

PROJECT TITLE: Artifacts from George Washington’s Study and Thomas Jefferson’s Cabinet: What is in the World is that doing here?	
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CLASSROOM PRACTICE

4. Teaching Thesis & Guiding Questions:

Elementary students can relate to the idea that people save and display items that are important to them. Showing these items to young students is a way of teaching them how to interpret history and analyze historical figures. Looking at where these items came from is also a way of showing students that early America was economically connected to, and dependent on, the larger, global community. Students will explore the following guiding questions: *What can we learn about George Washington and Thomas Jefferson by examining the personal belongings in their studies? What do these items tell us about their interests, their personal characteristics, and the roles they played in American history?*

5. Suggested Grade Level and Length of Activities

Grade Level 3

Lesson 1, 2, and 4—45 minutes each
 Lessons 3—30 minutes

6. Significance & Relevance:

By exploring the artifacts that Washington and Jefferson displayed and used in their private spaces, students learn to appreciate these historical figures in a more personal way. The artifacts give a fascinating insight into the ways that the leaders of that time period lived, engage students in historical moments, and encourage historical thinking. Looking at these “personal” items breathes life into the figures of the past and provides an alternative to the “great events” approach to history. By examining and interpreting, rather than simply

accepting, the perceptions of others, younger students begin to think critically about history. This lesson encourages elementary students to think, investigate, organize, and evaluate—the foundation for historical study.

Selected State & National Standards –

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)*

OAH Historical Inquiry Skills –

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.

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.

Standard 3, Historical Analysis and Interpretation:

Students Should Be Able to

B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.

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.

7. Lesson Objectives –

Lesson 1:

--By viewing specific artifacts the students will learn the following about George Washington:

- Sword: military life, leadership, bravery
- Books: love of reading and farming
- Globe: interest in world affairs
- Telescope: interest in astronomy and science in general
- Fan chair: interest in gadgets
- Wax jack: interest in and need to correspond
- Uncommon chair: gadgets
- Surveyor's Compass: background as a surveyor; interest in land
- Sawfish tooth and coral: interest in natural history
- Portrait of Lawrence: importance of his elder half-brother's role in his life

--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 George Washington's study 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 George Washington tell them about his interests, personality, pursuits, and values.

Lesson 2:

--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
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.

Lesson 3:

- The students will be able to locate countries where goods came from in Washington and Jefferson's times.
- The students will be able to locate countries where goods come from in the present.
- The students will be able to compare and contrast the extent of interdependence today as compared with the past by looking at the two world maps.
- The students will be able to analyze and discuss why it might be in the best economic interest of a country to be at peace.
- The students will be able to analyze and discuss why countries might be more interdependent today than in past times.

Lesson 4:

- 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 leaders.

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

8. Annotated list of supplemental resources

Lesson 1:

--See attached SMART Notebook file “What in the World is in George Washington’s Study?” SMART Notebook can be downloaded from the internet if it is not available at your school.

--See attached Word document “GW chart”

--See attached Word document “Research on George Washington” worksheet

--See attached optional Word document “T Chart George Washington”

Lesson 2:

--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”

Lesson 3:

--See attached SMART Notebook file “SMART Notebook World Maps”

(SMART Notebook can be downloaded from the internet if it is not available at your school.)

--See attached Word document “Study Images for Map”

Lesson 4:

--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 R.A.F.T. sample attached

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

9. Lesson Plans or Instructional Activities – See individual lesson plans on UVA Collab.

Lesson 1: Students analyze artifacts that George Washington displayed and used in his study at Mount Vernon in order to create a profile of George Washington’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.

Lesson 2: 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.

Lesson 3: This is a follow-up lesson to the first two lessons on George Washington’s Study and Thomas Jefferson’s Cabinet. This lesson is designed to reinforce the idea that our country’s commerce was interdependent with other countries from its inception, and that this interdependence continues today. Students will examine favorite personal belongings that they have brought to class to find where those belongings came from and locate those items on a world map. They will then use a world map to locate where some of the personal items from Washington’s Study and Jefferson’s Cabinet came from.

Lesson 4: 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. Students will write a letter to one of the two leaders.

10. Technology (if applicable) - This lesson will be enhanced by using the SMART Board Notebook and by using the Mount Vernon and Monticello official sites.

11. Modifications, Differentiation, and Extensions –

Lesson 1:

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 Mount Vernon. Using the Mount Vernon web site, they research those items and report using the “Research George Washington” work sheet.

Extension Activity: Students read a biography of George Washington, 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.

Lesson 2: *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.

Lesson 3: Struggling Learners: Students work in pairs with a stronger student to complete the tasks in the lesson.

Grouping to meet different needs: The higher ability group works independently while the teacher works with the needier group.

Extension: Students choose more items from the first two lessons on Washington's study and Jefferson's cabinet and map those items. Students choose items from the dining rooms on the Mount Vernon and Monticello websites. They research several items and locate the origins on the world map.

Lesson 4: 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.

APPENDIX

12. Related Materials & Resources – See all related material in this folder