

Central Historical Question:
Describe the different conditions of
enslaved individuals at Monticello?

Materials:

- Tablet or Smart Phone
- Download the app: Slavery at Monticello: Life and Work at Mulberry Row by Thomas Jefferson Foundation
- Classroom set of Slavery Guiding Questions (see below)
- PowerPoint

Plan of Instruction:

1. Introduction: Ask students to describe in their own words what slavery was and the impact it had on the South.

2. Debrief: As students give answers, list them on the board.

3. TRANSITION: *Just as we have previously discussed in class, we know some of the basic principles of slavery. Today, you all are going to have a very unique opportunity to get to personally research some of the slaves that had a large impact at Monticello.*

Throughout this lesson, you will be reading/listening to deeply personal events and struggles in their life.

4. Have students open the Slavery at Monticello: Life and work on Mulberry Row app and pass out the Guiding Questions.

5. Have students split up into groups of 6 and answer the guiding questions about the slave they are assigned (each group will answer questions about one slave).

6. After students have finished, have the groups report back to the class or small group the information they learned about the given slave (students in the audience will take notes on the slaves they have not yet learned about).

7. (Optional PowerPoint)

8. In conclusion, the teacher will have the students compare and contrast two slaves of their choice in a Venn Diagram. This diagram will be turned in before the students leave. This could also be adapted into a whole class discussion

Guiding Questions

Name _____

Using the Slavery at Monticello app please search by people and become familiar with his or her timeline:

Brown Colbert

1. What type of position did Brown Colbert hold at Monticello? (enslaved skilled worker, house servant, or field slave)
2. Give the date and a brief summary of the first event recorded on the timeline about Brown Colbert.
3. How is freedom gained by enslaved individuals?
4. Besides the fight at the nailery, what other life changing event took place in 1803?
5. Compare Brown's situation in 1805 to how slaves were bought and sold in the South.
6. Where did Brown and his family immigrate to? Describe his motive for this move.
7. (Group Discussion)
 - A. Read the story, write a short summary, and use a minimum of 3 facts from the reading.
 - B. What do you think Mr. Jefferson meant by selling Cary south? (think outside the United States)
 - C. Do you think this was a fair punishment to Cary, and how do you think this impacted Brown?

Guiding Questions

Name _____

Using the Slavery at Monticello app please search by people and become familiar with his or her timeline:

Jupiter Evans

1. What type of position did Jupiter Evans hold at Monticello? (enslaved skilled worker, house servant, or field slave)
2. Give the date and a brief summary of the first event recorded on the timeline about Jupiter Evans.
3. Describe the special job duties Jupiter Evans had during Thomas Jefferson's time at the College of William and Mary.
4. Analyze the chart about how Thomas Jefferson acquired slaves and describe it in your own words.
5. Create a small Venn Diagram comparing and contrasting Thomas Jefferson and Jupiter Evans.
6. (Group Discussion)
 - A. After reading/listening to the story "Confrontation," which side of the argument do you side with? Defend your claim with specific facts and evidence that you have learned in class and also from this lesson.

Guiding Questions

Name _____

Using the Slavery at Monticello app please search by people and become familiar with his or her timeline:

Joseph “Joe” Fossett

1. What type of position did Joseph Fossett hold at Monticello? (enslaved skilled worker, house servant, or field slave)
2. Give the date and a brief summary of the first event recorded on the timeline about Joseph Fossett. (This is not the chart)
3. Who is Joseph’s mother? Describe the events that take place in 1792 that impact Joseph for years to come.
4. When Thomas Jefferson dies, what happens to Joseph Fossett? Describe in your own words what Joseph Fossett does in order to get his family reunited once again.
5. According to the information, in the year 1843, how do Joseph Fossett and his family use their new life in Ohio to better the life of slaves in the south?
6. (Group Discussion)
 - A. Create a pro and con list about a slave running away from their plantation. Put yourself in the shoes of Joseph Fossett in 1806. Would you have done the same thing to be reunited with the one you love? Does the risk outweigh the reward?

Guiding Questions

Name _____

Using the Slavery at Monticello app please search by people and become familiar with his or her timeline:

John Hemmings

1. What type of position did John Hemmings hold at Monticello? (enslaved skilled worker, house servant, or field slave)
2. Give the date and a brief summary of the first event recorded on the timeline about John Hemmings. (This is not the site button)
3. Create a list of jobs that John Hemmings holds while working at Monticello.
4. John marries Priscilla, who belongs to _____, who lives 3 miles away.
5. After reading/listening to the section John Hemmings says "No" what can you interpret from his feelings when Jefferson gives him the tragic news about the ship sinking? What kind of relationship do you think John Hemmings had with Thomas Jefferson to be able to tell him "No?"
6. (Group Discussion)
 - A. John Hemmings is one of the few slaves that Jefferson frees. After completing your research on Hemmings, what inference can you make on why he, of all slaves, would be selected to be freed?

Vocabulary:

Joinery: Woodworking Shop

Guiding Questions

Name _____

Using the Slavery at Monticello app please search by people and become familiar with his or her timeline:

Wormley Hughes

1. What type of position did Wormley Hughes hold at Monticello? (enslaved skilled worker, house servant, or field slave)
2. Give the date and a brief summary of the first event recorded on the timeline about Wormley Hughes.
3. Jefferson put a great deal of trust into Wormley Hughes. Make a list of jobs that Wormley had and make a brief description as to why you think Jefferson may have entrusted him with so much.
4. What interesting fact do we know that ties Wormley Hughes to the White House other than the fact that Thomas Jefferson was his master?
5. Write a brief description on how Wormley Hughes achieved his freedom and also add why Thomas Jefferson's slaves were sold after his death.
6. (Group Discussion)
 - A. Wormley Hughes is one of very few slaves that Jefferson frees in his will when he dies. Hughes stays and works at Monticello even though he is a free man. After researching Wormley, what could have influenced his decision not to leave?

Guiding Questions

Name _____

Using the Slavery at Monticello app please search by people and become familiar with his or her timeline:

Sally Hemings

1. What type of position did Sally Hemings hold at Monticello? (enslaved skilled worker, house servant, or field slave)
2. Give the date and a brief summary of the first event recorded on the timeline about Sally Hemings.
3. During the years that Sally Hemings and Thomas Jefferson spend in Paris, Jefferson promises Hemings many things. Make a list of the promises that Jefferson makes to Sally. Why do you think he would promise her these things?
 - 1.
 - 2.
1. Did Jefferson keep to his promises?
4. During Jefferson's first term as president, what story does a newspaper write about Hemings?
5. In 1822, Jefferson frees two of the Hemings children, and they are free to leave Monticello. In your opinion, why do you think Jefferson did this?
6. (Group Discussion)
 1. Create a Venn Diagram showing the similarities and differences between Thomas Jefferson and Sally Hemings. Once you have completed your diagram, write a three sentence summary describing your feelings on the life Sally lived.

Vocabulary:

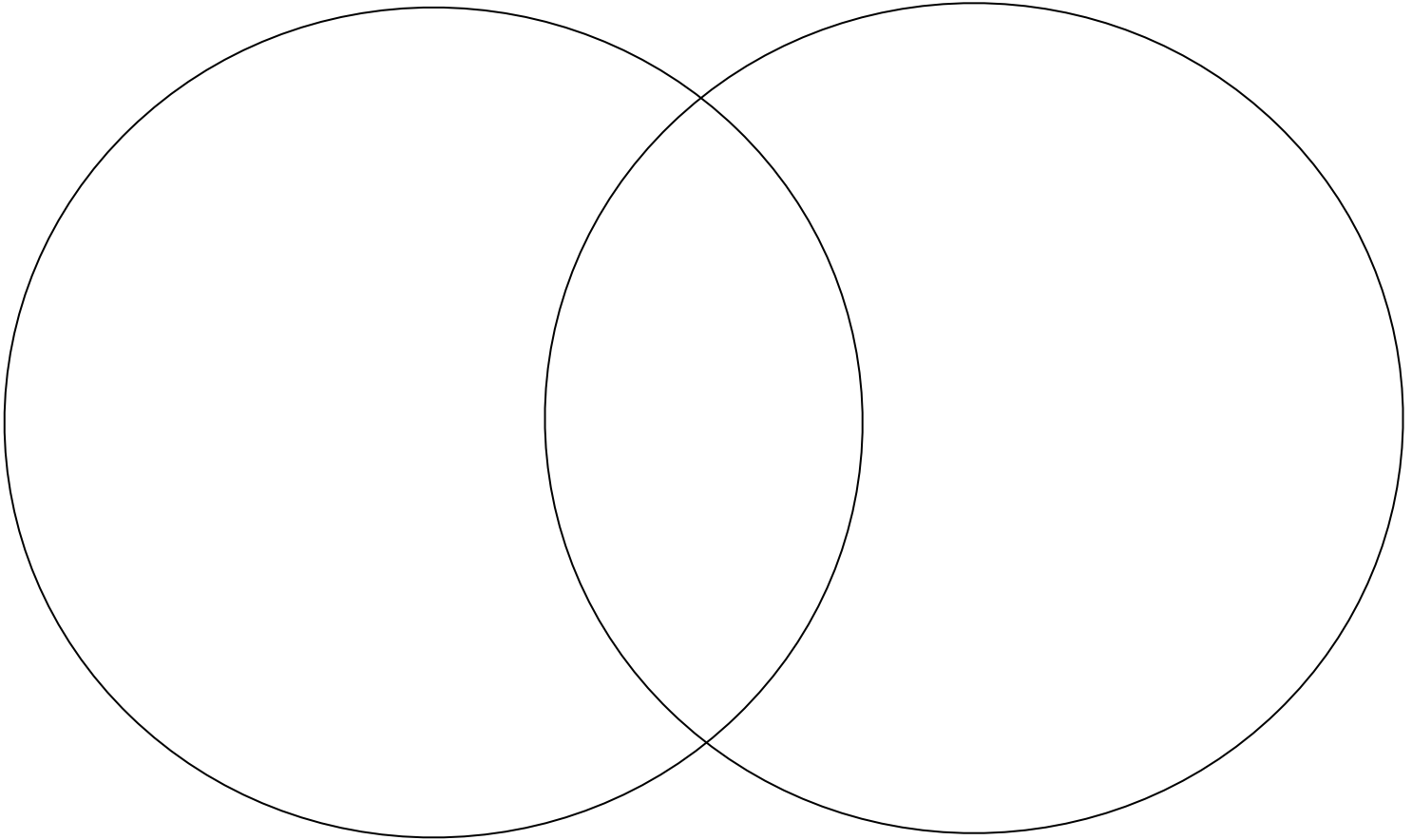
Concubine: A Mistress

Venn Diagram

Name _____

Slave A

Slave B



Once you have completed your Venn Diagram, please write a brief summary comparing and contrasting the two slaves you have identified above. Be sure to cite specific facts and evidence about each slave.