Lesson Overview

In this lesson, students will learn about Thomas Jefferson’s role as Secretary of State before he became President. They will examine the role Thomas Jefferson played in the creation of the Department of State. In addition, students will analyze how Jefferson’s role as Secretary of State prepared him to serve as President and how this affected his foreign policies during his presidency. Students will learn how to utilize the web application FriendFeed in order to facilitate class collaboration and share ideas and research findings. FriendFeed will enhance the students’ abilities to work with their peers and share their research and analyses. It will also enable them to keep all of their work and group discussions organized and available to all group members.

Objectives

- Students will be able to summarize Jefferson’s role in the creation of the US Department of State.
- Students will be able to describe how Jefferson’s role as Secretary of State prepared him to be President.
- Students will be able to describe how Jefferson’s foreign policy as President was influenced by his work as Secretary of State.
- Students will be able to successfully use FriendFeed in order to collaborate with their classmates and share their ideas and research findings.

Standards

1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Design and Develop Digital-Age Experiences and
Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

3. Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. USH.1.1 Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents. (Government)

5. USH.1.2 Explain major themes in the early history of the United States. (Economics, Government)

Procedure

Before the lesson the teacher should have the PowerPoint presentation ready to use. As the students sit down at their desks the teacher will instruct them to open their laptops.

• Introduction (5 Minutes)
  o The teacher will open the class with a brief description of what the lesson will cover.
  o The teacher will then ask the students several hypothetical scenario questions.
    ▪ The students will be given a scenario and asked how they would work with their classmates without being in the classroom. The next question will be about how important it is to collaborate with your peers when learning.
  o The teacher will use this conversation as a segue into the lecture and description of FriendFeed.

• Body of Lesson (20 Minutes)
  o The teacher will pull up the first slide of the PowerPoint. The PowerPoint should cover the following topics:
    ▪ The History of the State Department, Thomas Jefferson’s Role, Thomas Jefferson’s Influences, Thomas Jefferson’s Journey to the Presidency, Jefferson’s Foreign Policy, Connections Between His Role as Secretary of State and President, About FriendFeed, How to Set Up FriendFeed, Learning Benefits of FriendFeed.
The teacher will use the PowerPoint primarily as a visual aid for the students, but also as a guide for the lecture. The teacher will also have notes to go along with each slide.

The lecture will be broken into 4 main parts:
1. The History of the US Department of State
2. Thomas Jefferson as Secretary of State
3. Thomas Jefferson as President
4. FriendFeed as a Learning Tool

After each part of the lecture is covered, there will be a PowerPoint slide with questions related to the content just covered. The teacher will call on students randomly to answer these questions and the questions will correspond to the questions on the students’ note-taking guide.

- **Activity 1 (10 Minutes)**
  - The teacher will instruct the students to go to the FriendFeed website
  - The teacher will guide them through the sign-up process
  - Once students have an account, the teacher will have the students individually research either Thomas Jefferson, The Department of State, The Executive Branch of Government, Foreign Policy, or The Election of 1804.
  - The students will be instructed to record their findings and analyses of their chosen Thomas Jefferson related topic. They will post these on FriendFeed during Activity 2.

- **Activity 2 (10 Minutes)**
  - Activity 1 is meant to introduce the students to FriendFeed and start their research. In Activity 2 the students will organize themselves into groups based upon what their individual research topic choice was.
  - The students will use FriendFeed in their groups
  - The students will be instructed to come up with a brief presentation of the key points brought up in their FriendFeed and how the use of FriendFeed helped broaden their research.
  - Each group will present for 1 minute.

- **Conclusion (5 Minutes)**
  - The teacher will reiterate the main points of the lesson. The teacher will then ask the students to reflect on how FriendFeed impacted their
Learning. Students will share their reflections.

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<tr>
<th>Evaluation</th>
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<td>Students will be required to continue their FriendFeeds within their groups. They will be asked to write a two-page, double-spaced narrative of the experience. They will be graded based on how successfully they used FriendFeed and the quality of their posts and given a score out of 10 points. The narrative will be turned in during class and will also be out of 10 points.</td>
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<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• Computer and Projection</td>
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<tr>
<td>• PowerPoint</td>
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<td>• Student Lap Tops</td>
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<td>• Pen and Paper</td>
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