

Hands-on History Chapter Project

The logo for 'networks' features the word in a bold, lowercase sans-serif font. A stylized graphic of intersecting lines forms a network pattern behind the letter 'o'.

The Jefferson Era

Project Overview

Project Goal

To understand people who influenced American government and expansion during the Jefferson era by writing a magazine cover story about one such person. Students will work in groups to research and write a cover story about Thomas Jefferson, James Madison, Robert Fulton, Meriwether Lewis, William Clark, or Tecumseh.

ESSENTIAL QUESTIONS

How do governments change?

Skills Addressed

- collaboration; responsibility and accountability; decision making
- historical interpretation; analyzing primary and secondary sources
- illustrating places and events in U.S. history through the use of narratives and graphic representations
- describing the influence of individuals on social and political developments of this era in American history

Materials Needed

Student Edition

Access to the school library and computers for research

Hands-On Chapter Project Worksheets

Optional: materials for illustrating story

Duration

1.5 independent work days and 1 class day

Hands-on History Chapter Project

The logo for 'networks' features the word in a bold, lowercase sans-serif font. The letter 'o' is replaced by a stylized globe icon with latitude and longitude lines. To the right of the text, there are several thin, grey lines radiating outwards from a central point, resembling a network or starburst pattern.

The Jefferson Era

Project Steps

Step 1: Introduce Project

Tell students that for this assignment, they will work in groups to create a biographical magazine cover story about one of the following people: Thomas Jefferson, James Madison, Robert Fulton, Meriwether Lewis, William Clark, or Tecumseh. Students will research their subject and provide a bibliography documenting their research.

Activate Background Knowledge Briefly review the role each of the persons listed below played in American government and public life:

Thomas Jefferson—drafted Declaration of Independence; U.S. President from 1801 to 1809; supported limited federal government; authorized Louisiana Purchase

James Madison—main author of U.S. Constitution; Jefferson’s Secretary of State; U.S. President from 1809 to 1817; played key role in Bill of Rights, *Marbury v. Madison*, Louisiana Purchase, Embargo Act, War of 1812

Robert Fulton—engineer/inventor; developed successful submarine and steamboat

Meriwether Lewis—amateur scientist who led expedition to explore Louisiana Territory west of the Mississippi and find the rumored Northwest Passage

William Clark—amateur scientist who co-led expedition with Meriwether Lewis

Tecumseh—Shawnee chief who built confederacy of Native American nations and sought to limit U.S. expansion into Native American lands; formed alliance with Britain

Step 2: Plan the Magazine Cover Stories

1. Organize Groups

Organize students into groups of three to five members for the duration of the project.

Hands–on History Chapter Project

The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. The letter 'o' is replaced by a stylized globe icon with latitude and longitude lines. To the right of the text, there are several thin, grey lines radiating outwards from a central point, resembling a network or starburst pattern.

The Jefferson Era

2. Discuss the Project Plan

- Read Worksheet 1 and review the project steps with students.
- Distribute Worksheet 2 and discuss the structure of a magazine cover story. Point out that the biography should not give equal emphasis to every part of the subject’s life; instead, students should choose a few key areas of focus.
- Discuss resources students can use to gather information, such as websites related to:
 - The White House: The Presidents
 - Library of Congress: Madison’s Treasures
 - Library of Congress: Thomas Jefferson
 - National Park Service: Tecumseh
 - New York State Department of Environmental Conservation
 - Massachusetts Institute of Technology: “Robert Fulton: Commercial Steamboat”
 - State Historical Society of North Dakota: Lewis and Clark
- Review bibliographies and walk through Worksheet 3 with students.

3. Discuss the Magazine Cover Story Assessment

Distribute Worksheet 4 and review the rubric with students. This project will be graded based on the overall quality of the research and writing. Each student will also be graded by personal contribution and performance.

Hands-on History Chapter Project

The logo for 'networks' features the word in a bold, lowercase sans-serif font. The letter 'o' is replaced by a stylized globe icon with latitude and longitude lines. To the right of the text, there are several thin, grey lines radiating outwards from a central point, resembling a network or starburst pattern.

The Jefferson Era

Step 3: Present the Magazine Cover Stories

Plan for student groups to present their cover stories to the rest of the class. Consider sharing them through the following activities:

- Display the stories prominently in the classroom. On poster board, pull featured quotes from each story and post them nearby. Encourage groups to read each other's work.
- Have different groups exchange stories. As a follow-up assignment, have groups write brief letters to the editor commenting on each other's stories.

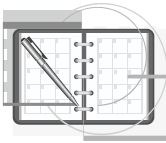
Hands-on History Chapter Project



Worksheet 1: The Jefferson Era

Project Plan

Directions: Think about the project steps. Create a task list for your group.



Group Task List

1. Read about the topic in your student edition.
2. Conduct personal research on the topic, citing at least three sources.
3. Meet with your team to organize research and decide what to include in the article. Use the Magazine Cover Story worksheet to organize the content.
4. work with your team to divide writing tasks and create the article.
5. Share your magazine cover story with the class.
6. Complete your Rubric Assessment.



My Task List



Due Date

Hands-on History Chapter Project



Worksheet 2: The Jefferson Era

Magazine Cover Story

Group Members: _____

Directions: Use the organizer below to plan your cover story.

Opener

Think of a way to focus readers' attention on your subject. For example, include (1) a quote, (2) a major historical event involving your subject, (3) a startling fact or statistic, (4) an anecdote, or brief story that readers will personally connect with, or (5) a physical description.

Body

List biographical events in chronological order. Star the events that should get the most emphasis.

Conclusion

Leave readers with something to remember. Revisit an important point, sum up your subject's contribution to this era of American history, or end with a powerful quote.

Hands-on History Chapter Project



Worksheet 3: The Jefferson Era

Creating a Bibliography

Directions: List all sources, including your student edition, magazines, newspapers, books, Internet sites, movies, and audio recordings.

For books, include: Author. Title. City of publication: publisher, copyright year.

For Internet sites, include: Author or organization. Title of site. Date accessed. URL

1. _____

2. _____

3. _____

4. _____

5. _____

Hands-on History Chapter Project



Worksheet 4: The Jefferson Era

Assessment Rubric

Points	Research and Content	Presentation	Collaboration and Time Management
5	All required elements are included; article provides very in-depth information about the subject; research is extremely thorough and accurate; sources are relevant and consistently reliable; bibliography lists at least 3 sources and is formatted correctly	Article includes an engaging hook, an extremely well organized body section, and a powerful conclusion; body section gives appropriate emphasis to different parts of the subject's life; ideas are developed thoroughly with facts and details; writing contains few to no errors in grammar, usage, mechanics, or spelling	Project tasks were effectively divided and used the strengths of each group member well; the group collaborated effectively and balanced tasks equally in researching, planning, and creating the article; the team was organized and demonstrated skillful time management
4	All required elements are included; article provides in-depth information about the subject; research is thorough and accurate; sources are relevant and generally reliable; bibliography lists at least 3 sources and is formatted correctly	Article includes an engaging hook, a well organized body section, and an effective conclusion; body section gives appropriate emphasis to different parts of the subject's life; ideas are developed well with facts and details; writing contains few errors in grammar, usage, mechanics, or spelling	Task responsibility was shared equally; all members participated in researching, planning, and creating the article; in-class research time was used effectively
3	All required elements are included; article provides information about the subject, but could be more in-depth; research was conducted but is occasionally inaccurate or based on unreliable sources; bibliography lists at least 3 sources but has formatting errors	Article includes a hook, an organized body section, and a conclusion; body section emphasizes different parts of the subject's life; some ideas are developed well, but others need additional support; writing contains occasional distracting errors in grammar, usage, mechanics, or spelling	Responsibility for tasks was balanced among group members; most members fulfilled their responsibilities in researching, planning, and creating the article; in-class research time was generally productive

Hands-on History Chapter Project



Worksheet 4: The Jefferson Era

Assessment Rubric *Cont.*

2	Article is missing at least 1 required element; article provides limited or inaccurate information about the subject; research was limited; some sources are unreliable; bibliography lists fewer than 3 sources or provides incomplete documentation	At least 1 section of the article is missing or undeveloped; body section shows little effort to emphasize specific parts of the subject's life; a few ideas are developed well, but many need additional support; writing contains frequent distracting errors in grammar, usage, mechanics, or spelling	Responsibility for task was unbalanced among group members; in-class research time was productive at times
1	Article is missing 1 or more required elements; article provides little information or information is often inaccurate; research was minimal; sources are frequently unreliable; bibliography lists fewer than 3 sources or provides incomplete documentation	1 or more sections of the article are missing or undeveloped; body section does not emphasize specific parts of the subject's life; most ideas need additional support; writing contains frequent distracting errors in grammar, usage, mechanics, or spelling	Responsibility was placed primarily on 1 or 2 group members; group members did not use in-class research time effectively or disrupted other groups
Self Assessment			
Teacher Assessment			