from which those items came.*

Essential Historical Skills Taught:

OAH National History Standards, Part 1
Standards in Historical thinking

Standard 1, Chronological Thinking:

Students Should Be Able to

A. Distinguish between past, present, and future time.

Chronological Thinking in Lesson: *Students will compare and contrast the items in Thomas Jefferson's cabinet with comparable items from the present.*

Standard 2, Historical Comprehension:

Students Should Be Able to

D. Evidence historical perspectives—the ability (a) to describe the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; and (b) to “present mindedness,” judging the past solely in terms of present-day norms and values.

Historical Comprehension in Lesson: *Students will learn about Thomas Jefferson through the artifacts that he kept, used, and displayed. They will analyze Jefferson through the interpretation of those artifacts.*

Standard 4, Historical Research Capabilities:

Students Should Be Able to

Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

Historical Research Capabilities in Lesson: *Students will examine the photographs of artifacts, and make predictions, and ask questions about the reasons and uses for those items.*

Assessment Tool(s):

A. Use one or both of the following exit slips:

1. Ask students to respond in pictures and/or words to the following question: What evidence is there that Thomas Jefferson lived in a different time period? Give at least 3 examples and explain your answer.
2. List two things that you learned about Thomas Jefferson during this lesson and explain which of the items in his study led you to that conclusion.

B. Ongoing observation during lesson activities.

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – ppt and question frames, class worksheets/assessments, and answer keys)

- See attached SMART Notebook file "What in the World is in Thomas Jefferson's Cabinet?" SMART Notebook can be downloaded from the internet if it is not available at your school.
- See attached Word document "TJ chart"
- See attached Word document "Research on Thomas Jefferson" worksheet
- See attached optional Word document "T Chart Thomas Jefferson"

Modifications (to meet needs of diverse learners):

For Struggling readers: Pair weaker readers with stronger readers for the research part of the activity above.

For less independent learners: Instead of having pairs research on their own (steps 5-7 in the procedure section below), the teacher can complete the rest of the lesson as a group activity on the Smart Notebook. At each slide the teacher calls asks a student to come to the SMART Board to click on the photo to find out what the item is and to learn more about the item. The teacher either reads the information aloud or calls on a student to read it. Students continue to fill out their graphic organizers as in the directions below.

For more advanced learners with above grade reading levels: Students choose 2-3 artifacts from the Monticello web site “image gallery.” They research those items and report using the “Research on Thomas Jefferson” graphic organizer.

Extension Activity: Students read a biography of Thomas Jefferson, and then write an essay explaining how two or three of the artifacts in the SMART Board presentations connect to what they learned in the biography.

Variations depending on available technology:

1. This lesson can be done by printing the Smart Notebook file and making a copy for each student.
2. Students can work independently on laptops to complete the assignment.

Instructional Procedures/Process (How will you guide your students through this activity):

Note on Teacher Preparations: It is suggested that the teacher familiarize himself/herself with the artifacts and the descriptions within the SMART Board file and with the contextual essay prior to beginning the lesson.

Note: Steps 1-3 below can be eliminated if this lesson is done subsequent to the George Washington lesson.

1. **Anticipatory Set:** Prior to the introduction of this group of lessons, students are asked to bring in 1 or 2 items from their bedrooms to share with their classmates. Students are instructed to choose items that are important to them either because they use them all the time, because they are something they are proud of, or because they remind them of people or events in their lives.
2. **Small Groups.** Students are grouped into small groups of 4-6 students to share the items. After each student presents an item, the others analyze what it tells about the presenter.

3. Whole Group The teacher asks how the items helped the students learn about each other. The teacher points out that we can learn about people in history by doing the same thing and that historians often use these kinds of artifacts (as well as writings by and about the historical figure) to inform their understanding. Explain that an “artifact” is an item that people used in the past and that historians, people who study history, use artifacts as one way to find out about people and events in the past.
4. What Students Know. Teacher asks students what they already know about Thomas Jefferson and records the responses on chart paper.
4. Using the SMART Notebook presentation the teacher will lead the students through the first few slides that introduce the house, the study, and the activity itself.
5. *Slides of individual items*. The teacher will go through the slides of individual items, while each student makes predictions on a graphic organizer, as to what each item might be and what it might be used for. (See TJ Chart) During this first presentation of the SMART Notebook document the teacher will not click on the informational links but will allow an appropriate amount of time for the students to make a prediction about what each item might be.
6. Small Group Research: Students are divided into pairs who will either work on a computer or use a printed copy of the slides from the SMART Notebook activity. Each pair is assigned one or two of the artifacts (depending on class size and ability) to research and report on. They then read the short information pages on those items and take notes on the work sheet (Research on Thomas Jefferson) so that they can share with the whole group. Students also write one or two sentences comparing their item in the past to what would be used in the present.
7. Whole group as the pairs share. The teacher gathers the students together again to revisit the SMART Notebook presentation. As the large picture of each of the items is shown, the pairs share the information on their assigned item(s). Once the students have reported, they click on the photo which links to the information pages about that item. Student pairs or the teacher may read the information pages aloud to supplement the reports, as necessary. As the student pairs report on each item, the other students record where the item came from, what it is, and what it was used for on the graphic organizer.

8. Whole Class Brainstorm using a large T-chart with the headings “Artifact” and “What it Tells Us”. The teacher asks the students to suggest artifacts from the SMART Notebook presentation and records them in the left hand column. In the right hand column the teacher records the responses to the question, “What did you learn about Washington” from that artifact. The teacher keeps a list of all of the characteristics, interests etc. that the students share. For example: “He was interested in nature because he kept the coral;” “He had to write a lot of letters because he was the president and he need to communicate;” “He needed a globe so that he could keep up with world affairs.” (Optional: A small T-Chart is attached that students can use independently or with the teacher.)
9. Teachers save the graphic organizers for Lessons 3 and 4.

Closure (How does this come back to the guiding question):

The teacher and students read through the lists that they made at the beginning of the lesson and at the end of the lesson. The teacher asks the students to think about how looking at different items that belonged to Thomas Jefferson either added to or changed their understanding of our first president. The teacher then asks the students to do a think-pair-share. Then each pair shares one thing they discussed with the whole group.