

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

Day 1: Introduction & The African American Gardens

*To what extent were enslaved African Americans at Monticello able to forge a more independent way of life within the confines of slavery and plantation life?*

Preface: Over the course of his lifetime, Thomas Jefferson owned over six hundred enslaved African Americans. While he only freed a small handful --either during his life, or upon his death-- it is clear through surviving source material and witness accounts that despite their enslaved condition, a handful of African American individuals were able to take advantage of choice and opportunity within the limitations of their daily lives at Monticello. Over the course of three days, you will complete a series of lessons which will help you better understand the complexities of enslaved life for many African American individuals living at Monticello and respond to the above question through a class discussion on Day 4.

Part I Directions: To accompany their daily allotment of food and rations, Jefferson allowed the enslaved community to create an independently operating, self-sustaining garden. To better understand the opportunities and limitations the garden provided, take notes on the t-chart provided as you individually read an article entitled *African American Gardens at Monticello*, which can be found here:

<http://www.monticello.org/site/house-and-gardens/african-american-gardens-monticello>

Opportunities Provided by Gardens

Limitations Presented by Gardens

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

Day 2: Primary Analysis of the Randolph Jefferson Budgetary Accounts

Part II (a.) Directions: Within your groups, read through the pages provided to you from the Jefferson Randolph budgetary record. Respond to the following questions:

1. What is the nature of many of the transactions present between the Jefferson Randolph family and members of the enslaved community at Monticello? Describe.
2. Trends: Do you notice any trends present throughout 1823 and 1824 in terms of transactions or persons involved within the budgetary record? Describe.
3. What are some questions or curiosities that you have about the nature of slavery as it existed at Monticello after reading through the pages of the Randolph Jefferson account records?

Part II (b.) Directions: After answering the above questions, draw your attention to two to three specific individuals that you see mentioned within the Jefferson Randolph account books. Complete the table below, paying close attention to the details associated with that particular individual.

Individual Name	Document Numbers where Activity is Present	Details of Transaction (type of goods, month of transaction, amount paid, etc.)	Conclusions or Inferences that may be drawn

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

Day 3: Further Investigation into Daily Life

Part III Directions: Choose one of the African American individuals that you and your group identified in Part I (b.) from the Jefferson Randolph account books, and prepare to investigate them further. Use the following website to help collect information:

<http://www.monticello.org/site/plantation-and-slavery/people-plantation>

You will be directed a “People of the Plantation” tab, in which you will search for your person. They may be under the “Enslaved People” section or one of the others provided, such as “The Hemings Family.” Once you’ve located them, use the site to collect further information below:

Name of Enslaved Individual	
Ways plantation life or slavery limited/restricted individual	
Ways individual exercised choice/mobility within the confines of slavery or plantation life	
Further information: List any other details in relation to this person that you think are significant to better understand the life of this individual, or would aid in addressing the guiding question.	
Further Investigation: Use the last box and the back of this page to further explore slavery at Monticello. Record any information related to the guiding question.	

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Day 4 Preparation: Seminar/Discussion

Part IV Directions: Use the space provided to formulate and support your argument in connection to your guiding question (note—choosing minimal, moderate, or near-full may help you best articulate your reasoning and justification):

*To what extent were enslaved African Americans at Monticello able to forge a more independent way of life within the confines of slavery and plantation life?*

Argument:

Evidence 1 (describe or paraphrase):

Ways in which this evidence supports your argument:

Evidence 2 (describe or paraphrase):

Ways in which this evidence supports your argument: