

THOMAS JEFFERSON

P★R★E★S★I★D★E★N★T★ & *P*HILOSOPHER

EDUCATORS' GUIDE

Includes
Common Core
Standard
Correlations

JON MEACHAM

Discover an American legend!

This extensively researched edition includes:

Over 150 archival illustrations ★ Timeline ★ Family tree

Who's who in Jefferson's world ★ Jefferson's writing life

CROWN



RANDOM HOUSE
CHILDREN'S BOOKS

RandomHouseKids.com

Rembrandt Peale, portrait of Thomas Jefferson (detail), 1800 (Gift of Mr. and Mrs. Paul Mellon/White House Historical Association/White House Collection)

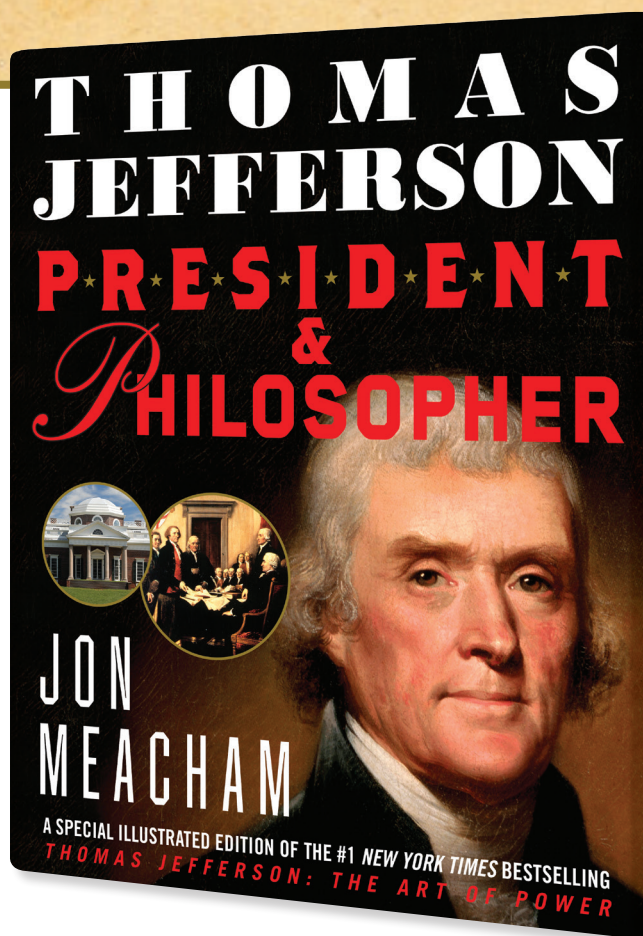
Dear Educator,

When I was asked to publish a children's adaptation of Jon Meacham's acclaimed biography *Thomas Jefferson: The Art of Power*, I was thrilled to have the opportunity to introduce young people to Jefferson in this manner. Meacham's biography offers a fascinating portrait of Jefferson as a political strategist navigating the birth of a nation and the tumultuous political times in which he lived. I admired Meacham's high level of scholarship, detailed research, and access to Jefferson's voluminous correspondence. Who better than Meacham to guide younger readers to a new understanding about America's third president!

Most children know that Jefferson wrote the Declaration of Independence. He engineered the Louisiana Purchase. But now, thanks to Meacham, they will learn about Jefferson as a charming politician and a sentimental Renaissance man with many interests—in agriculture and cuisine, the fine arts, architecture, painting, sculpture, literature, music, natural history, and science. And also as a man of contradictions—a slave-owner and an eloquent statesman who wrote so passionately about equality and the pursuit of happiness.

How would we create a book that would appeal to young people? We carefully selected visual images to enhance the reading experience. There are 150 archival illustrations, paintings, maps, and photographs to complement Meacham's story of the life and times of Thomas Jefferson. What did Jefferson look like? His family? His colleagues? Where did he live? Where did he go to school? Where did he write the Declaration of Independence? There are facsimiles of Jefferson's writings, notebooks, recipes, and sketches, and photographs of his inventions and his home at Monticello.

We've also included expanded sections covering such topics as the Boston Tea Party, the French Revolution, the Corps of Discovery, the Presidential Oath of Office, and the Library of Congress. Jefferson's family tree and timelines of his life, juxtaposed against Revolutionary War events



Grades 5 up • HC: 978-0-385-38749-1
GLB: 978-0-385-38750-7 • CD: 978-0-553-55638-4

and world events, help children to think about Jefferson in a larger context. There's a "who's who" to keep track of all the people in his life. And if you are interested in Jefferson's writings, inventions, Monticello, or where to find Jefferson today, you can find it easily. Every aspect of the adaptation has been designed to help young readers connect to Meacham's very human story about a flawed person who tried to leave the world a better place.

Our creed at Crown is to publish books in visually diverse formats for an increasingly diverse readership, such as *Thomas Jefferson: President & Philosopher*. Thank you for being a part of our journey.

Phoebe Yeh
VP/Publisher

Crown Books for Young Readers

 CROWN

COMMON CORE STATE STANDARDS ADDRESSED IN THIS EDUCATORS' GUIDE

WRITING

CCSS.ELA-Literacy.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SPEAKING & LISTENING

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

READING: INFORMATIONAL TEXT

CCSS.ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

HISTORY/SOCIAL STUDIES

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

PRE-READING ACTIVITY

The author opens the book with a “Dear Reader” letter that addresses the importance of biographies, and notes that all subjects of biographies are flawed. Start by reading it aloud to the class. Have students gather in small groups and discuss why reading about historical figures is important, and how to view the flaws of an influential person like Jefferson. What does reading about Jefferson and other founding fathers have to do with the “training in citizenship” that Meacham mentions? The discussion can include prior knowledge that students may have about Jefferson.

Correlates to Common Core Standards: CCSS.ELA-Literacy.SL.5.1, CCSS.ELA-Literacy.SL.6.1

ACTIVITIES

“In the presidential campaigns of the 1700s, candidates did not campaign, give speeches, or travel the country, seeking votes.” (p. 134) Have your students design a campaign brochure for Jefferson based on what they’ve read in the biography. First have them make a list with page numbers of accomplishments and attributes to include in the campaign. Then have them write copy for the brochure, add graphics, print it out, and share it with fellow students. Most word processing programs have brochure templates, as does NCTE’s ReadWriteThink website (ReadWriteThink.org/files/resources/interactives/Printing_Press).

Correlates to Common Core Standards: CCSS.ELA-Literacy.W.5.6, CCSS.ELA-Literacy.W.6.6

Thomas Jefferson valued harmony in his personal and professional life. “Much better . . . if our companion views a thing in a light different from what we do, to leave him in quiet possession of his view,” he told his daughter. (p. 38) Imagine that Jefferson has been asked to give a graduation speech at the University of Virginia. Have students work in pairs to craft a short speech on the importance of harmony, using specific examples from Jefferson’s life and writing. Have one or both students deliver their speech to the class.

Correlates to Common Core Standards: CCSS.ELA-Literacy.SL.5.4, CCSS.ELA-Literacy.SL.6.4

Jefferson had a complex relationship with the issue of slavery in politics and in his personal life. Have students go through the book and create a timeline that reflects Jefferson’s interactions

with slavery. The timeline should include a year or range of years for each interaction and a paragraph explaining his actions and attitude, including quotes from him when useful. Then hold a discussion as a class about the contradictions between Jefferson’s proclaimed beliefs and his actions.

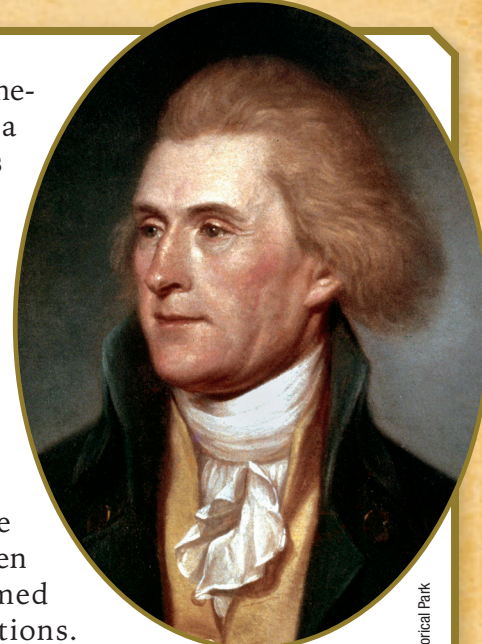
Expand the discussion to consider the biographer’s attitude toward Jefferson in this area and in general. Does he seem to admire Jefferson? How does he handle the issue of slavery and any other of Jefferson’s flaws? (Free online tools for timelines include dipity.com and readwritethink.org/files/resources/interactives/timeline_2.)

Correlates to Common Core Standards: CCSS.ELA-Literacy.WHST.6–8.2.a, CCSS.ELA-Literacy.RH.6–8.6

Architecture, gardening, food, horseback riding, inventing, and science, including archaeology, were some of Jefferson’s many interests outside of politics. Have students choose an area of interest and compose a letter about it from Jefferson to one of his grandchildren. The letter should address why Jefferson thinks the area matters. Have students incorporate details from the biography and possibly refer to related images in the book.

Correlates to Common Core Standards: CCSS.ELA-Literacy.W.5.2, CCSS.ELA-Literacy.W.5.2.b, CCSS.ELA-Literacy.W.6.2, CCSS.ELA-Literacy.W.6.2.b

Many important historic events and documents are mentioned in the biography but not discussed in detail. As students read, have them make a list of such topics. When they are finished reading, each student or pair of students should pick one of the topics for a research paper. The research should start with the biography but expand to include other books, as well as Internet resources, including primary documents where appropriate. The students should then prepare a multimedia presentation for the whole class.



Thomas Jefferson, 1791, by Charles Willson Peale, The Granger Collection, NYC, courtesy of Independence National Historical Park

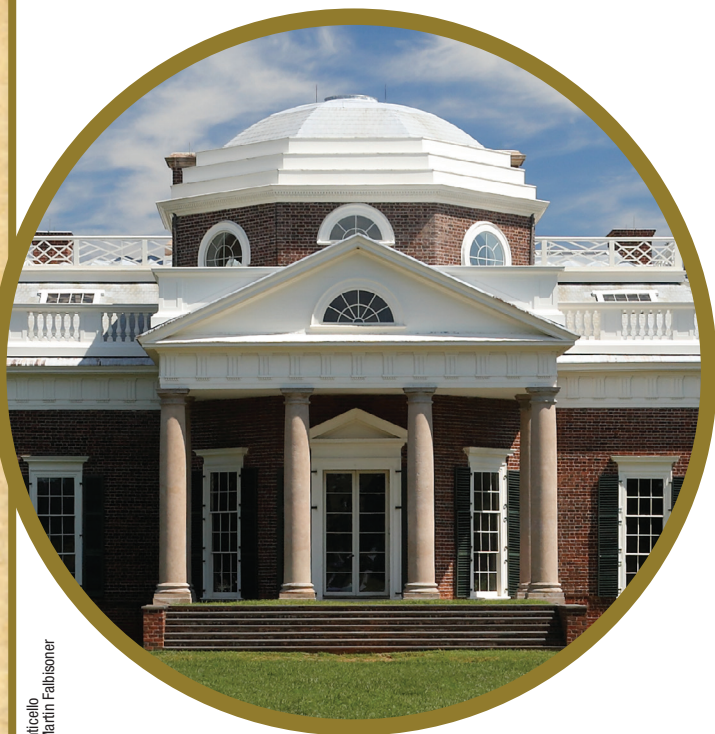
Below are some possible topics:

- ★ French and Indian War
- ★ Stamp Act
- ★ Alien and Sedition Acts
- ★ Boston Tea Party
- ★ First Continental Congress
- ★ Second Continental Congress
- ★ Declaration of Independence
- ★ Constitutional Convention
- ★ Constitution
- ★ Louisiana Purchase
- ★ Lewis and Clark Expedition
- ★ War of 1812
- ★ Missouri Compromise

Correlates to Common Core Standards: CCSS.ELA-Literacy.W.5.7, CCSS.ELA-Literacy.W.6.7, CCSS.ELA-Literacy.W.7.7



© tk Declaration of Independence, by John Trumbull, 1818, Rotunda of the U.S. Capitol/Architect of the Capitol



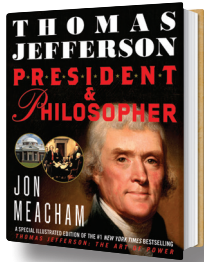
Monticello
© Martin Falgout

VOCABULARY/ USE OF LANGUAGE

As they read, have students keep a list in their reading journal of unfamiliar words, with an emphasis on political terms. They should try to define it from the context, then look it up if necessary. Possible terms include the following: *tyranny* (p. 22), *treason* (p. 24), *coercive* (p. 45), *faction* (p. 57), *militia* (p. 76), *turbulence* (p. 103), *aristocrats* (p. 119), *cabinet* (p. 124), *republic* (p. 126), *sedition* (p. 140), *rebuks* (p. 140), *usurp* (p. 146), *capitulation* (p. 147), *execute* (p. 152).

Correlates to Common Core Standards: CCSS.ELA-Literacy.RH.6–8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



THOMAS JEFFERSON PRESIDENT & PHILOSOPHER

Name: _____

Thomas Jefferson and John Adams died on the same day, July 4, 1826. Adams's last words were about Jefferson. Fill out the Compare-Contrast graphic organizer below to reflect how Jefferson and Adams were similar both personally and politically, and how they were different.

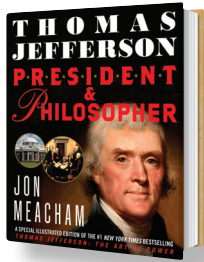
COMPARE & CONTRAST

Thomas Jefferson	Alike	John Adams

Different		
	Background	
	Personal Values	
	Political Values	

EDUCATORS: Reproduce this graphic organizer for students to complement a discussion about what Jefferson and Adams stood for politically. This could also lead to a discussion of major political differences today and how they relate to those of Jefferson's time.

Correlates to Common Core Standards: CCSS.ELA-Literacy.RI.5.3, CCSS.ELA-Literacy.RI.6.7



THOMAS JEFFERSON

PRESIDENT & PHILOSOPHER

Name: _____

Many of the pages in the biography incorporate paintings and other images of people, places, artifacts, and documents. The images and their captions extend the narrative in different ways. Choose a part of the book that especially interests you and carefully study the images. Analyze what the images add to the text in terms of information and possibly emotion, filling out the chart below.

Page	Description	What the Image Adds to the Text

EDUCATORS: Reproduce this activity sheet for students to explore the usefulness of historical images in studying the past.

 Correlates to Common Core Standards: CCSS.ELA-Literacy.RH.6-8.7

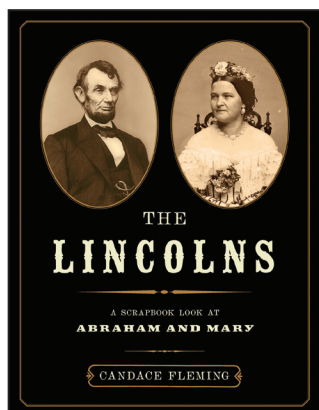
ABOUT THE AUTHOR

Jon Meacham is the *New York Times* bestselling author of *Thomas Jefferson: The Art of Power* and *American Lion*, his Pulitzer Prize-winning biography of Andrew Jackson, as well as the bestsellers *American Gospel* and *Franklin and Winston*. Executive editor and executive vice president of Random House, Meacham is a contributing editor to *Time* magazine, a former editor of *Newsweek*, and has written for the *New York Times* and the *Washington Post*, among other publications. He is a regular contributor on *Meet the Press*, *Morning Joe*, and *Charlie Rose*. He and his wife live with their three children in Nashville and Sewanee, Tennessee.



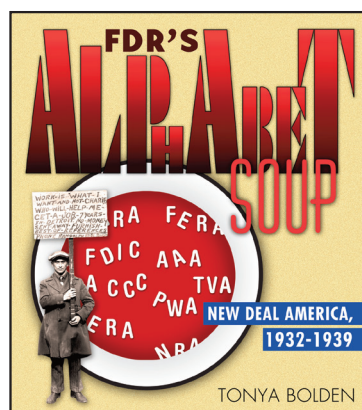
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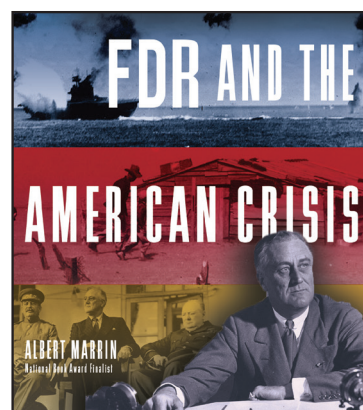
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INTERNET RESOURCES

Library of Congress Resource Guide for Thomas Jefferson

Links to government and external websites on Jefferson.

loc.gov/rr/program/bib/presidents/jefferson

Library of Congress American Memory Thomas Jefferson

Links to many of Jefferson's most important writings that show the original document.

loc.gov/rr/program/bib/presidents/jefferson/memory.html

National Archive Founders Online

A searchable archive of the correspondence and other writings of six of the Founding Fathers, including Thomas Jefferson.

founders.archives.gov

Internet Public Library POTUS (Presidents of the United States) Page

Information on Jefferson as president, his cabinet, notable events, and more.

ipl.org/div/potus/tjefferson.html

Monticello

Extensive website about Jefferson's home and life.
monticello.org

University of Massachusetts Thomas Jefferson Papers

Users can look through Jefferson's farm book, garden book, and architectural drawings.
masshist.org/thomasjeffersonpapers