

LESSONS 11 and 12

Mr. Jefferson's Monticello

South Carolina Standards Addressed in This Program

Note to Teacher: *The following standards are directly addressed in the content of this video. However, this program is appropriate for grades K-12 and can be used in many ways in the classroom. Additional standard correlations are listed in parentheses following each Discovery Activity.*

Social Studies Standards

Grade K: I.K.1; III.K.8.1
Grade 1: I.1.1 and 3; III.1.6.1
Grade 2: I.2.1; III.2.10.1
Grade 3: I.3.1; III.3.12.1
Grade 4: I.4.1.5
Grade 5: I.5.1
Grade 10: III.10.5.8

Science Standards

Grade 3: III.A.1.j; II.C.2.f

Discovery Description, Part 1

Thomas Jefferson's home, Monticello, is one of America's treasures. It was here, near Charlottesville, Virginia, where the writer of the Declaration of Independence, the founder of the University of Virginia, and our third president, resided. Jefferson was considered a Renaissance man. His many experiments are evidence of his varied interests. Many people once said that there wasn't anything that you couldn't learn from him.

The governor of Virginia and the father of public education could never stay away from his precious home for long. He always felt a need to return to his family, farm, and books. It was said that Jefferson put so much thought into building Monticello that he must have consulted the fine arts in building it.

Visited by more than 500,000 people a year, Monticello is a living monument to Thomas Jefferson. It was built on a peak in the Blue Ridge Mountains once owned by his father. "Monticello," which is Italian for "Little Mountain," has many architectural features that exhibit an Italian style. Construction of the house began in 1769. Due to Jefferson's love of architecture, the house was constantly being modified, so it took a long time to finish. The top story of the three-story house was torn down and the dome was built. The dome and terraces represent the architecture that so inspired Jefferson on one particular five-year visit to France. The hidden work areas beneath the terraces hide an all-weather passageway that once held an icehouse, a carriage house, a wine cellar, and stables.

The director of archaeology at Monticello describes a 1,000-foot, long street called Mulberry Row. This area housed industrial work buildings, including a nailery, carpenter shop, blacksmith shop, joinery (decorative woodwork), smokehouse, dairy, and slave quarters. Behind this area was Jefferson's 1,000-foot vegetable garden and, beyond that, the cultivated fields. The Monticello plantation was essentially a self-sustaining area. Forty to sixty slaves worked in the Mulberry Row area, and more than 100 more slaves lived and worked in the surrounding fields. Archaeological shovel test pits of the over 2,000-acre plantation revealed an overseer's house and many slave houses.

Discovery Description, Part 2

Thomas Jefferson was a man that was ahead of his time. His many gadgets, such as the indoor wind vane plate, were inventive then, but are curiosities now. As a farmer, Jefferson was always concerned about the weather. He kept meticulous records for over 40 years. The public rooms of Monticello are cluttered with artifacts. In 1803, explorers Lewis and Clark trekked through the land that became the Louisiana Purchase. Indian artifacts, fossils, animal heads, and skins were some of the items that these adventurers brought back for Jefferson. Portraits and clocks are intermingled with the artifacts. The Great Clock was built in Philadelphia and is a special feature one of the public rooms. It is powered by 18-pound cannonballs that descend through the floor. One can keep track of the day of the week as the cannonballs pass signs posted on the wall. On Sunday, the clock is wound back up from the basement and the descent begins again.

It has been said that no other house more accurately reflects the personality of its owner than Monticello. In the private rooms of the house, visitors see artifacts of Jefferson's many interests. Adjoining his bedroom is a greenhouse; a book room with over 7,000 volumes; a study with an early copying machine, book swivel, and such scientific instruments as a telescope. Skylights and closets are also part of the private areas and are ideas Jefferson used from 18th-century Europe. An indoor privy, not found in American homes of the time, also stands out as an element of French influence and inventiveness. The parlor is the most formal room. It is furnished with items from France, including many chairs, a chess set, oil paintings, clocks, mirrors, and a harpsichord. Simultaneously opening doors and a wine dumbwaiter are two more unique features to this room. A revolving buffet in the dining room aided the food service for the butler. Thomas Jefferson died in his bedroom, surrounded by all the things he loved the most, on the 50th anniversary of the Declaration of Independence.

Discovery Words

curator: The administrative director of a museum, library, or other institution.

terrace: An open, colonnaded walkway or porch.

rotunda: A circular building or hall with a dome.

archaeology: The systematic recovery and study of material evidence, such as graves, tools, buildings, and pottery, remaining from past human life and culture.

Monticello: Italian for “Little Mountain.”

portico: A porch or walkway with a roof supported by columns, often leading to the entrance of a building.

pavilion: One of a group of related buildings forming a complex.

Renaissance man: A man who has diverse interests and expertise in a number of areas.

plantation: A large estate or farm where crops are raised, often by resident workers.

privy: A latrine or outhouse.

parlor: A room in a home set aside for the entertainment of visitors.

dumbwaiter: A small elevator used to convey food from one floor to another.

buffet: A sideboard or counter from which food is served.

mezzanine: A partial story between two main stories of a building.

Discovery Places

Charlottesville, Virginia
Blue Ridge Mountains
University of Virginia
Philadelphia
France

Introducing the Discovery

Note to Teacher: Appropriate standard correlations are listed in parentheses following each activity. Please note that these standards are not necessarily addressed in the video.

1. Locate Charlottesville, Virginia, on a map of the United States. Also locate the Blue Ridge Mountains. Let students share the experiences of their visits to the mountains. Discuss with them the influence of geography on where people live. In what ways would it be more difficult to live in the mountains -- away from any populated areas and away from common means of travel such as major roads and rivers? (**ELA Standards: Grade 3:** III.A.7; **Grade 4:** I.B.15; **SS Standards: Grade K:** III.K.5.1; **Grade 1:** III.1.5.1; **Grade 2:** III.2.7.1 and 3, III.2.9.1, 2, 4, and 5, III.2.10.3 and 4; **Grade 4:** III.4.6.1 and 3, III.1.9.2, III.4.10.2; **Grade 5:** III.5.9.1 and 3; **Grade 6:** III.6.3.1; **Grade 7:** III.7.3.1; **Grade 8:** III.8.8.1)
2. Discuss inventiveness. If students didn't have modern-day conveniences, how would they perform such tasks as copying documents or keeping track of dates and time? Give students a list of everyday tasks and ask them to invent a new way to complete the tasks without using modern machines.
3. Thomas Jefferson had a very interesting life. Research and discuss his many political endeavors, travels, inventions, family, and hobbies. (**ELA Standards: Grades K-12:** Strand V; **SS Standards: Grade K:** II.K.3.1; **Grade 1:** II.1.3.2; **Grade 2:** I.2.1.2; **Grade 4:** I.4.1.6, 9, and 17, II.4.3.2 and 3; **Grade 5:** II.5.5.3; **Grade 8:** I.8.4.3; **Grade 12:** II.12.4.10)

Discovery Activities

1. Have an archaeology dig either on the playground or in a box prepared with sand in your classroom. Add broken pieces of pottery, china, metal, etc. and let students guess what they are and how they are used. Vary the size and complexity of the artifacts based on the age of your students. Break an inexpensive pottery dish and let students reconstruct it. (**SS Standards: Grade K:** IV.K.11.1; **Grade 4:** IV.4.11.1; **Science Standards: Grade 3:** III.A.1.j)
2. Research Lewis and Clark and the Louisiana Purchase. What did they find on their journey? In what ways did their expedition change the United States forever? What was the significance of the Louisiana Purchase? (**SS Standards: Grade 1:** II.1.3.2; **Grade 4:** I.4.1.3, 10, and 11; **Grade 8:** I.8.3.2, 9, and 10, I.8.5.4)

3. Give students a copy of the Declaration of Independence. Read and discuss this important historical document. Discuss the events leading up to this famous proclamation. How does it affect their lives today? See the Discovery Web Site Resources section for sites containing the Declaration of Independence. (**SS Standards: Grade 4:** I.4.1.8, II.4.3.1, II.4.4.1; **Grade 7:** II.7.2.7; **Grade 8:** I.8.3.1; **Grade 12:** II.12.3.4 and 5, II.12.4.1)

4. A plantation requires that many people work together to be a self-sustaining unit. Some of these workers include carpenters, cooks, stable hands, butlers, field workers, blacksmiths, housekeepers, and seamstresses. Ask students to write “a day in the life” journal entries from the different perspectives of these workers. Compare and contrast the journal entries by having students act out their monologues. The class could even combine the entries into a play format to perform for others or to videotape. (**ELA Standards: Grade 1:** IV.D; **Grade 2:** IV.D; **Grade 3:** IV.F and H; **Grade 4:** IV.D; **Grade 5:** IV.C and H; **Grade 6:** IV.E and H; **Grade 7:** IV.D; **Grade 8:** IV.C; **Grade 9:** IV.H and Q; **Grade 10:** IV.I and P; **Grade 11:** IV.H and O; **Grade 12:** IV.H and O; **SS Standards: Grade K:** IV.K.9.1; **Grade 1:** I.1.1.2 and 3, IV.1.9.2; **Grade 8:** I.8.2.3 and 4)

