

Station 1: SLAVERY

*****You will need your device and earbuds for this station.*****



- 1) First, download the “Slavery at Monticello” app on your device (iOS and Android devices).
- 2) Listen to the brief introduction to the app.
- 3) Click on “People” at the bottom of the screen and select two individuals whom you would like to learn more about. Record the information on your handout.
- 4) Click on “Themes” at the bottom of the screen and select two themes. Record what you learned.
- 5) Answer the two reflection questions (#4-5) on your handout.

Station 2: INNOVATIONS

*****You will need your device and earbuds for this station.*****

Directions:

1) Look through the images #1-6. Try to figure out what each is a picture of, along with its purpose or what it might have been used for. Think about what each might compare to today. When finished, ask the teacher for the answer key in identifying the items.

2) Tour the cabinet room.

<https://www.monticello.org/site/house-and-gardens/cabinet>

3) Watch the videos of the Great Clock inside the house.

http://explorer.monticello.org/?s1=0|s4=12_10357

<https://www.youtube.com/watch?v=Nyk17kylsoA>

4) As a group, discuss and answer the questions about the alcove beds on your handout.

5) Tour the dome room at Monticello-- <https://www.monticello.org/site/house-and-gardens/dome-room>

Image #1



<https://www.monticello.org/site/house-and-gardens/polygraph>

Image #2



Look
specifically
at the side
of the
fireplace.



Image #3



<https://www.monticello.org/site/jefferson/design-and-decor-great-clock>
<https://www.monticello.org/site/house-and-gardens/great-clock>

Image #4



<https://www.monticello.org/search/google/revolving%20bookstand?query=revolving%20bookstand&cx=006345817381697734709%3As4g8s1pruky&cof=FORID%3A9&sitesearch=>

Image #5



<https://www.monticello.org/site/research-and-collections/spherical-sundial>

Image #6



<https://www.monticello.org/site/plantation-and-slavery/moldboard-plow>

Names of Images 1-6

Number	Object Name	How it is used
1	Polygraph	Used to copy anything he wrote on a second sheet of paper
2	Dumbwaiter (wine dumbwaiter)	On a pulley, a bottle of wine can be brought from the cellar to the room
3	Great Clock	To tell time and the day of the week
4	Revolving Bookstand	One can have as many as five books on this stand. It allows for one to read more than just one book.
5	Spherical Sundial	To help tell time and was used for farming in determining when things should be planted.
6	Moldboard Plow	First made of wood, and later iron, it was used to plow the fields.

Alcove Beds



Jefferson's bed



James and Dolley Madison's bed

Influenced by his readings of ancient and modern architectural writings, Jefferson gleaned the best from both his reading and from his observations in Europe, creating in his architectural designs a style that was distinctively American.

His enthusiasm for being in Paris is seen in a letter he wrote to Charles Bellini in September 1785: "Behold me at length on the vaunted scene of Europe! ... you are perhaps curious to know how this new scene has struck a savage of the mountains of America. ... Were I to proceed to tell you how much I enjoy their architecture, sculpture, painting, music, I should want words. It is in these arts they shine."

<https://www.monticello.org/site/research-and-collections/alcove-beds>

<https://www.monticello.org/site/house-and-gardens/north-octagonal-room>

Architecture: Domed Roofs (Rotunda) and pillars

"Architecture is my delight, and putting up and pulling down, one of my favorite amusements." --Jefferson



University of Virginia



Home at Monticello

When Jefferson was selected to plan the Virginia State Capitol, he wrote that it was *"a favorable opportunity of introducing into the state an example of architecture in the classic style of antiquity."* It is in part because of Jefferson's influence that our federal buildings set an American precedent for the neoclassical style.

(Monticello.org)

Architectural historian Fiske Kimball called Jefferson *"the father of our national architecture."*

https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKewi-mKaj6pbOAhVLID4KHGXAVEQjBwIBA&url=https%3A%2F%2Fcdn.kastatic.org%2Fka-perseus-images%2F2d67310c2c903d56bc724f2e12a2657205da6153.jpg&psig=AFQjCNED3dNpoHU0Taqh7dK0PM0rRZ_O6w&ust=1469818298416589

<https://everywhereonce.files.wordpress.com/2010/11/uva-rotunda.jpg>

Station 3: EDUCATION

"...that knowledge is power, that knowledge is safety, that knowledge is happiness" Jefferson

- 1) Browse around Jefferson's library. <https://www.monticello.org/site/house-and-gardens/library-book-room>
Pay attention to the contents of this room. 😊
- 2) Read the following selections and answer the questions on your handout to determine Jefferson's view of education and his plan to improve education in the United States.

Excerpt #1

Thomas Jefferson to George Wythe (Jefferson's teacher/mentor/law professor)

August 13, 1786 Paris

"...Preach, my dear Sir, a crusade against ignorance; establish & improve the law for educating the common people. Let our countrymen know that the people alone can protect us against these evils, and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests & nobles who will rise up among us if we leave the people in ignorance. The people of England, I think, are less oppressed than here. But it needs but half an eye to see, when among them, that the foundation is laid in their dispositions for the establishment of a despotism. Nobility, wealth & pomp are the objects of their adoration. They are by no means the free-minded people we suppose them in America. Their learned men too are few in number, and are less learned and infinitely less emancipated from prejudice than those of this country..."

Excerpt #2

Thomas Jefferson to Samuel H. Smith, 21 September 1814

Monticello Sep. 21. 14.

Dear Sir

I am imposing a task on your friendship which needs much apology, and will be explained in the letter accompanying this. it is to offer my library to the library committee of Congress. I would not have trespassed on your time so much, but that I hope it will give you little trouble. the delivery of the accompanying letter (which is written separately with that view) and the Catalogue will enable them to give you their yea, or nay. as the subject however cannot but be interesting, and I shall feel anxiety until I know their inclinations, you would greatly oblige me by informing me of them as soon as you can form a probable conjecture what they are likely to decide. present me respectfully and affectionately to mrs Smith and accept assurances of my great attachment and respect.

<http://founders.archives.gov/documents/Jefferson/03-07-02-0484-0002>

Th: Jefferson



<http://theenchantedmanor.com/wp-content/uploads/2014/01/Jefferson-building-exterior.jpg>
<https://librarymom12.files.wordpress.com/2013/04/main-reading-room-thomas-jefferson-building-loc.jpg>
https://brianfgermain.files.wordpress.com/2015/04/loc-thomas_jefferson_library-edit.jpg

Excerpt #3

Letter from Thomas Jefferson to John Adams, 1810

. . . I agree with you that there is a natural aristocracy among men. The grounds of this are virtue and talents. . . . There is also an artificial aristocracy, founded on wealth and birth without either virtue or talents; for with these it would belong to the first class. The natural aristocracy I consider as the most precious gift of nature, for the instruction, the trusts, and government of society. And indeed, it would have been inconsistent in creation to have formed man for the social state, and not to have provided virtue and wisdom enough to manage the concerns of society. . . .

Andrew Lipscomb and Albert Bergh, editors, *The Writings of Thomas Jefferson*, 20 Volumes, (Washington, D.C.: 1903-1904), 13: 399.

Excerpt #4

Letter from Thomas Jefferson to John Adams, 1810

And had another which I prepared been adopted by the legislature, our work would have been complete. It was a bill for the more general diffusion of learning. This proposed to divide every county into wards of five or six miles square, like your townships; to establish in each ward a free school for reading, writing and common arithmetic; to provide for the annual selection of the best subjects from these schools, who might receive, at the public expense, a higher degree of education at a district school; and from these district schools to select a certain number of the most promising subjects, to be completed at an university, where all the useful sciences should be taught. Worth and genius would thus have been sought out from every condition of life, and completely prepared by education for defeating the competition and birth for public trusts.

Andrew Lipscomb and Albert Bergh, editors, *The Writings of Thomas Jefferson*, 20 Volumes, (Washington, D.C.: 1903-1904), 13: 399.

Excerpt #5

In a letter to Thaddeus Kosciusko from 1810, Jefferson expressed his continued hopes for a system of public education:

I have indeed two great measures at heart, without which no republic can maintain its strength. 1. That of general education, to enable every man to judge for himself what will secure or endanger his freedom. 2. To divide every county into hundreds, of such size that all the children of each will be in reach of a central school in it.

<http://founders.archives.gov/documents/Jefferson/03-02-02-0211>

Excerpt #6

Jefferson's Report of the Commissioners for the University of Virginia (Rockfish Gap Report) drafted in 1818, recommended to the General Assembly that Central College in Charlottesville be the site of a new state university.

As to the ground plan for the university, the report stated "they [commissioners] are of opinion that it should consist of distinct houses or pavilions, arranged at proper distances on each side of a lawn of a proper breadth, and of indefinite extent, in one direction, at least; in each of which should be a lecturing room, with two to four apartments, for the accommodation of a professor and his family; that these pavilions should be united by a range of dormitories, sufficient each for the accommodation of two students only, this provision being deemed advantageous to morals, to order, and to uninterrupted study; and that a passage of some kind, under cover from the weather, should give a communication along the whole range."

Jefferson's Report of the Commissioners for the University of Virginia (Rockfish Gap Report) drafted in 1818

Station 4: **YOUR CHOICE** 😊

In this station, you can select whatever topic about Jefferson that you would like to research further. Please begin your research at the website: <https://www.monticello.org/>

Possible areas for you to explore might include:

- >Any of his roles in politics (Governor of VA, Secretary of State, Vice-President, President, Ambassador to France)
- >Declaration of Independence
- >Religion
- >Farming
- >Your choice

