



SHAPING THE WORLD: CONVERSATIONS ON DEMOCRACY

U.S. and World History, World Geography
Virginia Studies, Government, Civics
English
Science
Visual Arts

11 60-min. Programs
Grades 4-12
Website
Teacher's Guide
SOL Correlations Below

In each of these live “conversations” between Thomas Jefferson and various other statesmen students and teachers can join in to learn more about the men and their opinions on a variety of democratic issues.

1. Thomas Jefferson and John Adams — Students and teachers can join a conversation between two friends and past presidents of the United States: John Adams, second president, and Thomas Jefferson, third president. In this interchange between Jefferson and Adams students will have the opportunity to learn more about the men, and their differing opinions on a variety of democratic issues, their work on the Declaration of Independence, the election of 1800, their roles as ambassadors abroad, their tenure as Presidents residing in the White House, and their views and concerns for the country. Thomas Jefferson and John Adams first met in 1775 at the Continental Congress in Philadelphia and the two began a close friendship. Adams was a member of the Federalist Party and Jefferson was a classic Republican. Despite their political differences, they maintained their friendship until 1801 when Jefferson became President. During this election, Jefferson defeated Adams by eight electoral votes. It was the first transfer of power from one political party to another. In a peaceful exchange of power on March 4, 1801 Jefferson delivered his inaugural speech, stating “We are all Republicans, we are all Federalists.” He longed for this young country to unite as one. Jefferson referred to this time in our nation’s history as “the revolution of 1800.” Jefferson and Adams greatly contributed to the shaping of our country during its first fifty years and both left lasting legacies. During their retirement years, Jefferson and Adams renewed their friendship and corresponded until their deaths on July 4, 1826.
Social Studies: VS.1, VS.4, VS.5, VS.6, USI.1, USI.5, USI.6, USI.7, USI.8, CE.1,

CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.8, WHII.6, VUS.1, VUS.4, VUS.5, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.10, GOVT.11, GOVT.12, GOVT.17, GOVT.18

2. Thomas Jefferson and Marquis de Lafayette — Students and teachers can join a conversation between Thomas Jefferson and the Marquis de Lafayette as students from Forest Middle School engage the two men on the topics of the American Revolution, Lafayette’s role in that revolution, Jefferson’s years in France as the U.S. minister, the French Revolution, their military and political careers, and their views on the meaning of democracy and advice for the future. In this interchange between Jefferson and Lafayette, students will have the opportunity to learn more about the men, and their opinions on a variety of democratic issues, their work on the American Declaration of Independence and the French Declaration of the Rights of Man and of the Citizen and their concerns for their respective countries. Marquis de Lafayette, a French nobleman, arrived in Philadelphia in July of 1777 and volunteered his services to the Continental Army. Lafayette distinguished himself on the battlefield and played an important role in convincing the French government to send military support, thus securing an American victory over British forces. During the final year of the war, Lafayette met the Governor of Virginia, Thomas Jefferson, and they developed a friendship that lasted almost fifty years. During Jefferson’s tenure as the Minister to France, Lafayette provided valuable assis-

tance in economic and political matters. Jefferson, as one of the founder fathers of America, author of the Declaration of Independence, and champion of human rights, became a mentor for revolutionaries throughout Europe and America. While in Paris his residence was often used as a meeting place for the Patriots led by Lafayette. In drafting the French Declaration of the Rights of Man and of the Citizen, Lafayette would turn to Jefferson for advice. Following the Reign of Terror in France, Lafayette found his political importance nearly vanished, his fortunes ruined, and many members of his family guillotined. Lafayette returned to America at the invitation of President James Monroe in 1824, visiting Jefferson at Monticello in November. One hundred twenty Albemarle Lafayette Guards escorted Lafayette through the large crowd who had gathered to witness the reunion between the two guardians and defenders of liberty, democratic principles and American independence.

Social Studies: VS.1, VS.4, VS.5, VS.6, USI.1, USI.5, USI.6, USI.7, USI.8, CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.8, CE.10, WHII.6, WHII.7, WG.1, WG.2, WG.3, WG.9, WG.10, WG.12, VUS.1, VUS.4, VUS.5, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.9, GOVT.10, GOVT.11, GOVT.12, GOVT.17, GOVT.18

3. Thomas Jefferson and Meriwether Lewis — Students (grades 5-12) and teachers can join a conversation in which Meriwether Lewis reports to President Thomas Jefferson on the success of the Westward Expedition. Jefferson had initiated the proceedings which

SHAPING THE WORLD (Continued)

led to the purchase of the Louisiana Territory in 1803, as well as the commissioning of Meriwether Lewis and William Clark to find “the most direct and practicable water communication across this continent, for the purpose of commerce.” When the Corps of Discovery departed St. Louis in May 1804, the party consisted of Captains Lewis and Clark, 26 volunteers and Army regulars, Clark’s black slave York, and Lewis’s Newfoundland dog Seaman. Expedition members had no idea how they would be received but realized with each passing mile that their success would depend upon the good will of the native people. Even with their assistance, the search for a “Northwest Passage” would prove for members of the Corps of Discovery to be the most difficult part of their entire journey. Jefferson had also instructed them to gather detailed information about the plants, animals, soil, minerals, weather and Native American tribes they encountered. In this interchange with President Jefferson and Captain Lewis, students have the opportunity to learn more about the extraordinary journey into what Jefferson called the “Mysterious West.” Seventh graders from Central Academy Middle School query Jefferson and Lewis on the reasons for the expedition, the secret message to Congress, the instructions and preparation for the journey, the members of the Corps of Discovery, the Native Americans encountered, the plants and animals of the West, and the day to day life of being in uncharted territory.

Social Studies: VS.1, VS.2, VS.4, USI.1, USI.2, USI.3, USI.4, USI.7, USI.8, CE.1, CE.4, CE.8, CE.9, CE.10, CE.11, WHII.8, VUS.1, VUS.2, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.14, GOVT.16, GOVT.17, GOVT.18, WG.1, WG.2, WG.3, WG.6, WG.8, WG.10, WG.11, WG.12

4. The Presidential Debate of 1804 — The presidential election of 1804 would be the first conducted under the 12th Amendment which was ratified in June 1804. Previously whichever presidential candidate received the second highest electoral vote became vice president. The new amendment mandated separate ballots for the office of president and vice president. The pattern of political contention of 1804 was rich with current events: a national effort to decrease the public debt; Haitian independence declared in January as residents defeat French forces trying to re-establish slavery on the island; the launch of the Lewis and Clark expedition from St. Louis in May 1804; and trade questions stemming from the war between England and France. The Democratic-Republicans nominate Thomas Jefferson of Virginia. Jefferson seeks his second term as president after a lengthy career in public service in which he served as governor of Virginia, vice president, Secretary of State, and Minister to France. Jefferson’s running mate on the

Democratic-Republican ticket is George Clinton, governor of New York. Opposing President Jefferson is Charles Cotesworth Pinckney of South Carolina, running on the Federalist ticket. Pinckney rose to the rank of general in the Revolutionary War, and served nearly two years as a prisoner of the war after the fall of Charleston in 1780. General Pinckney’s running mate is Rufus King of New York who many Republicans considered a staunch monarchist. In this program, Thomas Jefferson, Charles Cotesworth Pinckney and their vice presidential running mates present their credentials and platform for consideration for the highest offices in the United States. The candidates are interviewed by students from Altavista High School.

Social Studies: VS.1, VS.2, VS.3, VS.4, VS.5, VS.6, USI.1, USI.2, USI.5, USI.6, USI.7, USI.8, CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.9, CE.10, CE.11, CE.12, WHII.6, VUS.1, VUS.4, VUS.5, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.9, GOVT.12, GOVT.17, GOVT.18, WG.1, WG.10, WG.11, WG.12

English: 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 5.1, 5.3, 5.4, 5.7, 5.8, 6.2, 6.5, 6.6, 7.1, 7.2, 7.3, 7.6, 7.7, 7.8, 8.1, 8.2, 8.3, 8.6, 9.2, 9.4, 9.6, 9.9, 10.1, 10.7, 10.11, 11.1, 11.4, 11.7, 11.10, 12.1, 12.7, 12.8

Math: 4.20, 5.3, 5.18, 6.2, 6.4, 6.18, 7.18, 8.12

5. Thomas Jefferson Talks with George Washington

— In 1780, Thomas Jefferson wrote about George Washington in a document that would become Jefferson’s first and only published book, *Notes on the State of Virginia*: “In war we have produced a Washington, whose memory will be adored while liberty shall have votaries, whose name will triumph over time, and will in future ages assume its just station among the most celebrated worthies of the world...” Thomas Jefferson thought very highly of George Washington and would also reference him in his first Inaugural Address (1801) as “Our first and greatest revolutionary character, whose preeminent services have entitled him to the first place in his country’s love, and destined for him the fairest page in the volume of faithful history.” In this program, students and teachers can join a conversation between Thomas Jefferson and George Washington as fifth grade students from Robert S. Payne Elementary interview the two men on a variety of topics that include the American Revolution, their military and political careers and their views on the meaning of democracy. In this interchange between Jefferson and Washington, students will have the opportunity to learn more about the men, their opinions on a variety of democratic issues, their views on women and slavery, Washington’s Presidency and their innovative farming practices on their plantations.

Social Studies: VS.1, VS.4, VS.5, VS.6, USI.1, USI.5, USI.6, USI.7, USI.8, CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.8, CE.9, WWII.6, WWII.8, WG.1, WG.2, WG.3, WG.10, WG.12, VUS.1, VUS.4, VUS.5, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.11, GOVT.12, GOVT.17, GOVT.18

6. Thomas Jefferson in Conversation with Napoleon Bonaparte

— Jefferson writing about Napoleon and his activities abroad stated, “After destroying the liberties of his country, he has exhausted all its resources, physical and moral, to indulge his own maniac ambition, his own tyrannical and overbearing spirit....” Napoleon, on the other hand, would refute such notions exclaiming that, “Such work as mine is not done twice in a century. I saved the Revolution as it lay dying, I have cleansed it of its crimes and have held it up to the people shining with fame. I inspired France and Europe with new ideas which will never be forgotten.”

Thomas Jefferson and Napoleon Bonaparte are interviewed by students from Amherst Middle School in Amherst, Virginia. Among other things, their answers explore the roles of democratic principles and dictatorship. Students and teachers can join this conversation and learn more about these two men, their early years, education, careers, the American and French Revolutions, their thoughts on democracy and dictatorship, and their views on their country’s future.

Social Studies: VS.1, VS.4, VS.5, VS.6, VS.10, USI.1, USI.2, USI.5, USI.6, USI.7, USI.8, CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.8, CE.10, CE.11, WHII.6, WHII.7, WHII.8, VUS.1, VUS.2, VUS.3, VUS.4, VUS.5, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.10, GOVT.11, GOVT.12, GOVT.17, GOVT.18

7. President Thomas Jefferson in Conversation with Former Vice President Aaron Burr

— In the presidential election of 1800, Jefferson and Burr would tie at 73 electoral votes. On the 36th ballot in the House of Representatives Jefferson was elected President and Burr Vice President. Aaron Burr would serve as Vice President from 1801 - 1805. Believing Alexander Hamilton responsible for a smear-campaign and ferocious assassination on his character, Burr challenged Hamilton to a duel. On July 11, 1804 Burr’s shot proved fatal and he was charged with the crime of murder in New York and New Jersey. Following his tenure as Jefferson’s Vice President, Burr visits the American West and finds himself the center of an accusation of treason. In January 1807, President Jefferson issued a proclamation calling for Burr’s arrest. Burr is acquitted on

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SHAPING THE WORLD (Continued)

September 1, 1897 of the treason charge and in December on the misdemeanor charge.

Social Studies: VS.1, VS.4, VS.5, VS.6, VS.10; USI.1, USI.2, USI.5, USI.6, USI.7, USI.8; CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.8, CE.10, CE.11; WHIL.6; VUS.1, VUS.2, VUS.3, VUS.4, VUS.5, VUS.6; GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.10, GOVT.11, GOVT.12, GOVT.17, GOVT.18

8. Waiting on Dolley — Heralded and admired by her contemporaries, Dolley Madison was once described as an individual with a "warm heart, that lent its glow to her cheek and its sparkle to her eye." Gregarious Dolley will exert her grace and charm on Mr. Jefferson and students from Natural Bridge Elementary School as they converse on topics from Jefferson's presidency to the society of Washington City to "The great little Madison" as Dolley once referred to her husband. Mrs. Madison will speak about the occasions and ceremonial functions she oversaw when asked by Jefferson to assist in the role of hostess at the President's House. Jefferson and Mrs. Madison will share their thoughts with the students on Mr. Madison's role as Secretary of State, and compare Jefferson's presidential administration with that of Mr. Madison's. Dolley will regale Jefferson and the students as she describes her courageous patriotism in August 1814 when she rescued from the President's House official documents and the Gilbert Stuart portrait of General Washington as British troops invaded and set fire to the city. They will discuss Dolley's own successful endeavors bringing together her Washington society friends to fundraise for the infamous Lewis and Clark westward expedition. Students and teachers can join this conversation and learn more about these two individuals, their early years, education, their duty to their country, their thoughts on democracy, and the new seat of government in Washington City.

Social Studies: VS.1, VS.4, VS.5, VS.6, VS.10; USI.1, USI.2, USI.5, USI.6, USI.7, USI.8

9. Thomas Jefferson and Charles Willson Peale — Born two years apart, almost to the day, Charles Willson Peale and Thomas Jefferson shared interests in many topics and activities. Both were patriots, archaeologists, scientists, and inventors. They were fascinated with agricultural innovations, science and natural history. Many of the specimens Jefferson received from the Lewis and Clark westward expedition were exhibited in Peale's natural history and art museum in Philadelphia, including two live magpies, a live prairie dog and the Mandan buffalo robe. In 1801 as Jefferson began his first term in the Presidency, Peale would conduct the first scientific exploration in the United States, unearthing the bones of a mastodon. Peale is perhaps best known as an artist, having paint-

ed the founding fathers--Jefferson, George Washington, John Hancock, Benjamin Franklin, John Adams, Alexander Hamilton and others. Close to 1,100 paintings, are credited to the talent of Peale.

Social Studies: Virginia Studies: VS.1, VS.4, VS.5, VS.6, VS.10; United States History to 1877: USI.1, USI.2, USI.5, USI.6, USI.7, USI.8; United States History 1877 to Present: USII.1; Civics & Economics: CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.12; World History II (Era VI: Age of Revolutions, 1650 to 1914 A.D.): WHIL.6, WHIL.7, WHIL.8; World Geography: WG.2, WG.12; Virginia and United States History: VUS.1, VUS.4, VUS.5, VUS.6; Virginia & United States Government: GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.11, GOVT.15, GOVT.16, GOVT.17, GOVT.18

Science: 4.1, 4.6, 5.1, 5.5, 6.1, LS.1, LS.5, LS.14, PS.1, ES.1, ES.3, ES.10, BIO.7

Visual Arts: 4.1, 4.3, 4.14, 4.16, 4.17, 4.18, 4.25, 5.17, 5.18, 5.19, 5.24, 6.11, 6.14, 6.17, 6.20, 7.22, 7.23, 8.21, AI.17, AI.19, AI.21, AII.18, AII.22, AII.31, AIII.10, AIV.9

10. Thomas Jefferson and Patrick Henry — Seven years his junior and still a student of law in Williamsburg, Thomas Jefferson witnessed Patrick Henry's defiant stand in opposition to Great Britain's Stamp Act during the May 1765 session in the House of Burgesses. Jefferson later wrote that he "heard the splendid display of Mr. Henry's talents as a popular orator. They were great, indeed: such as I have never heard from any other man. He appeared to me to speak as Homer wrote." Both men championed the colonists' rights as English citizens, Henry—vocally in fiery and passionate language and Jefferson—on paper, writing with elegance, succinctness, and essence. Both served in public office: Henry 30 years and Jefferson 40 years. They held the office of Governor of Virginia, were elected to the Virginia House of Burgesses, served as delegates to the Continental Congress, and each were national symbols of the American fight for liberty against British tyranny. They began as friends and close collaborators, together drafting the "Proclamation for a day of Fasting, Humiliation and Prayer" in 1774 and drawing together a consensus of their fellow Burgesses. After the beginning of the war for independence Jefferson and Henry began to differ in opinions relative to a central government versus states rights, relationships between church and state, and what generally became known as the conflict in Federalist versus Anti-Federalist politics.

Fifth grade students from Brookneal Elementary School have taken up the challenge to learn more about these two extraordinary men. The students will inquire into their early life and career as lawyers, how they became acquainted with one another, their reactions to the Stamp Act and the Boston Tea Party, Henry's "give me liberty, or give me death" speech, their role as war time Governors, their

issues and concerns once independence was won, and what they see as the future of the 13 United States of America.

Social Studies: VS.1, VS.2, VS.4, VS.5, VS.6, VS.10, USI.1, USI.2, USI.3, USI.5, USI.6, USI.7, USI.8, CE.1, CE.2, CE.3, CE.4, CE.5, CE.6, CE.7, CE.8, CE.9, CE.10, WWII.1, WWII.6, WG.1, WG.2, WG.10, WG.12, VUS.1, VUS.3, VUS.4, VUS.5, VUS.6, GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.10, GOVT.11, GOVT.12, GOVT.16, GOVT.17, GOVT.18, GOVT.19

11. Thomas Jefferson and King George III — Jefferson and King George III engage in a verbal battle and lively discourse on many topics. King George, long known as the British monarch who failed to maintain control of the American colonies, will be given the opportunity to explain the taxations imposed on the colonists and how this led to war and ultimately American independence. Jefferson will reiterate the list of grievances sent to the King as the colonists demanded their rights as Englishmen. Both men will present their viewpoints and recollections of the events that led to a complete break with the Mother Country. King George III and Jefferson had numerous common interests and will engage each other in conversation on agriculture, science, music, and books.

Social Studies: Virginia Studies: VS.1, VS.3, VS.4, VS.5, VS.6; United States History to 1877: USI.1, USI.2, USI.4, USI.5, USI.6, USI.7, USI.8; Civics & Economics: CE.1, CE.2, CE.3, CE.4, CE.5, CE.6; World History II (Era VI: Age of Revolutions, 1650 to 1914 A.D.): WWII.6, WWII.8; World Geography: WG.1, WG.2, WG.9, WG.10, WG.12; Virginia and United States History: VUS.1, VUS.2, VUS.3, VUS.4, VUS.5, VUS.6

Additional Resource Information:

The website to support this series is found at www.poplarforest.org/education/teacher-parent