

Title: Washington and Jefferson: What's the same? What's different?

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Key Words: Washington, Jefferson, compare, contrast

Grade Level: 3rd

Time Allotted: 45 minutes

Lesson Overview	This is a follow-up lesson to the first two lessons on George Washington's Study and Thomas Jefferson's Cabinet. The students will use a Venn diagram to compare and contrast what they have learned about George Washington and Thomas Jefferson in the previous two lessons. They will use the chart information from the first two lessons to find similarities and differences. They will then use that information to make a class list of the things that make a great leader. Students will write a letter to one of the two leaders.
Guiding Question(s)	What is the same and what is different about George Washington and Thomas Jefferson? What are the qualities that make them great leaders?

Learning Objectives (SWBAT)

--The students will be able to compare and contrast George Washington and Thomas Jefferson based on the information that they learned in the first two lessons.

--The students will be able to use the information gained in this lesson and the first two lessons to give examples of the traits that made them great leaders.

--the students will be able to support their conclusions by giving specific examples for the each president.

Virginia Standards of Learning:

Civics
SOL 3.11

America on the World Stage
Teacher Scholars Program
Module 3

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 George Washington and Thomas Jefferson by comparing and contrasting their pursuits, accomplishments, interests, and personalities.*

Essential Historical Skills Taught:

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 use what they learn in comparing and contrasting our first and third presidents to draw conclusions about what makes a great leader.*

Assessment Tool(s)

Students will complete a RAFT (see explanation of acronym below) writing assignment to either George Washington or Thomas Jefferson as follows:

Role: Themselves

Audience: Either George Washington or Thomas Jefferson

Format: A friendly letter

Topic: You will thank him for his contributions to our country and tell him the specific qualities that you admire in him. You will then tell him at least three things that you would like to talk to him about or activities that you would like to do with him, based on what you know about his interests and knowledge.

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 R.A.F.T. Assignment (Student Worksheet) attached.

See also: <http://www.readingquest.org/pdf/raft.pdf>

--See R.A.F.T. Rubric attached

--See Venn Diagram for groups: <http://www.readingquest.org/pdf/venn2.pdf>

--Teacher will draw a Venn diagram on bulletin board paper for this activity and will supply students with individual Venn diagrams.

Modifications (to meet needs of diverse learners):

For the assessment: Students who have difficulty writing may draw a picture of either president demonstrating the qualities that made him a great leader.

Extension: Students can research another president and compare and contrast all three presidents on a three ring Venn.

For struggling learners: The teacher can guide the Venn diagram by supplying the things to compare. For example the teacher can ask the students to look at specific items on the class chart so as to structure the assignment.

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

1. The T charts made in the first two lessons about George Washington and Thomas Jefferson should be displayed where the students can refer to them.

2. The teacher will call on students to help read the list of things that they concluded during the first two lessons.

3. Several students can be called on to share some similarities and differences that they notice.

4. Small Group Venn Diagram. Students will be in groups of 2-4 students. Group member will work together to come up with similarities and differences between George Washington and Thomas Jefferson. They will record these on a Venn diagram. Students should be instructed that they can include accomplishments on the chart as well as pursuits, personality traits and values that they learned about from previous lessons. For example, students may have noticed that both Washington and Jefferson were interested in gadgets and the newest technology.

5. Whole Class. The class will meet together again. The teacher will display a whole-class Venn diagram made on bulletin board paper. The different groups will share suggestions for the chart as the teacher fills out the class Venn diagram.
6. Teacher will explain the RAFT activity (see Assessment section).
7. Students will complete the RAFT activity.
8. Students will read their R.A.F.T.s to the class or to partners so as to share their thoughts and observations.

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

In analyzing similarities and differences of the two men, students will see the traits and accomplishments that make them both unique and similar. The RAFT activity will be both an assessment and closure. Students should leave these lessons with an understanding that Washington was a leader of soldiers, a player on the world stage (globe, letters), a gentleman farmer, a scientist, and a life-long learner and reader. They should understand that Jefferson was a meticulous record keeper, an architect, a player on the world stage, a scientist, and a life-long learner and reader. They should also understand that both men were fascinated by gadgets (the “technology” of their day).

As students conclude these four lessons they will understand and appreciate the interests of Washington and Jefferson and will, I hope, be able to connect these interests to some of the characteristics of the two men. For example, they will be able to deduce that both men were exceptionally curious as evidenced by the extent and variety of their interests and their book collections. They will also understand that both men were leaders who had a sense of their own places in history as evidenced by their record keeping and correspondences. Finally, they will understand that the interests and influences of both men were global in nature.