



By the end of the lesson, students will be able to analyze multiple sources in order to address the question, “does slaveholder status overshadow accomplishments” with textual evidence.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Subject: \_\_\_\_\_

### Does Slaveholding Tarnish Jefferson’s Legacy?

**Do Now:**

*Directions: Answer the following question in COMPLETE SENTENCES.*

<b>Question:</b> <u>Can a mistake someone makes alter our view or opinion of them? How?</u>

**Objective Review:**

<p>By the end of the lesson, students will be able to analyze multiple sources in order to address the question, “does slaveholder status overshadow accomplishments” with textual evidence.</p>	<ol style="list-style-type: none"> <li>1. In order to complete the <b><u>skill</u></b>, what do we need to do?</li>   <li>2. When you hear the word <b><u>slaveholder</u></b>, what do you think of?</li> </ol>
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## Warm Up: Four Corners

Read the statements below and write “SD” for strongly disagree, “D” for disagree, “A” for agree, and “SA” for agree. When the teacher gives the direction, we will move to the “corners” that represent our opinions.

1. \_\_\_\_\_ People are products of their time.
2. \_\_\_\_\_ Environment impacts how we think and feel.
3. \_\_\_\_\_ Those in power determine the morals of the governed.
4. \_\_\_\_\_ Morals can change with time.
5. \_\_\_\_\_ Mistakes don’t change the character of a person.
6. \_\_\_\_\_ If someone does something really horrible (i.e., murder, torture, etc.), I can’t view them the same.
7. \_\_\_\_\_ Leaders are on pedestals and can do no wrong.
8. \_\_\_\_\_ We view leaders with a different lens—we take pride in their accomplishments but ignore their faults.
9. \_\_\_\_\_ Textbooks shape the way we view historical leaders.
10. \_\_\_\_\_ People can be heroes or evil, but not both.

Reflect: Think about our study of Thomas Jefferson thus far. Choose a statement from our four corners, and describe how it can be applied to the work and/or life of Jefferson. Be prepared to share with a partner.


### Teaching Point/Review:

This week we have discussed one of our founding fathers, Thomas Jefferson. We have understood him as a statesman, president, educator, farmer, his life in retirement, and slaveowner. We have determined that slaveowner wasn’t the first thing that came to our mind when we thought about his legacy. Today we are going to discuss his legacy through the lens of his slaveownership and how this impacts our view of him. Before we move on, let’s list some of Jefferson’s accomplishments and the negative impacts of slavery.

Accomplishments of Thomas Jefferson	Negative Impacts of Slavery

**Vocabulary Check** Together we will review a source that discusses Jefferson and his paradox of liberty and slavery. Let's try to determine what paradox means.

Example Sentence	Paradox most likely means . . .	My example sentence
Luca was doing all he could to keep on top of all his homework and extra curriculars—he drank coffee, stayed up late, woke up early. He discovered a major paradox—if he slept more, he was much more productive!	A. The same as B. Opposite/contradictory C. Upsetting D. Confusing	<i>An example of a paradox could be . . .</i>

**Teacher Model**

The Declaration was not only legalistic, but practical too. Americans hoped to get financial or military support from other countries that were traditional enemies of the British. However, these legal and pragmatic purposes, which make up the bulk of the actual document, are not why the Declaration is remembered today as a foremost expression of the ideals of the Revolution.

The Declaration's most famous sentence reads: "We hold these truths to be self-evident, **THAT ALL MEN ARE CREATED EQUAL**; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." Even today, this inspirational language expresses a profound commitment to human equality.

This ideal of equality has certainly influenced the course of American history. Early women's rights activists at **SENECA FALLS** in 1848 modeled their "**DECLARATION OF SENTIMENTS**" in precisely the same terms as the Declaration of Independence. "We hold these truths to be self-evident," they said, "that all men and women are created equal." Similarly, the African-American anti-slavery activist **DAVID WALKER** challenged white Americans in 1829 to "See your Declaration Americans!!! Do you understand your own language?" Walker dared America to live up to its self-proclaimed ideals. If all men were created equal, then why was slavery legal?

The ideal of full human equality has been a major legacy (and ongoing challenge) of the Declaration of Independence. But the signers of 1776 did not have quite that radical an agenda. The possibility for sweeping social changes was certainly discussed in 1776. For instance, **ABIGAIL ADAMS** suggested to her husband John Adams that in the "new Code of Laws" that he helped draft at the Continental Congress, he should, "Remember the Ladies, and be more generous and favorable to them." It didn't work out that way.

Taken from: "13a. The Declaration and Its Legacy," <http://www.ushistory.org/us/13a.asp>

[www.ushistory.org](http://www.ushistory.org), owned by the Independence Hall Association in Philadelphia

Topic	Author's position—"Does slavery overshadow Jefferson's accomplishments?"	Evidence	Evidence Explained

## Check for Understanding

Thomas Jefferson provides the classic example of the contradictions of the Revolutionary Era. Although he was the chief author of the Declaration, he also owned slaves, as did many of his fellow signers. They did not see full human equality as a positive social goal. Nevertheless, Jefferson was prepared to criticize slavery much more directly than most of his colleagues. His original draft of the Declaration included a long passage that condemned King George for allowing the slave trade to flourish. This implied criticism of slavery — a central institution in early American society — was deleted by a vote of the **CONTINENTAL CONGRESS** before the delegates signed the Declaration.

So what did the signers intend by using such idealistic language? Look at what follows the line, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are **LIFE, LIBERTY AND THE PURSUIT OF HAPPINESS.**"

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

These lines suggest that the whole purpose of **GOVERNMENT** is to secure the **PEOPLE'S RIGHTS** and that government gets its power from "the **CONSENT OF THE GOVERNED.**" If that consent is betrayed, then "it is the right of the people to alter or abolish" their government. When the Declaration was written, this was a radical statement. The idea that the people could reject a monarchy (based on the superiority of a king) and replace it with a republican government (based on the consent of the people) was a revolutionary change.

While the signers of the Declaration thought of "the people" more narrowly than we do today, they articulated principles that are still vital markers of American ideals. And while the Declaration did not initially lead to equality for all, it did provide an inspiring start on working toward equality.

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**Gallery Walk:**

*Directions: In your group, you will examine multiple documents and quotations about Jefferson’s paradox of having a lasting legacy of freedom, equality, and liberty. Like in the model and check for understanding, use the documents to fill out the following graphic organizer. Please pull **at least two pieces of evidence for each document.***

<b>Document Number and Topic</b>	<b>Author’s position—“Does slavery overshadow Jefferson’s accomplishments?”</b>	<b>Evidence</b>	<b>Evidence Explained</b>

## Gallery Walk/Station Debrief

*Directions: Looking over your evidence and utilizing your prior knowledge, answer the following questions in order to organize your thoughts and to prepare for our final assessment.*

1. Do you think Jefferson was a “product of his time?” Why or why not?
2. What impact does the Enlightenment have on Jefferson’s beliefs towards slavery?
3. We know that the Declaration of Independence says that “all men are created equal” in our nation—what groups of people did Jefferson intend this to include?
4. What is the lasting impact of the Declaration of Independence? Provide an example either from the text or in modern day.
5. Do you believe the words of the Declaration of Independence contributed to the eventual emancipation of slaves? Why or why not?

## Paideia Seminar

*Directions: Using ALL of the knowledge you have gained during our last several days with Thomas Jefferson, we are going to conduct our Paideia seminar. In this activity, the teacher is largely going to sit out; he or she will pose the open ended question and you will continue the conversation with your peers. You may utilize your sources, evidence sheet, and debrief answers to aid your discussion. You will be graded on the Paideia rubric (attached). Use the space below to take notes during the discussion.*

**Question:**