

Table of Contents

How to Use This Product 3

Introduction to Primary Sources 5

Activities Using Primary Sources . . . 15

Photographs

St. Augustine Cathedral 15–16

Exploring the New World 15

Fort Raleigh 17–18

The Lost Colony 17

Susan Constant 19–20

Voyage of a Lifetime 19

John Smith 21–22

Follow the Leader 21

Chief Powhatan 23–24

Daily Life 23

Homes 25–26

Settling in Jamestown 25

Pocahontas 27–28

Baptism of Pocahontas 27

Tobacco Farmers 29–30

The Cash Crop 29

Primary Sources

Maps of Virginia 31–34

All of America was Virginia 31

Country of Virginia 33

Maps of Virginia 34

Instructions to the Settlers 35–38

Why Jamestown? 35

Landing in Jamestown 37

Text of the Instructions to the Settlers . . . 38

Virginia Company Seal 39–42

An Adventurous Company 39

Coat of Arms 41

The Seal of the Virginia Company

of London 42

Jamestown Manifest 43–46

The First Residents of Jamestown 43

Supplies 45

Text of the Jamestown Manifest 46

John Smith’s Diary 47–50

Hard Times 47

The Starving Time 49

Excerpt of the Text of John

Smith’s Diary 50

Virginia in 1607 51–54

John Smith’s Map 51

Modern Map 53

Map of Virginia in 1607 54

Virginia General Assembly 55–58

Beginnings of Representative

Government 55

This Assembly Is in Session 57

Text of the Virginia General

Assembly Document 58

Slaves Arriving in Jamestown 59–62

Slavery in the New World 59

Perspectives of Slavery 61

Slaves Arriving in Jamestown Painting . . 62

Document Based Assessments 63

Lady Rebecca 63

Tobacco Advertisements 64

300 Years in Jamestown 65

Jamestown Monument 66

Ambler House and American Indian Home . . 67

Tools 68

The Susan Constant 69

John Smith 70

Jamestown Manifest 71

Map of Jamestown 72

Chief Powhatan 73

The Wedding 74

Appendix 75

About Your CD 75

Suggested Young-Adult Literature

and Websites 77

Document-Based Assessment

Rubric Example 78

Answer Key 79

Voyage of a Lifetime

Standard/Objective

- Identify and describe examples in which science and technology have changed the lives of people, such as homemaking, childcare, work, transportation, and communications. (NCSS)
- Students will compare and contrast sea travel in the 1600s to the present day.

Materials

Copies of both sides of the *Susan Constant* photograph card; Copies of the historical background information (page 20)

Discussion Questions

- What do you think the conditions were like on this ship?
- Would you have traveled to the New World? Why or why not?
- Why do you think only men came to the New World in the beginning? Was that fair? Why or why not?

Using the Primary Source

Before looking at the photograph card, use the historical background information (page 20) to share details about the voyage on the *Susan Constant*. Describe items that were on the ship, responsibilities of crew members, and the overall layout of the ship. Students should then spend a few minutes trying to sketch what they think the ship looked like.

After students have finished their sketches, show them the photographs. Discuss the differences between their sketches and the recreated ship. Ask students why they sketched the ship as they did. Then, discuss the technology of the ship, particularly the sails. Some students may not realize that the ship actually had no motor.

Ask the questions above, and then have students discuss if they would have wanted to be a crew member on the ship. They should be very specific with their reasoning. Have students identify characteristics of a good crew member. Students should then design an advertisement to attract people to apply for a job on the *Susan Constant*.

Have students work in pairs to complete at least one activity on the back of the photograph card.

Extension Idea

- Students should design a second advertisement for crew members for a cruise ship today. The advertisements should include descriptions of duties, conditions, salaries, and benefits.

Voyage of a Lifetime *(cont.)*

Historical Background Information

The colonists headed to Jamestown did not know what to expect as they began their voyage across the Atlantic Ocean to the New World. Many feared sea monsters, being lost at sea, or worse! For most of the journey there would be no land in sight. The wind could create big waves that will make you seasick. The commander of the fleet, Christopher Newport, had to rely on a compass and the stars to make sure they were going in the right direction. The ships themselves were the only protection against many dangers. The sailors on their way to Jamestown relied on three ships: the *Susan Constant*, the *Godspeed*, and the *Discovery*.

The *Susan Constant* was the largest of the ships that sailed across the Atlantic Ocean to Jamestown. She was 116 feet (35 meters) long and weighed 120 tons (108 metric tons). That's as heavy as a blue whale and as long as a baseball infield! She had three masts with sails on them. The body of the ship was painted in brightly colored designs. The ship had a main deck with a room for the captain. On the lower deck, the sailors and passengers slept on straw mattresses or hammocks. There was usually more than one man per bed. Below this deck was the cargo hold where supplies were stored. There was very little storage space, so the ships did not hold much food or supplies. This became a problem when the trip took over twice as long as expected! Under the cargo hold was the ballast. The ballast was the area where stones and gravel were put to prevent the boat from tipping over.

Although the *Susan Constant* was the largest of the three ships, it was an extremely small space for 71 male passengers to live and work for almost five months! Living in such tight quarters made it hard to get along with one another. By the time they arrived in Jamestown, many fights had broken out.

The crew was responsible for raising the sails of the ship to catch the wind and keep the ship on course. Other crew members did the cooking and took care of the weapons. There were several cannons onboard to defend the ship. A carpenter was responsible for any necessary repairs. The men worked in two shifts. While the crew on one shift worked, the other group rested. The passengers did not have to work much while on the ship. They spent their time telling stories, gambling, and playing games such as cards, dice, checkers, and dominoes. Some men also played musical instruments to pass the time.

The men did not know exactly how long the journey would take or what they would find when they got there, so the colonists relied on the supplies they carried with them. The colonists had to bring tools and equipment to use in the new settlement. They also brought trinkets to trade with the American Indians and weapons and gunpowder to protect themselves against their enemies. By the time they got to Jamestown, most of their food supplies had gone bad and their fresh water smelled terrible! They hoped fresh food and water could be found in Jamestown.



Susan Constant

Historical Background Information

Before the voyage to Jamestown, the *Susan Constant* was a merchant ship for the British East India Company. The *Susan Constant* set sail on December 19, 1606, from London, England, with 71 male colonists onboard. She arrived in Virginia on April 26, 1607. The ship weighed 120 tons (108 metric tons) and measured approximately 116 feet (36 meters) from tip to stern. The *Discovery* and the *Godspeed* were the other two ships that were a part of the expedition to Jamestown. Both of these ships were smaller, but they were just as crowded. Together, the three ships carried 105 colonists. The journey was long and filled with danger. Living conditions were difficult and colonists were often sick.



Analyzing the Picture

What Do You See?

- How long do you think the ocean journey took? Would you have wanted to be on the ship for that long?
- What do you think about the size of the ship? Does it look comfortable or crowded?
- What kind of things do you think happened on the ship?

Yesterday and Today

- How is this ship different from present-day ships? Create a Venn diagram to show the similarities and differences.
- Do you think it is easier to travel the ocean today or in the 1600s? Explain your answer.

Writing Focus

Fiction

- Imagine that you are on the *Susan Constant* coming to the New World. Write a diary entry about your trip. You should include the following things:
 - The hardships you have to deal with on the ship.
 - Why you are coming to the New World.
 - What you are excited and scared about.

Nonfiction

- Research the *Discovery* and the *Godspeed*. Write a paragraph showing important information about one of these ships. You should include an illustration of your ship.

Challenge

- Using the research information about the other two ships, complete a triple Venn diagram for the *Susan Constant*, the *Discovery*, and the *Godspeed*. How are they similar and different?

The First Residents of Jamestown

Standard/Objective

- Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations. (NCSS)
- Students will discuss possible hardships in the Jamestown colony based on people and supplies and use this information to help them plan an expedition to an unknown land.

Materials

Copy of the facsimile *Jamestown Manifest*; Copies of the historical background information (page 44); Copies of the student activity sheet, *Supplies* (page 45); Copies of the *Text of the Jamestown Manifest* (page 46); For optional use, copies of *Mission to Mars* available on the CD (filename: mars.pdf)

Discussion Questions

- What is a “gentleman”?
- Jamestown had many “gentlemen” in the colony. Was this an advantage or disadvantage to the colonists? Explain your answer.
- What do you notice about the supplies the colonists brought to Jamestown?
- Do you think that the colonists were well prepared? Why or why not?

Using the Primary Source

Show the copy of the *Jamestown Manifest* document to the students. Allow them to pass it around as you discuss what it might be. Distribute copies of the *Text of the Jamestown Manifest* (page 46). Students should begin to read the document. Using the text and the facsimile, have students identify the number of people settling the colony. Students should discuss whether the number of colonists was positive or negative for the colony. Possible responses: *Negative: there was so much to do and there were not enough people to complete the tasks. Positive: fewer people worked better because it is hard to organize a lot of people to complete tasks.*

Use the first two discussion questions to discuss with students what a “gentleman” was. Students should also identify other settlers of the colony and their occupations. Have students read the historical background information (page 44) and in pairs brainstorm lists of other occupations that would have been helpful and important for the colony.

Have students examine the supplies that were brought to the colonies. Students should decide if enough supplies were brought. Students may also hypothesize what the tools were used for and comment on supplies they think the colonists should have brought based on what they think is missing from the list. After a class discussion, have the students use the document to complete the *Supplies* activity sheet (page 45).

Extension Idea

- Have students imagine they are settling on Mars. Who would go and why? What supplies would they take? Students can create a Mars Manifest and include names, occupations, and supplies they would take. Have students complete their plan on the *Mission to Mars* activity sheet available on the CD (filename: mars.pdf).

The First Residents of Jamestown *(cont.)*

Historical Background Information

The Virginia Company of London financed the expedition to Jamestown. The journey to the New World was an economic venture. This meant that the Virginia Company of London wanted to make money by colonizing the New World. Stockholders bought stock in the company. If the colony started to make money, the stockholders would then make money.

An English gentleman was a person of a very wealthy background. Many gentlemen who went on the expedition to Jamestown were not skilled as soldiers or craftsmen. About 10 laborers and carpenters went on the expedition as well as the gentlemen. There was also a bricklayer, a barber, a mason, a tailor, and a preacher. These colonists were responsible for the heavy labor in Jamestown.

The first colonists arrived in Jamestown in May 1607. The goal of the colony was to make money. To do this, many of the colonists had the job of cutting down trees to be shipped back to England. The timber was very valuable back in England where there were not many forests anymore.

The Paspahegh, a neighboring American Indian tribe, greeted the colonists warmly. Two days after their arrival, the chief of the tribe, Woinchopunck, called on the English and brought deer for feasting. Unfortunately, peaceful relationships between the two cultures did not last very long. The colonists were soon attacked twice by tribes in the region. Three colonists were killed and more than 20 were wounded.

Christopher Newport, the captain of the *Susan Constant*, led expeditions up the James River. Many of the first colonists went on these expeditions. Despite their best efforts, the colony began experiencing problems. The colonists did not bring enough supplies. To make things worse, the colonists did not know how to use the land properly, and they had difficulty finding food for survival. It took the strict leadership of John Smith to pull the colonists together.



Name _____

Supplies

Background Information

When the colonists were preparing to sail to the New World, they tried to think of all the supplies they would need to make the colony a success. The colonists did not know what to expect in the new land and did not really think the land would be all that different from England. This caused problems, as they did not always have the correct tools, equipment, or supplies to help them once they landed.

Activity

Directions: Examine the document carefully. What supplies did the colonists have? List each of these supplies in the box on the left along with a guess of what you think the supply was used for. In the second box, list supplies you think the colonists needed but did not take. For each item, write a short description explaining why they should have taken it.

The Colonists Had

The Colonists Needed

Text of the Jamestown Manifest

The First Residents of Jamestown		
Those who remained when the ships returned to England after the settlement had been established.	Those who returned to England after the settlement had been established.	Those who remained in Virginia
<p>Adling (or Adding), Henry — Gentleman Alicoek, Jeremy (or Jerome) — Gentleman Archer, Gabriel — Captain, Gentleman Asbie, John Beast, Benjamin — Gentleman Bethelhand (or Betheland), Robert — Gentleman Brinto (or Brinton), Edward — Mason, Soldier Brookes, Edward — Gentleman Brookes, John — Gentleman Browne, Edward — Gentleman Brumfield, James — Boy Brustler (or Brewster), William — Gentleman Buckler, Andrew Capper, John Cassen (or Cawsen), George — Laborer Cassen, Thomas — Laborer Cassen, William — Laborer Clovill, Ustis (or Eustace) — Gentleman Collier, Samuel — Boy Cooke, Roger — Gentleman Couper (or Cowper), Thomas — Barber Crofts, Richard — Gentleman Waller, John — Gentleman Dier (or Dye), William Dixon, Richard — Gentleman Dods, John — Laborer, Soldier Edward, Ould — Laborer Emry, Thomas — Carpenter Fenton, Robert — Gentleman Flower, George — Gentleman Ford, Robert — Gentleman Frith, Richard — Gentleman Galthorpe, Stephen — Gentleman</p>	<p>Garret, William — Bricklayer Golding (or Goulding), George — Laborer Gore, Thomas — Gentleman Gosnold, Anthony — Gentleman Gosnoll, Anthony — Gentleman Gosnold, Bartholomew — Councilor, Captain Gower, Thomas — Gentleman Halthrop, Stephen — Gentleman Harrington, Edward — Gentleman Herd, John — Bricklayer Houlgrave, Nicholas — Gentleman Hunt, Robert — Master, Preacher, Gentleman Walker, George — Gentleman Jacob, Thomas — Sergeant Johnson, William — Laborer Kendall, George — Captain, Councilor Kingston, (or Kinistone), Ellis — Gentleman Laxton, William — Carpenter Laydon, John — Laborer, Carpenter Loue (or Love), William — Tailor, Soldier Martin, John — Gentleman Midwinter, Francis — Gentleman Morish (or Moris), Edward — Gentleman, Corporal Morton, Mathew — Sailor Mounslie, Thomas Mouton, Thomas Mullon, Richard — Boy Pecock (or Peacocke), Nathaniel — Boy, Sailor, Soldier Penington, John — Gentleman</p>	<p>Percy, George — Master, Gentleman Pickhouse (or Piggase), Dru — Gentleman Pising, Edward — Carpenter Powell, Nahtaniell — Gentleman Webbe, Thomas — Gentleman Profit, Jonas — Sailor, Fisher, Soldier Ratcliffe, John — Captain, Councilor Read, James — Blacksmith, Soldier Robinson, John (or Jehu) — Gentleman Rods (or Rodes), William — Laborer Sands, Thomas — Gentleman Short, John — Gentleman Simons, Richard — Gentleman Skot (or Scot), Nicholas — Drummer Small, Robert — Carpenter Smethes, William — Gentleman Smith, John — Captain, Councilor Snarsbrough, Francis — Gentleman Stevenson, John — Gentleman Studley (or Stoodie), Thomas — Gentleman Tankard, William — Gentleman Tavin (or Tauin), Henry — Laborer Throgmorton, Kellam — Gentleman Todkill, Anas — Soldier Vnger (or Unger), William — Laborer White, William — Laborer Wilkinson, William — Surgeon Wingfield, Edward Maria — Master, Councilor, President Wolton, Thomas — Gentleman, Surgeon, a Butchman “with diverse others, to the number of 105”</p>
Mariners and Others Known to Have Been With the Expedition that Established Jamestown on May 13, 1607		
<p>Browne, Olyver Clarke, Charles Collson, John — Mariner Cotson, John — Mariner Crookdecks, John Deale, Jeremy Futch, Mathew — Mariner</p>	<p>Genoway, Richard Godword, Thomas Jackson, Robert Markham, Robert Nellson, Francys Poole, Jonas Skunner, Thomas</p>	<p>Turnbrydge (or Turbridge), Thomas Newport, Christopher — Captain, Councilor Tyndall, Robert — Mariner, Gunner White, Benjamyn Danyell Stephen</p>
There were 144 persons in the expedition including those (105) who remained in Virginia		