

Seeing Is Believing

Middle School



OBJECTIVE

Students will describe the stories of important American heroes and their contributions to our society, with emphasis on Thomas Jefferson, Meriwether Lewis, and William Clark. Students will analyze the meaning of historical sources (text, charts, pictures, and music) from various historical perspectives. Students will develop an analysis of two historical contexts and present their analysis using the Internet and presentation software applications.



CLASS TIME

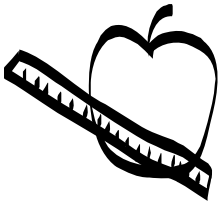
Five 45- to 60-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Time, Continuity, and Change
- Social Studies: People, Places, and Environments
- Social Studies: Science, Technology, and Society
- Social Studies: Global Connections
- Language Arts: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Technology: Basic operations and concepts
- Technology: Social, ethical, and human issues



Seeing Is Believing

- Technology: Technology productivity tools
- Technology: Technology research tools



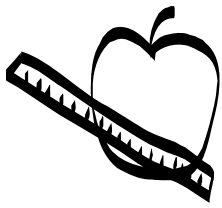
MATERIALS

- Copies of the worksheets attached to this lesson plan (see “Preparations”)
- 1 copy of the 2006 Westward Journey Nickel Series™ Lesson Plans Resource Guide (available at www.usmint.gov/kids)
- 1 overhead projector
- Blank overhead transparencies
- Copies of text that provide in-depth information about Monticello (see “Preparations”)
- A reserved computer lab with Internet access, presentation software, and an LCD projector.
- Web sites that include basic information about Thomas Jefferson, Monticello, Lewis and Clark, and current events



PREPARATIONS

- Make copies of the following:
 - “Westward Journey Nickel Series” worksheet
 - “Read All About It!” worksheet
 - “Scavenger Hunt” worksheet
 - “Exhibit Rubric”
- Make overhead transparencies of the following:
 - “Westward Journey Nickel Series” worksheet (from the Resource Guide)
 - “Journey of Lewis and Clark” map (from the Resource Guide)
 - “Read All About It!” worksheet
 - “Scavenger Hunt” worksheet
 - “Exhibit Rubric”
- Gather texts that contain in-depth information about Monticello, such as
 - *Worlds of Thomas Jefferson at Monticello* by Susan R. Stein
 - *Jefferson’s Monticello* by William Howard Adams
 - *Jefferson and Monticello, the Biography of a Builder* by Jack McLaughlin
 - *Thomas Jefferson’s Monticello* by William L. Beiswanger
- Arrange to use the school computer lab for four sessions.
- Bookmark Web sites that include basic information about Thomas Jefferson, Monticello, Lewis and Clark, and current events.



Seeing Is Believing



GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

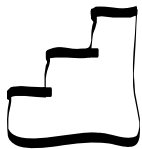
- Obverse (front)
- Reverse (back)
- Thomas Jefferson
- Lewis and Clark's Corps of Discovery
- Monticello
- Historical context



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

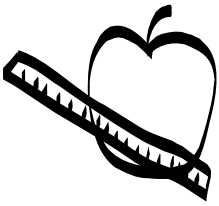
- Louisiana Purchase
- Internet research skills
- Presentation software skills
- Citation styles



STEPS

Session 1

1. Display the "Westward Journey Nickel Series" overhead transparency. Distribute one "Westward Journey Nickel Series™" worksheet to each student.
2. Explain to the students that the United States Mint is producing the Westward Journey Nickel Series in honor of the bicentennial anniversary of Lewis and Clark and the Corps of Discovery. Tell the students that the "Westward Journey Nickel Series" worksheet contains images of the nickels from this series.
3. Ask the students to begin the worksheet by recording what they see in each nickel's design that relates to the Lewis and Clark Expedition. Ask the students to hypothesize why each image was selected and its relationship to the Expedition. If desired, allow the students to use their textbooks. Ask the students to record their answers on their "Westward Journey Nickel Series" worksheets.
4. Allow the students five to ten minutes to complete the worksheets individually. Pair up the students and allow them to collaborate for an additional five to ten minutes.

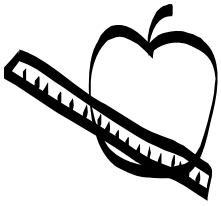


Seeing Is Believing

5. Lead a class discussion regarding the students' answers on their completed "Westward Journey Nickel Series" worksheets. Use the students' responses to complete a model "Westward Journey Nickel Series" worksheet on the overhead transparency. Make sure that the students have a basic understanding of the Expedition.
6. Display the "Journey of Lewis and Clark" overhead transparency. Make sure that the students understand that most Americans had no idea what existed west of the Mississippi River, that some even argued that the territory was mostly a useless dessert, and that they thought that Jefferson had made a bad deal! Explain that one of the reasons that Jefferson planned and authorized the Expedition was so that the nation would have a greater understanding of the usefulness of the additional territory. He hoped that the items sent back by Lewis and Clark would help people understand its value. Explain that Jefferson directed Lewis and Clark to learn about the people, flora, and fauna that inhabited the west.
7. Ask the students how they think Lewis and Clark were able to share their knowledge with Jefferson and people in the East. Record the students' responses on the overhead projector. Make sure that the students understand that Lewis and Clark adopted many strategies to meet this objective, including:
 - Collecting and sending samples of plants and animals to Jefferson
 - Recording their observations in journals
 - Composing maps
 - Forming relationships with American Indian tribes in order to learn more about the territory and to trade with them for goods and artifacts
 - Inviting American Indian chiefs to travel to Washington, DC, to meet JeffersonExplain to the students that museums did not exist in early 19th century America as they do today but that it was customary for the well-off to collect artifacts of interest and display them for their guests. Tell the students that Jefferson had many visitors at Monticello, and he wanted his peers to have the opportunity to see items that Lewis and Clark had collected.
8. Distribute the "Read All About It!" worksheet. Remind the students that newspapers were the main way to learn about current events at the time. Have the students write a 150-word newspaper article as if written before the journey began explaining the Expedition to people in the East. Tell the students to include a picture with a caption and the essentials: who, what, where, when, how, and why. Have the students begin the assignment in class and complete it for homework.
9. Inform the students that the following four class sessions will be held in the computer lab.

Session 2

1. Collect the homework. Distribute one "Scavenger Hunt" worksheet to each student. Inform the students that you want them to discover information about the items that Lewis



Seeing Is Believing

and Clark collected on the trail and why the items turned out to be so important. Explain to the students that they are to complete the scavenger hunt using Internet sites that you have bookmarked and the Monticello reference books that you have gathered. Tell the students that they have this class period to complete the scavenger hunt and should finish any unanswered questions for homework.

2. Circulate among the students and provide any necessary support.
3. Five minutes before the end of class, remind the students to complete the scavenger hunt for homework.

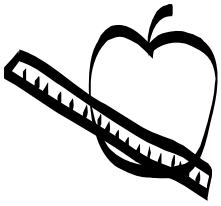
Session 3

1. You might want to begin this session in your classroom so you can easily use resources like the overhead projector. Write the following quote on the blackboard:

"In America, therefore, animated Nature is weaker, less active, and more circumscribed in the variety of her productions; for we perceive, from the enumeration of the American animals, that the numbers of species is not only fewer, but that, in general, all the animals are much smaller than those of the Old Continent. No American animal can be compared with the elephant, the rhinoceros, the hippopotamus, the dromedary, the camelopard [giraffe], the buffalo, the lion, the tiger, &c."

Histoire Naturelle document translation available on the Web, courtesy of Fran Moran, Ph.D., translated by William Smellie (8 volumes, 1781).

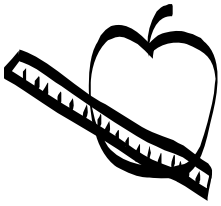
2. Ask the students to retrieve their completed "Scavenger Hunt" worksheets. Review the quote with the students. Ask the students to write a sentence or two paraphrasing the quote. Allow the students several minutes to complete the task. Lead a class discussion regarding the quote's interpretation. Ask the students to hypothesize the meaning of the word "circumscribed," which means narrowed or limited. Discuss the roots "circum," meaning "around" or "about," and "scribe," meaning "to write." Ask the students to hypothesize the meaning of the word "enumeration," which is a numbered list. Discuss its relationship to the word "numeral."
3. Explain to the students that the quote was written by a French naturalist, the Comte de Buffon (booFONE), who was one of the late 18th century's leading scientists, although he had unconventional views about people around the world. Ask the students what they think that the quote means. Guide the students to conclude that the scientist was trying to say that nature and natural resources in America (the New World) were not as good as in the Europe, Asia, and Africa (the Old World). Tell the students that de Buffon also wrote



Seeing Is Believing

that people who were from the New World were not as smart or strong as people from the Old World. Explain to the students that, while this seems ridiculous today, many Europeans in Jefferson's time regarded this as "cutting edge" science.

4. Explain the following to the students:
 - When Thomas Jefferson was the ambassador to France, he met with de Buffon and tried to dissuade him from his argument. He even went so far as to have a moose carcass shipped from America to France and reassembled so that the scientist could see that large animals existed in the New World.
 - Jefferson wrote his own book (the only book he ever wrote), *Notes on the State of Virginia*, in which he documented the plants, animals, climate, and geography of Virginia. One of the purposes for writing this book was to refute de Buffon's arguments.
 - Jefferson supported the search for the mastodon. Giant fossils had been found in New York and in Ohio. These fossils were thought to have belonged to a giant carnivore, which the American scientists called the "mammoth." In letters, Jefferson reported the findings to those in Europe and even conjectured that the large animal may still exist in the West.
5. Ask the students how Jefferson's debate with the Comte de Buffon may have influenced his support for the Expedition. Guide the students to the conclusion that Jefferson believed that the plant and animal specimens and the American Indian objects collected by Lewis and Clark would prove de Buffon incorrect. Ask the students why Jefferson's placement of artifacts (antlers, American Indian crafts) from the "New World" next to artifacts from the Old World (paintings, sculptures) was significant. Guide the students to the conclusion that Jefferson wanted to show his visitors at Monticello that, despite their differences, American plants, animals, and arts were equal to those of Europe. Jefferson believed that his Indian Hall put America in context with the rest of the world's history. Jefferson's extensive knowledge of both the "Old" and the "New" world gave him the ability to make this argument.
6. Display the "Exhibit Rubric" overhead transparency. Distribute one "Exhibit Rubric" to each student. Tell the students that they will create their own exhibit that will place Jefferson's time within the context of modern America. Tell the students that they will create their exhibit in the computer lab using presentation software. Review the "Exhibit Rubric" with the students. Tell the students that the goal of the assignment is for them to decide on a theme or message for their exhibit and to choose artifacts that communicate the theme. Potential themes could include "Diversity," "Changing Views of the Environment," "Technological Progress," or "In the News."
7. In the computer lab, review basic presentation software functions such as creating and saving a new file, creating a new slide, entering and formatting text on a slide, adding notes, and adding sound and picture files to the presentation. Review guidelines for citing Internet sources and downloading images.



Seeing Is Believing

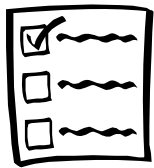
8. Tell the students that they will have the rest of this class period and the following one and a half class periods to complete their projects.
9. Circulate among the students and provide support.
10. Five minutes before the end of class, remind the students to save their work.

Session 4

1. Review briefly the “Exhibit Rubric” with the students and answer any questions.
2. Remind the students of the project’s due date.
3. Circulate among the students and provide support.
4. Five minutes before the end of class, remind the students that they will only have half of the next class session to complete their exhibit. Suggest that the students work on their project for homework if possible.

Session 5

1. Review briefly the “Exhibit Rubric” with the students and answer any questions. Tell the students that they have the first half of the class to complete their presentations. The last half will be set aside for those students who would like to share their presentations.
2. Circulate among the students and provide support.
3. Five minutes before the end of the first half of class, tell the students to save their work for the final time. Allow students to share their presentations with the class.



ASSESSMENT

- Use the student’s responses on the “Westward Journey Nickel Series,” “Read All About It!” and “Scavenger Hunt” worksheets to assess the students’ daily progress.
- Evaluate the student’s presentation against the rubric to assess the overall achievement of the lesson objectives.



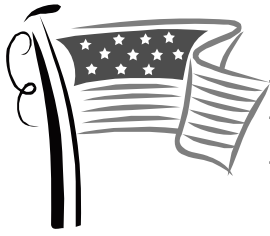
ENRICHMENT/EXTENSIONS

- After completing this project, have students pick one element to research more extensively.
- Have students research the Enlightenment and discuss the ways in which this philosophy is reflected in Monticello.
- Have the students view modern exhibits online. Ask the students to hypothesize the theme or message of the exhibit. Have students support their hypotheses.



DIFFERENTIATED LEARNING OPTIONS

- Have the students work in pairs.
- Provide additional time to complete the assignments.



Name _____

Scavenger Hunt

a. Lewis and Clark's Corps of Discovery set off to explore the Louisiana Territory in 1804. What three things did Jefferson ask them to do during the journey?

1. _____
2. _____
3. _____

b. Name five things that Lewis and Clark brought back with them from their trip that helped people in the eastern United States to learn about the West.

1. _____
2. _____
3. _____
4. _____
5. _____

c. How did Thomas Jefferson divide the collection gathered by Lewis and Clark?

- _____
- _____
- _____

d. What is Monticello?

- _____
- _____
- _____

e. Where is Monticello located?

f. List three interesting facts about Monticello.

1. _____
2. _____
3. _____

g. Describe three types of items Thomas Jefferson displayed in the entrance hall of Monticello.

1. _____
2. _____
3. _____

h. Other than Jefferson and other residents of Monticello, who would have seen the entrance hall?

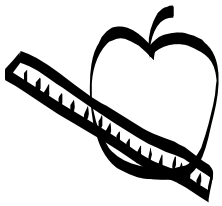
- _____
- _____

i. For what reasons did Jefferson display these items?

- _____
- _____
- _____

j. Where is Jefferson's collection now?

- _____
- _____



Scavenger Hunt

Key

- a. Lewis and Clark's Corps of Discovery set off to explore the Louisiana Territory in 1804. What three things did Jefferson ask them to do during the journey?
1. Search for a water route from the Eastern United States to the Pacific Ocean
 2. Form relationships with American Indian tribes
 3. Study the plants, animals, and land
- b. Name five things that Lewis and Clark brought back with them from their trip that helped people in the eastern United States to learn about the West.
Some possible correct answers:
1. Indian objects, including clothing, ornaments, pottery, pouches, and weapons
 2. Animal skins, bones, and antlers
 3. Live animals, including four magpies, a grouse, and a live prairie dog
 4. Plants and seeds
 5. Soil and mineral samples
- c. How did Thomas Jefferson divide the collection gathered by Lewis and Clark?
Items were divided between the Peale Museum (one of the only public galleries of art and natural history at the time), the American Philosophical Society in Philadelphia (a scholarly organization), and Jefferson's own collection.
- d. What is Monticello?
Monticello is Thomas Jefferson's former home.
- e. Where is Monticello located?
Monticello is located near Charlottesville, Virginia.
- f. List three interesting facts about Monticello.
Some possible correct answers:
1. Thomas Jefferson designed, built, and continually rebuilt Monticello throughout his life.
 2. An image of Monticello is placed on the reverse of the 2006 "Return to Monticello" nickel.
 3. Monticello means "little mountain" in Italian.
- g. Describe three types of items Thomas Jefferson displayed in the entrance hall of Monticello.
1. Maps of the world
 2. Artwork from the Old World
 3. Items from the New World
- h. Other than Jefferson and other residents of Monticello, who would have seen the entrance hall?
Jefferson had many visitors from all walks of life. All would have seen the Entrance Hall and the display.
- i. For what reasons did Jefferson display these items?
Jefferson wanted to show that the Old World and the New World were different but equal and to share some of his favorite items from the Expedition.
- j. Where is Jefferson's collection now?
Jefferson's collection from Monticello was lost.



Name _____

Exhibit Rubric

Directions: Work in pairs to create an exhibit that compares America of the early 19th century with America of the early 21st century. Jefferson created his "museum" in Monticello's entrance hall; create yours on the computer using presentation software. Presentations will be evaluated using this rubric.

CATEGORY	4	3	2	1	SCORE
TITLE SLIDE Exhibit title, student names, class, picture, caption	Contains all five elements.	Contains four of the required elements.	Contains three of the required elements.	Contains only one or two of the required elements.	
SLIDES Slides for technology, government, international relations, science, agriculture, visual arts, music, literature, & architecture, comparing the centuries.	All 7 slides present. Each contains one or more examples comparing the early 19th and 21st centuries. All examples include visual elements and captions. Sound files are included on the music slide.	All 7 slides are present and contain one or more examples comparing the centuries. Most examples include visual elements and captions. Sound files are included on the music slide.	At least 5 slides are present and contain one or more examples comparing the early 19th and 21st centuries. Most examples include visual elements and captions.	Fewer than 5 slides. Some lack an example comparing the centuries. Only some examples include visual elements and captions.	
CONTENT Examples should create a unified theme and tell about growth and change in the United States over 200 years.	Accurately and concisely portrays each element in both centuries. The selected examples create a coherent theme. The viewer easily understands the author's point.	Accurately and concisely portrays each element in both centuries. Examples create a mostly coherent theme, but a few fail to support the author's point.	Accurately and concisely portrays each element in the early 19th and early 21st centuries, but does not communicate a coherent theme.	Some of the examples are not accurate. The presentation does not communicate a consistent theme.	
CITATIONS	Content is fully cited with complete details.	Most of the content is cited, with complete citations.	Most of the content is cited with mostly complete citations.	Citations are missing or incomplete.	
STANDARD ELEMENTS Background, transitions, animation. More text in notes.	All standard presentation elements are included.	Most standard presentation elements are included.	Some standard presentation elements are included.	Few standard presentation elements are included	
MECHANICS	No errors in punctuation, capitalization, or spelling.	Few errors in punctuation, capitalization, or spelling.	Some errors in punctuation, capitalization, or spelling.	Many errors in punctuation, capitalization, or spelling.	

TOTAL