

**MUSIC in the Life of Thomas Jefferson**  
**Jefferson's serious hobby**

LESSON PLAN(s) (2)

GRADE LEVELS: Elementary (4-5), Middle School (6-8)

CONTENT CATEGORY: General Music, Orchestra

DESCRIPTION: These lessons are designed to provide students the opportunity to discuss and write about music in our current lives, comparing its role to music in the lives of 18<sup>th</sup> century children, specifically in the lives of Thomas Jefferson and his daughters. The lessons should be used as follow-up to the streaming video entitled *The Musical Side of Thomas Jefferson*.

The life of Thomas Jefferson, 1743-1826, spans the Colonial period and the Federalist period of American history. Until the Declaration of Independence was written and ratified in 1776, the nation was a collection of colonies, each governing themselves, thus, the Colonial period. After 1776, new documents separated state and federal powers and our nation became a Federalist country.

OBJECTIVES: Students will

- Understand the connections to varied contexts in the music during Jefferson's lifetime
- Compare and contrast the influence of music in the 18<sup>th</sup> century Colonial period to the present
- Compare and contrast music studies with other fields of knowledge, activities and obligations in the 18<sup>th</sup> century and the present

MATERIALS:

- Free streaming video: *The Musical Side of Thomas Jefferson*, [www.virginiachamberorchestra.org](http://www.virginiachamberorchestra.org)
- Computer or LCD and screen
- Thomas Jefferson paragraph (attachment)
- "Chart Your Daily Schedule" writing assignment (attachment)

PRIOR KNOWLEDGE: Ask students what they know about our third US President

STANDARDS:

Connections to the 2014 National Standards for Music:

- MU:Re7.1 **Responding: Select** - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- MU:Re7.2 **Responding: Analyze** - Responding to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- MU:Cn10.0 **Connecting #10:** - Synthesize and relate knowledge and personal experiences to make music. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- MU:Cn.11.0 **Connecting #11** - Understanding connections to varied contexts and daily life enhances the musicians' creating, performing, and responding

Connections to the 2013 Virginia Standards of Learning for Music Education:

- **Music History and Cultural Context** – Understand aspects of music history and ways in which music fits into culture; become familiar with distinctive musical characteristics of music that delineate major historical periods; examine interrelationships among current events, developing technologies, and music in society  
4.7, 4.9, 5.7, 5.9, 5.10, 6.7, 6.8, 6.9, 7.7, 8.7

- **Analysis, Evaluation, and Critique** – Listen to, respond, reflect, analyze, interpret, evaluate and critique music; articulate objective evaluations of musical works by analyzing creative musical elements and production  
4.10, 5.11, 6.8, 6.9, 7.8, 8.8
- **Aesthetics** – Reflect on the sensory, emotional, and intellectual qualities of music; examine various cultural perspectives and factors; understand meaning in music and recognize the contribution music makes to the enrichment of the human experience  
4.13, 4.14, 5.16, 7.10, 8.10

## PROCEDURES:

### Day One

1. View Chapter 1 and Chapter 2 (20 minutes) of *The Musical Side of Thomas Jefferson* [www.virginiachamberorchestra.org](http://www.virginiachamberorchestra.org)
2. Students review what they heard about music and musical instruments of the times.
3. Solicit student thoughts on personal preferences of musical works heard. Use musical terminology.
4. Students read “Thomas Jefferson paragraph” (attachment)
5. Individually draft “Chart Your Daily Schedule” (attachment)

### Day Two

1. View Chapter 3 and Chapter 4 (20 minutes) of *The Musical Side of Thomas Jefferson* [www.virginiachamberorchestra.org](http://www.virginiachamberorchestra.org)
2. Students complete writing assignment from Day One and share with a partner.
3. Select a few paragraphs to read aloud to the class.
4. Talk about the relationships between music studies of today and music of Jefferson’s time. Discuss differences and similarities between time spent “now and then” with varied activities (music, sports, language and religious classes, etc). Create a “Now and Then” list using student ideas.

## ASSESSMENTS:

Informal Subjective Assessment: Student participation in discussions about the video, and student writing assignment share-out

Formal Objective Assessment: Teacher-made guidelines for written paragraph, and for completing written paragraph as assigned

## EXTENSIONS:

Discussion or Written Assignment: Is the role of music in contemporary American society the same as in the 18<sup>th</sup> century? Why or why not? Discuss or research the role of music in contemporary cultures of **other countries**.

Individual Study Project: Research and write about one of the following topics in Jefferson’s time: Chamber Music, Colonial Music, Military Music, Church Music, Dance Music, Theater Music, Bands in Early America.

Live Quartet: Invite a local middle or high school to provide a trio or quartet of musicians to play for the class. Ask them to be prepared to talk about the pieces they choose to play.

Worksheets: 1. Word find: Thomas Jefferson – His Many Sides

2. Double Word Puzzle: Thomas Jefferson – Famous American

## LESSON PLAN RESOURCES:

1. Virginia Chamber Orchestra – *The Musical Side of Thomas Jefferson*, Study Guide

## LESSON DOWNLOADS:

Thomas Jefferson paragraph

Extension Activities: Word Find: Thomas Jefferson – His Many Sides

Double Word Puzzle: Thomas Jefferson – Famous American

## LESSON MEDIA:

Free streaming video: *The Musical Side of Thomas Jefferson*

[www.virginiachamberorchestra.org](http://www.virginiachamberorchestra.org)

## BIBLIOGRAPHY:

1. “The Musical Side of Thomas Jefferson.” Virginiachamberorchestra.org. Web. 14 Sep 2010.
2. Stanley, M.Z. and Sica, A. “Student Resources and Activities Guide,” p.10, “The Musical Side of Thomas Jefferson.” Fairfax Network, 1998. Web. 14 Sep 2010.
3. “Puzzlemaker,” Discovery Education. Discovery Education, 2008. Web. 17 Sep 2010.

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