

PUTTING IT IN WRITING WITH THE SOUTHERN COLONIES

Grade Level: Third grade

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Length of Unit: Five lessons/ Six to twelve days

I. ABSTRACT

This unit develops an understanding of the establishment of the Southern Colonies as found in the *Core Knowledge Sequence* for Third Grade by building a deeper knowledge of the facts concerning these colonies. It utilizes a variety of writing activities to assess understanding of the colonial time period. The content areas of reading, writing, and geography are woven in the unit and culminating activity.

II. OVERVIEW

- A. Concept Objectives: The students will understand the following concepts:
 - 1. The students will develop a sense of historical empathy.
 - 2. The students will develop geographical awareness.
 - 3. The students will understand the basic economic problem confronting all societies—scarcity. Scarcity forces societies to decide what, how, and for whom to produce.
- B. Content from the *Core Knowledge Sequence*
 - 1. Language Arts: Reading and Writing
 - 2. Geography: The Thirteen Colonies
- C. Skill Objectives
 - 1. Through teacher/student discussions, students will better understand how, when where and why the Virginia colony was settled and some of its problems.
 - 2. Develop an understanding of economic reasons for tobacco farming.
 - 3. Identify reasons for plantation growth and use of slaves.
 - 4. Develop an understanding of the design and function of a plantation.
 - 5. Locate and identify Southern Colonies on map and recognize facts concerning each colony.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. E.D. Hirsch, Jr. *What Your Third Grader Needs to Know*, (1994)
 - 2. Hakin, Joy *Making Thirteen Colonies*, (1999)
 - 3. Fradin, Dennis *The Virginia Colony*, (1986)

IV. RESOURCES

- A. Fradin, Dennis (1986) *The Virginia Colony*
- B. Hakin, Joy (1999) *Making Thirteen Colonies*
- C. Kent, Deborah (1996) *African-Americans in the Thirteen Colonies*
- D. Knight, James (1982) *Jamestown*
- E. Madison, Arnold (1981) *How the Colonists Lived*
- F. Sakurai, Gail (1997) *The Jamestown Colony*

V. LESSONS

Lesson One: Carry Me Back to Ole' Viriginny

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. The students will develop a sense of historical empathy.
 - b. The students will develop geographical awareness.
 - 2. Lesson Content
 - a. Location, Settlement, and Leaders of Virginia Colony.
 - 3. Skill Objectives
 - a. Through teacher/student discussions students will better understand how, when, where, and why Virginia colony was settled and some of its problems.
- B. *Materials*
 - 1. Transparency of a map of the Thirteen Colonies
 - 2. *The Virginia Colony*
 - 3. *Appendix F: information needed to teach lesson*
- C. *Key Vocabulary*
 - 1. Colony-territory settled by people of a distant country
 - 2. Marsh—low wetland
 - 3. Famine—extreme scarcity of food
 - 4. Dysentery—painful disease of the bowels
- D. *Procedures/Activities*
 - 1. Review with students how the thirteen colonies were divided into the New England, the Middle Atlantic, and the Southern Colonies. Using a transparency of a map of the thirteen colonies point out and name the colonies by region.
 - 2. Tell the students that we are going to study one of the Southern Colonies—Virginia
 - 3. To build background knowledge, read aloud and discuss pages 5-49 of *The Virginia Colony*
 - 4. Review names of three ships that came to settle Virginia Colony, the Susan Constant, the Godsped, and the Discovery. Name and locate bodies of water such as the Chesapeake Bay and the James river they sailed on upon arrival. Discuss reasons for coming such as the search for gold, religious reasons, no family inheritance except for the eldest son, and simply seeking excitement.
 - 5. Discuss the Powhatan Indians and how they helped the settlers by showing them ways to hunt and grow food. Also discuss the leader of the Powhatan Indians Wahunsonacock, also called Powhatan and how he at first hated the settlers but later became friendly with them.
 - 6. Discuss settlement of Jamestown—named after King James. Give reasons for locating there such as it was safer and provided more protection. However, it was also located in a marsh area that bred mosquitoes that carried deadly diseases such as malaria, pneumonia, and dysentery.
 - 7. Contrast early Jamestown leaders being incapable of leading except for John Smith. Many were used to having servants doing everything for them, they were not good at farming, working with their hands or dealing with their hands. Smith was excellent at all of these, plus he also had the best military sense of all of the colonists. List qualities of John Smith.
- E. *Assessment/Evaluation*
 - 1. Divide the class into four groups. Have each group write and perform an eyewitness news report of one of the scenarios found in Appendix A.

Lesson Two: “Trade or Starve”

- A. *Daily Objectives*

1. Concept Objective
 - a. Understand the basic economic problem confronting all societies—scarcity. Scarcity forces societies to decide what, how, and for whom to produce.
 2. Lesson Content
 - a. Understanding trading and starving time.
 3. Skill Objective
 - a. The students will understand how Jamestown became the first continuous colony because of John Smith, and the hard times they had to go through.
- B. *Materials*
1. Chart Paper
 2. *Making the Thirteen Colonies*
 3. *Appendix G—information needed to teach the lesson*
- C. *Key Vocabulary*
1. Trading—to give in exchange for something else
 2. Expedition—a journey or trip undertaken for a specific purpose (as exploring)
 3. Feasting—a meal with plenty of food and drink
 4. Powder Keg—a small metal cask used for holding gunpowder or blasting powder.
- D. *Procedures/Activities*
1. Review the early settlement, and how that John Smith knew how to lead and others didn't.
 2. Explain to the students that the colonists had to trade because they did not know how to hunt, fish, or plant crops. They would have starved if they had not traded.
 3. Using chart paper brainstorm what materials the students think the colonists used to trade for food.
 4. Using another piece of chart paper, have the students list the types of food they thought the colonists traded for.
 5. Read and discuss pages 29-33 in *Making the Thirteen Colonies*. Include in the discussion how John Smith kept Jamestown alive and how they almost starved when John Smith had to leave.
- E. *Assessment/Evaluation*
1. Using Appendix B each student will develop his or her own acrostic biopoem to show understanding of John Smith's importance. They are to make complete sentences.

Lesson Three: Tobacco, Plantation, Slavery

- A. *Daily Objectives*
1. Concept Objectives
 - a. Develop a sense of historical empathy.
 - b. Understand the basic economic problem confronting all societies.
 2. Lesson Content
 - a. Development of plantations for tobacco farming.
 3. Skill Objectives
 - a. Develop an understanding of economic reasons for tobacco farming.
 - b. Identify reasons for plantation growth and use of slaves.
- B. *Materials*
1. Pictures of tobacco
 2. Drawing paper

3. Markers/crayons
 4. Story prompt in Appendix C
 5. Appendix H—information needed for teaching lesson
- C. *Key Vocabulary*
1. Tobacco—a plant grown for its leaves which were dried and smoked
 2. Plantation—a very large farm
 3. Indentured servants—a person that works for someone to pay off a debt
 4. Slaves—a person who is owned by another person
- D. *Procedures/Activities*
1. Review previous lessons by asking the students to recall some details that they remember about what they have learned so far.
 2. Ask the questions “Why did the colonists come to the New World?” and “Did they find what they were looking for?” Tell the students that they did not find what they were looking for but did discover something else. Allow students to guess what they think they discovered. Write the word “tobacco” on the board. Ask if anyone knows what tobacco is. Explain to students that tobacco was a plant that was grown and the leaves were dried and then smoked. Tell students that King James thought it was bad for you. Compare with modern day philosophies. Explain to students how tobacco became the leading moneymaker in Jamestown using information included in the background knowledge provided in Appendix H. Show pictures of tobacco plants and the dried leaves.
 3. Write the word “plantation” on the board. Ask if anyone knows what a plantation is. Using information provided in Appendix H explain to students how plantations began. Describe how each plantation became like its own little community. Allow students to draw pictures of what they think a plantation looked like.
 4. Explain to students that growing tobacco was profitable but also presented problems to the farmers. Tell students that tobacco required large fields and many people to work in the fields. Ask, “How would this be a problem?” Allow time for discussion. Write the words “indentured servant” and “slave” on the board. Ask the students to tell you if they know what they mean. Define the words. Using background knowledge, discuss how the farmer’s greed led to slavery. Discuss the hardships endured by slaves. Using a Venn diagram, compare and contrast slaves and indentured servants.
- E. *Assessment*
1. Have students write an essay on what they think slavery was like using the story prompt in the Appendix. (Appendix C)

Lesson Four: Plantation Life

- A. *Daily Objectives*
1. Concept objectives
 - a. The students will develop a sense of historical empathy.
 - b. Students will understand the basic economic problem confronting all societies.
 2. Lesson Content
 - a. Daily life on a plantation.
 3. Skill Objectives
 - a. Develop an understanding of the design and function of a plantation.
 - b. Develop an awareness of the daily life and dress of the plantation owner and his family.
- B. *Materials*

1. Pictures of colonial homes
 2. Newspaper
 3. Paint
 4. Drawing paper
 5. Markers/crayons
 6. Movie *Gone With the Wind*
- C. *Key Vocabulary*
1. Plantations—large farms
 2. Planters—owners of plantations
 3. Patchbox—a container made with silver and ivory or tortoiseshell containing a small mirror
 4. Etui—an ornamental pouch containing a tiny pair of scissors, thread, and other objects
- D. *Procedures/Activities*
1. Review previous lessons by asking students to recall facts learned from previous lessons. Ask students to recall information about colonist's life in early Jamestown learned in previous lessons. Explain that as tobacco crops became more and more popular that farmers became wealthier. As their wealth grew, their homes began to improve. Discuss the development of plantations found in the information provided in Appendix I.
 2. Describe to students what a typical plantation home would look like using information provided in Appendix I. If possible, show pictures of what the home would look like. Discuss how elegant they were and how the furnishings were a sign of how wealthy they were. Compare plantation homes to the earlier homes, and then compare them to modern day mansions.
 3. Explain to students the routine of a planter's daily life using information provided in Appendix I. Discuss the different meals and their times also found in Appendix I. Discuss how planters expected and received such lavish meals. Have students plan a dinner menu for a planter and his family.
 4. Discuss the dress of the plantation family using information included in Appendix I. Describe how uncomfortable most of the dress was, but that it was a sign of wealth and prosperity. Compare the way we dress to that of a plantation owner. Are there any likenesses? What does our dress say about us? Make colonial hats using newspaper.
 5. Discuss the plantation children. Describe their dress, and activities using information provided in Appendix I. Describe how the slaves did everything for the children.
 6. Show the beginning of the movie *Gone with the Wind* in order to show what a plantation looked like and how it was run.
 7. Have students draw and design their own plantations. Have them draw floor plans for the house. Have them include any necessary buildings in order to run the plantation.
- E. *Assessment/Evaluation*
1. Write an essay on what you think living on a plantation would be like using information learned.

Lesson Five: Establishment of Colonies

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will develop a sense of historical empathy.
 - b. The students will develop geographical awareness.

2. Lesson Content
 - a. Reasons for the development of the other Southern Colonies
 3. Skill Objectives
 - a. Understand awareness of why these colonies were established
 - b. Locate colonies on map
 - c. Compare and contrast colonies
 - d. Identify facts relating to each colony
- B. *Materials*
1. Map
 2. Appendix J—information needed to teach this lesson
 3. Tagboard
 4. Markers/crayons
 5. Fact sheet and map in Appendix
- C. *Key Vocabulary*
1. Catholic—a member of the Roman Catholic church
 2. Protestant—a member of one of the Christian churches that separated from the Roman Catholic church
 3. Toleration Act—an act passed in 1649 allowing religious freedom in Maryland
 4. Indigo—a plant that produces blue dye
 5. Royal colony—a colony owned and ruled by a king
 6. Huguenots—French Protestants
 7. Debtors’ prison—a prison where people were placed when they could not pay their bills
- D. *Procedures/Activities*
1. Review previous lessons by allowing students to recall facts from previous lessons that they found interesting.
 2. Show students where Maryland is located using a map. Explain to students that Maryland was founded for a different reason than most colonies were using information found in Appendix J. Explain that different types of religions were emerging and the King of England did not like it.
 3. Write the word Toleration Act on the board. Ask students to guess what they think it means. Explain that this was a landmark act because it was the first time a law had been passed to allow for religious freedom. Ask the question, “Why was this so important?” Allow time for discussion.
 4. Locate North and South Carolina on a map. Using information found in Appendix J explain how and why these colonies were begun. Explain how Charleston became a leading city almost immediately. Compare and contrast Charleston to other colonial cities such as Jamestown using a Venn diagram.
 5. Define Huguenots on the board. Discuss why they were so important using information found in Appendix J.
 6. Discuss the African slaves’ role in growing and producing rice. Using information found in Appendix J tell students how the slaves actually taught the white people about growing rice.
 7. Explain that North Carolina did not do as well as South Carolina using information found in Appendix J. List reasons on the board. Compare and contrast the two colonies.
 8. Locate Georgia on the map. Explain that this was the last colony to be established. Using Appendix J, tell James Oglethorpe’s dream and what happens.
 9. Allow students to plan and design their own colony. Have them write a paragraph on the reason they have for establishing their colony. Then allow

them to draw and design the colony onto tagboard. Have each student present their design and reason to the class. Have the class vote on which colony they would choose to live in and give reasons why they chose it.

- E. *Assessment/Evaluation*
 - 1. Using fact cards and map in Appendix D have students identify the colony in which each fact is describing.

VI. CULMINATING ACTIVITY

Have a colonial ball. Have other classes join and prepare a ball with food and music. Allow students to dress up if they choose. Have parents volunteer to help prepare colonial food such as deviled eggs, ham, cornbread, etc. Allow children to choose the name of their plantation and have them design an invitation to the ball. Also provide dancing using a tape of colonial music such as the Virginia Reel. Use as much information as possible that they have learned in the unit when setting up the ball.

VII. HANDOUTS/STUDENT WORKSHEETS

- A. Appendices A through E
- B. Background Knowledge – Appendices F through J

VIII. BIBLIOGRAPHY

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Appendix A

A. Scenarios

1. The arrival on Chesapeake Bay from the colonists view.
2. The Powhatan Indians account of the arrival of the colonists.
3. The opening of the sealed box to name the Virginia colony leaders.
4. John Smith's disagreement with leaders on leaving before the fort was finished.

Appendix B

Lesson Two Assessment

1. Using the letters below make a complete sentence telling something that you learned about John Smith, trading or the starving time.

J _____

O _____

H _____

N _____

S _____

M _____

I _____

T _____

H _____

Appendix C

Close your eyes and imagine you are sound asleep in your home. All at once a group of men armed with guns burst into your room and kidnap you. They put you in chains and force you onto a small ship. You set sail for an unknown place. The conditions are horrible. Many people die and are thrown overboard. You finally reach your destination. You are placed on a platform where people come and look you over. Next you are sold at an auction to the highest bidder. What do you think will happen next? How do you feel? Will your master be kind or cruel?

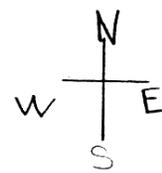
Write the ending to the story using the information learned about slavery.

Appendix D

Fact Cards

1. Colony that was the most productive.
2. Smallest colony
3. Largest colony
4. Colony founded by Sir George Calvert
5. Colony founded for Catholics
6. Colony named after Queen Henrietta Maria
7. Colony known for passing the Toleration Act
8. Colony founded by a group of eight English Lords
9. Colony producing rice and indigo
10. Royal Colonies
11. Colony where Huguenots settled
12. Colony where rice was most important product
13. Colony which had more slaves than other people
14. Colony which had mostly outcast people from other colonies
15. Most democratic colony
16. Colony forced to pay taxes to England on goods sold to other colonies
17. Last colony to founded
18. Colony named after King George II
19. Colony founded by James Oglethorpe
20. Colony for people sentenced to debtors' prison
21. Colony with many Indian Villages
22. Colony located farthest north
23. Colony located farthest south
24. Colony located farthest east
25. Colony located farthest west
26. My favorite Southern colony

Appendix E



Appendix F – Background Knowledge

Early Jamestown. On the morning of April 26, 1607 three ships came from England carrying about one hundred men. The three English ships were the Susan Constant, The Godspeed, and the Discovery. The English had been sent to Virginia by a group of wealthy London merchants called the Virginia Company of London. They were hoping they would find gold and other treasures for England. They were also told to try to find a river to go through to China. They landed in what is now southeastern Virginia. They came ashore on the Chesapeake Bay and sailed up a river that they named James after their king James I of England. While looking for a place to build a colony, Indians were watching them. There were many tribes of Indians lurking in what is now the state of Virginia. They were the Powhatan, the Susquehanna, the Monacan, and the Cherokee. It was probably the Powhatan who were watching them as they traveled down the river because they lived along the coast and latter caused many problems. It is possible that some of these Indians had seen Europeans before. In 1570, Spanish missionaries had built a settlement in Virginia that the Indians quickly destroyed. On one of the first excursions the Indians attacked the colonists and hurt several of the colonists. The Indians probably attacked the English because they saw them as invaders. On May 14, 1607 the colonists found the location for their settlement. They'd reached a small peninsula on the river's north side. They walked onto the marshy shore, looked around and decided that this was where they wanted to build their fort. It was very important to their future that they decided to build here. There was good and bad things about settling here. They knew at first that a good thing about settling in this location was that it was safer. They had protection here if the Spanish or the Indians attacked them. The bad thing about settling here came later. They settled near a marsh, and therefore mosquitoes bred easily and caused a lot of people to die from disease like malaria, pneumonia, and dysentery. Although the London Company sent them to find gold, there were many reasons these colonists came. One reason was English law at this time favored the oldest son in a family. Therefore, the younger children didn't inherit any of their family's wealth, land, or possessions. So many younger sons came for land. Some came wanting to introduce Christianity to the Indians. Finally, some came just seeking excitement. The directors of the London Company had placed seven men's names in a sealed box before the ships sailed. The box was to remain sealed until the men reached Virginia. Upon arriving in Virginia, the box was opened and the seven names were read. They were Christopher Newport, captain of the Susan Constant; Bartholomew Gosnold, captain of the Godspeed; John Ratcliffe, captain of the Discovery; John Martin, a former sea captain; Edward Wingfield, an investor in the London Company; and George Kendall, another sea captain. The last name surprised everyone, John Smith. He was neither a sea captain nor an English gentleman. In fact, he had spent the entire voyage locked up after quarreling with Edward Wingfield. Despite his name being in the box the other six leaders refused to listen to John Smith. However, Smith later proved to be the best at having the Colony survive. There were major differences in the seven men. Many of the men had been used to servants doing everything for them. They were not good at farming, working with hands, or dealing with people. Smith was excellent with all of these. He also had the best military sense among the colonists. Soon after the colonists began settling Jamestown, they began to build their fort for protection. They selected the name Jamestown after their King James. Before completing it the governing council decided that twenty men should leave to explore parts of the James River. John Smith protested that it would be better to finish the fort before leaving, but the council ruled against Smith. This proved to be bad. While he and others were exploring the river, Indians attacked the unfinished fort, killed two colonists, and wounded ten others. The fort was finally finished by mid June 1607. By mid summer 1607, the colony was running out of food. They had planned on arriving in Virginia in time to plant crops, but the trip had taken longer than expected. It was too late to plant any crops. They tried to hunt and fish, but nearly all of them except John Smith were not

able to do it. In the middle of a land full of wildlife and foods, the Jamestown colonists were suffering from famine.

Trading. By the summer of 1607 there was a shortage of food among the English settlers. John Smith was about the only settler who could hunt and fish. The rest of them did not know how. Ever so often Indians would come to the settlement with meat and corn, which they traded to the colonist for various times, including axes, shovels, and blankets. But the Englishmen could not get enough food. It was John Smith who know that if they were to survive their first winter in the colony of Jamestown, they would have to get large amounts of food from the Indians. Smith led several food expeditions, and because the Indians did not trust the white man, these expeditions were sometimes dangerous. He was not always welcome at the Indian villages. Sometimes they welcomed him with dances and feasting, whereas, other times they tried to kill him. One time Smith was seeking food near the Chickahominy River when Powhatan Indians attacked him and some of his fellow colonists. Several of the colonists were killed, but Smith was taken prisoner. The Indians were ready to kill smith, when he took out his compass. He showed them how it worked, talked about the heavens and earth, and soon had a tribe of friends, instead of enemies. Another time when Smith was captured by the Indians, they were ready to beat his brains out, when Pocahontas, daughter of the Powhatan chief, rescued him. After this the Indians traded food to the colonists, and taught them how to plant corn and set fish traps. They also made John Smith an honorary chief.

Appendix G – Background Knowledge

Starving Time. In 1609, John Smith’s powder keg exploded, causing extensive burns to his body. Because of this accident, he had to return to England. After he left, the conditions at Jamestown got worse. By winter people were starving. They resorted to eating dogs, cats, rats, mice, snakes, shoes, and boots. Some even ate human corpses. This was known as the “Starving Time of Jamestown.” Some historians said the Starving Time was an Indian War against the English invaders. Powhatans may have decided to get rid of the settlers by starving them. They wouldn’t trade with them. They laid siege to Jamestown. This meant that armed Indians wouldn’t let anyone in or out of Jamestown. The settlers couldn’t hunt or fish. They could hardly get to their chickens or pigs, which were located on a nearby island. The colony started out with 490 settlers, but dwindled down to 60 by 1610. The colonists decided to leave, so they set sail for England. Just as they set sail for England, ships carrying a new governor, more settlers, and food met them at the mouth of the James River. The new governor ordered them to return to the colony.

Appendix H– Background Knowledge

Tobacco, Plantation, Slavery. Although the colonists had come to the New World wanting to get rich, they soon realized that there was no gold. They did, however, find something that made them a good deal of money—growing and selling tobacco. Tobacco was a plant that was grown and the leaves of which when dried could be put into a pipe and smoked. Sir Walter Raleigh had introduced the practice of smoking to England, and it became very popular very fast. King James I of England said that tobacco smoking was “hateful” to the nose, harmful to the brain, and dangerous to the lungs. Many Europeans didn’t pay attention to his remarks and there became a great demand for tobacco. The first attempt at growing tobacco in Jamestown produced a poor quality tobacco with a bitter taste. In 1612 John Rolfe decided to experiment with tobacco plants grown in Cuba. This variety was well suited to the climate and soil of Virginia. The tobacco produced was mild and sweet. In 1613, Rolfe sent his first shipment to England. The tobacco sold quickly. Two years later, 2,300 pounds of tobacco was exported back to England. By 1616 tobacco became the main crop of Jamestown. Craftsmen that had been imported to organize factories fled to the fields and factories closed. Tobacco growing required large field. Therefore, the concept of the village life was abandoned. People moved to homes that were surrounded by miles of open land. Families moved into cabins that were even cruder than those they first built. There was not time to build or furnish except with only the bare essentials because the tobacco farms took every second the farmer had. With the flourishing tobacco sells, prosperity began to bring changes. As the tobacco crops began to sell, the farmers would begin to improve their homes. Two-story, rectangular brick houses with chimneys at both ends were now built. The roof would slope and there were dormer windows to allow light upstairs. The rooms downstairs had casement windows opening outward and had diamond shaped panes of imported glass. The most successful growers would even plaster the walls with clay and whiten them with lime made from oyster shells. Furnishings became more elaborate. The rough hand-made furnishings were replaced by furniture imported from England. The old cabin became the kitchen, which was separate from the main house. Slowly, the plantation way of life emerged. Each farm became a village within itself. One problem faced by the plantation owners was the need for people to work the fields. The English gentlemen did not want to work in tobacco fields. The colonists in Virginia did everything they could to get people to come to America. Many people decided to come to Virginia as indentured servants. Indentured servants were people who couldn’t afford their boat fare to the New World, so they would travel to the New World and when they arrived whoever paid their boat fare became their master. The indentured servant would then work to pay off his debt to his master anywhere from four to seven years. Some were treated poorly, but after their time of indenture they were free and usually had gained skills that helped them find jobs. Plantation owners could not afford to keep paying for the indentured servants. In 1619, a Dutch ship brought the first African Americans to the New World. At first, they were treated the same as the indentured servant. Tobacco farmers would buy them from the ship’s captain, and after several years of working, they became free. Again the plantation owners decided they could not afford to keep paying for new indentured servants. Thus the slave concept was introduced. They decided that they would buy the Africans and they would become their personal belongings to do with as they wished. Some slaves were treated very well because they were viewed as a financial investment, or because they had kind owners. Other slaves were treated as livestock! Their families were separated, they were over-worked, under fed, beaten, abused, and their living conditions were very poor. Slaves were required to work not only in the tobacco fields, but also in every aspect of the plantation. They had to work in the brickyards, sawmills, blacksmith shops, spinning houses, weaving houses, and even in the cleaning and preparation of meals in the main house. Black slaves were used more and more because they were relatively inexpensive, and the supply seemed endless. Even babies born to the women slaves became property of their master. The Africans became looked upon as possessions to be bought and sold without emotion.

Appendix I – Background Knowledge

Plantation Life. Plantations were usually built near rivers so that ships could dock and load the tobacco to be sold in England. A typical plantation house would have a beautiful road lined with trees such as cedars, oaks, or tulips leading up to it. Reflecting pools and beautiful gardens would surround the house. Many plantation houses were actual architectural masterpieces. They had beautiful white columns, winding staircases, and many rooms (12 or more) with high ceilings. Most items inside the house were imported from England. Items such as furniture, silver, china, books, silk, paintings, and velvet clothes. Even the servants dressed in fancy uniforms and took care of all the family needs. Servants served the family their meals in the elaborate dining room, brought them tea in the parlor, dressed them for outings, and even drove them in their carriages. Plantation owners loved large parties and balls. They enjoyed card playing, horseracing, hunting, and cockfighting. Visiting was one of the most popular past times. One family would visit another plantation for several weeks and then they would play host to that family for several weeks after that. Even with all the luxuries that tobacco provided the plantation owner, also called a planter, had certain responsibilities to fill. The daily routine for a planter usually began with him rising early and drinking a glass of beer made from corn. After the morning beer, the owner would go with his overseer to inspect the crops and work crews. Around ten o'clock he would return for a large breakfast consisting of beef or turkey. Eggs were a rarity because hens had not learned to lay consistently, so they were saved as a party delicacy. After breakfast, the owner worked on business matters relating to his crops or land, or he spent time with his family. At about 3:30 or 4:00 o'clock dinner was served. Platters of fowl, fish, beef, crabs, and oysters were set on the table along with many kinds of vegetables. Cornbread was lifted right off the baking pan and rushed by slave to the dining room. Supper was a light meal eaten about nine o'clock at night. The time between dinner and supper was called evening. (We would call this late afternoon) A planter would spend the evening attending to business or socializing. Unless the supper meal had become a party, the family would retire after supper. Homes, social life, and meals did not only measure success but also by clothing and fashion. The finest cloth and perfumes were imported from England. The plantation men wore velvet or satin waist coats that were embroidered with flowers, double rows of gold buttons lace, and ruffles; knee-length breeches, white silk stockings, and shoes with large heels and paste buckles when they were not overseeing business. The European hairstyles also became popular. Uncomfortable wigs that were hot and heavy quickly became the fad. Styles changed constantly from long, curly periwigs, to puffy wigs with long braids down the back. The hot Southern climate made the wigs unpleasant to wear. Men even added to the discomfort by powdering their wigs with a chalky white dust. This dust marred the appearance of these fancy clothes because a breeze or a draft would cause the powder to swirl around the man's head like a small dust storm. The dust also choked the person when this happened. Not only did men wear the powdered wigs, but they also wore very large hats. The brims of these hats became wider and wider and soon the brim had to be tacked up so the man could see. Later another part was connected to the top thus producing the famous three-cornered "cocked hat." Women wore large hoop frames that extended the fancy skirts that had become so popular. Special chairs had to be designed just so they could sit down. Accessories were important to the women. They had so many ornaments and gadgets that they did not have a place to carry or hang them. The patchbox, a container made with silver and ivory or tortoise shell, was one of the favorite ornaments. A tiny mirror inside the box allowed a woman to see exactly where to place the black "beauty spot" on her face. Women protected their face from the sun by holding a linen or velvet mask to her face whenever she went outside or traveled. Women acquired rings, lockets, and buckles made of gold. Silk and lace handkerchiefs were carried or attached to clothing. A small "etui" an ornamental pouch containing a tiny pair of scissors, thread, and other objects, hung from a woman's waist. Fans made of carved ivory or fluffy peacock feathers became glorious to the women. A skilled Southern woman could

communicate dismay, pleasure, and other subtle emotions by a single gesture of her fan. Children were pampered also. Girls had miniature tea sets and dolls in silk dresses. She would wear satin gowns with stiff petticoats. The boys played with marbles, tops, and miniature armies. They would have to wear velvet pants, ruffled shirts, and high-heeled shoes just like his father when company would come. The very rich would shave their heads so they could wear the powdered wigs or embroidered caps, (when playing.) Servants took care of all the children's needs. They dressed them in the mornings, cut their meat up for them at mealtime, and even sang to them at night. Tutors usually came to the homes to educate the children. Some boys even got to go to college when they were old enough.

Appendix J – Background Knowledge

Maryland. Sir George Calvert, also known as Lord Baltimore, was an English lord and gentleman. He was very wealthy, energetic, and daring. He was well liked by everyone, but he made things hard for himself by becoming a Catholic. English people didn't like Catholics. In England you could have your head cut off for practicing the wrong religion. Sir George did not have his head cut off, but he was forced to resign from his prestigious government position. Since King Charles I liked him, he was given a large piece of land in America. Sir George named the land Maryland after the king's wife, Queen Henrietta Marie. There are some experts that say he really named it Maryland to honor Mary, the mother of Jesus. Sir George wanted to start a colony based on religious freedom. He wanted to start Maryland mainly as a place before he could establish the colony of Maryland. He left the land to his sons Cecil and Leonard. It was Cecil, the oldest son that actually founded the colony. Cecil, the new Lord Baltimore, did not go to the new colony. He sent Leonard his younger brother. Cecil just stayed home and took the money! Leonard became the first governor of Maryland. Leonard was instructed to "preserve unity and peace," and to treat the Protestants mildly and favorably. The Calverts were good rulers. They had a representative form of government and people were treated fairly. In 1649 the Calverts asked the Maryland Assembly to pass a Toleration Act which allowed freedom of religion—but only to Christians. Anyone that did not believe in Christ was hanged. Also anyone who asked too many questions and Jews were hanged. People had to keep quiet or leave Maryland. People were hanged if they cursed God, and anyone who made fun of the Christian doctrine was publicly whipped. This act was the first type of law passed based on religious freedom.

Carolinas. In 1663 a group of eight English lords were granted permission by King Charles II to colonize the Carolinas, both North and South. They never planned to live there, but planned on getting rich by selling products of Carolina to people in England. They wanted to produce wine, silk, and olive oil, which were very expensive in England, but this did not work out. They were able to produce other products such as indigo and rice. Indigo is a plant that produces a blue dye. The king eventually bought the Carolina colonies back and they became royal colonies. In South Carolina the town named Charles Town (named after King Charles II) was prosperous from the start. It later became known as Charleston. Charleston was soon the busiest port in the South. Sons of the Charleston English nobility settled there, and many of its leaders came from the island of Barbados located in the Caribbean Sea. South Carolina practiced religious tolerance as a way to attract settlers. French Protestants called Huguenots settled there. They had been persecuted in France, but proved to be just the kind of colonist's South Carolina needed. The Huguenots were carpenters, masons, and blacksmiths that believed in hard work. Rice was the most important product of South Carolina. It was grown in marshy fields on large plantations where African slaves did most of the work. The Africans probably actually taught the white people how to cultivate the rice because it was grown in Africa. South Carolina became an aristocratic colony. A few very wealthy people had all the economic and political power. A lot of big plantation owners only visited their plantations occasionally—they spent most of their time in Charleston attending fancy parties and living in big houses. However, the majority of Charlestonians were not wealthy or even free. The majorities were African slaves and there were more blacks in Charleston than there were whites. The colony of North Carolina was different from that of South Carolina. The land in North Carolina was harsh. Many people living there were outcasts and religious dissenters from Virginia. North Carolina was probably the most democratic of all the colonies. Most people minded their own business and left their neighbors alone. The North Carolinians were forced to pay taxes to England on goods that they sold to other colonies. Some people refused to pay it. They tried to get free of England by setting up their own government. They put British officials in jail, chose a leader, and elected a legislature. John Culpeper was chosen as governor. They got away with this for awhile, but the British soon became very angry about it. They tried Culpeper for treason. He was convicted but he was not punished because he was so popular.

Georgia. The last colony to be founded was Georgia. It

was founded in 1732 and named after King George II. James Oglethorpe who was trying to solve a terrible problem planned Georgia. People who could not pay their bills were put into a debtor's prison in England. These jails were awful and once there they couldn't work or earn money so they had no way to pay for their debts. Sometimes, if they were lucky, a relative or a friend would come up with the money, if not they just stayed there and many died there. Oglethorpe decided to establish a colony where debtors could go instead of going to jail. He wanted to make it a place where people could have the perfect life. He had laws passed that made drinking and owning slaves illegal. He wanted people to live on small farms and do their own farming. He even planned a beautiful capital, Savannah. It had beautiful parks and public squares. However, Oglethorpe's idea did not work out. People did not want to come to Georgia. They thought that it was too wild. Many said prison was even better than moving there. Those that did come were like settlers in other colonies. Even though there were several Indian villages in Georgia, Oglethorpe's problems came from the settlers and not the Indians. The settlers wanted to drink liquor and own slaves. Oglethorpe's good ideas just didn't work out and the settlers eventually won. Oglethorpe lost all of his money trying to establish Georgia so the king made it into another royal colony.