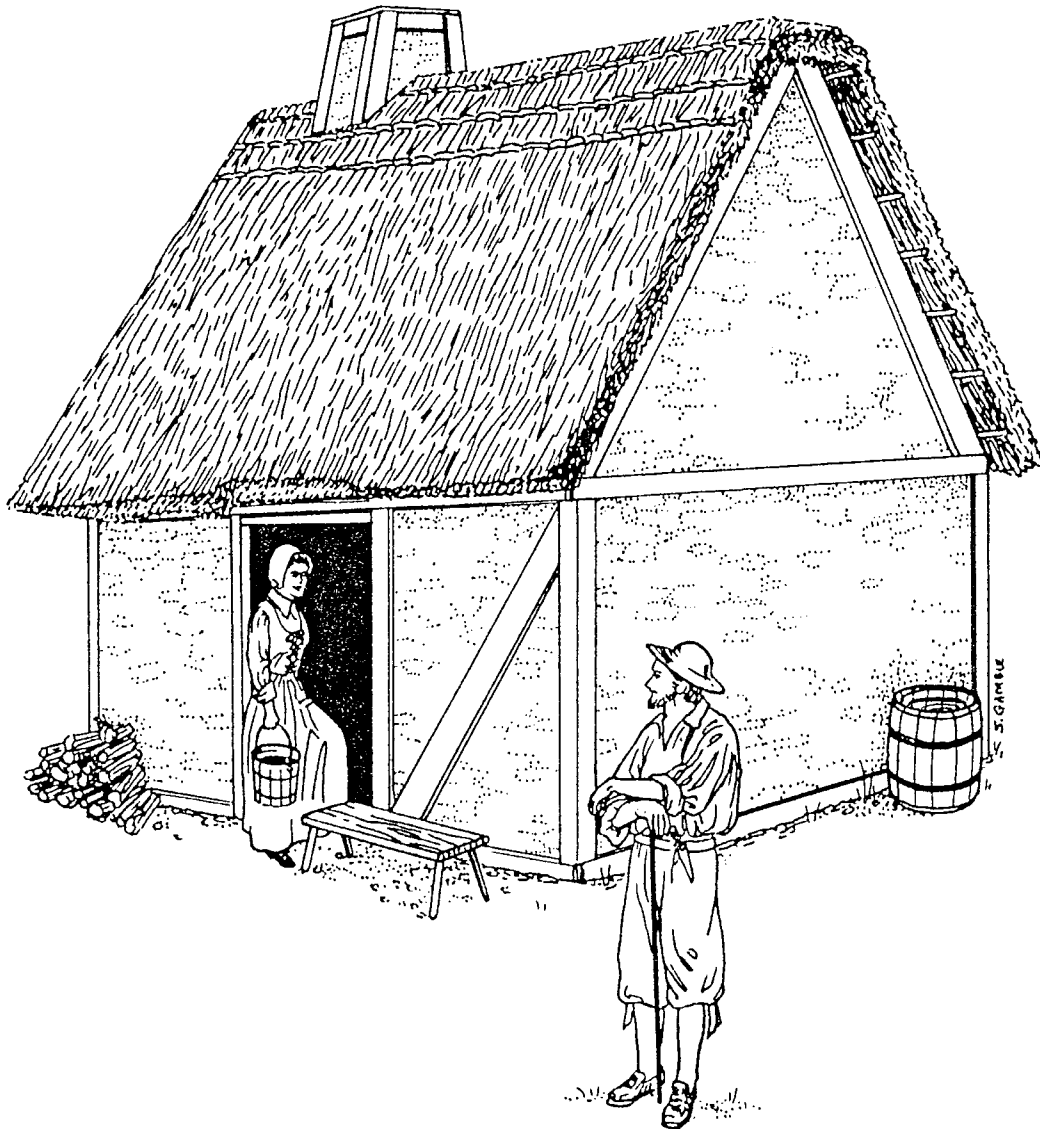


# Life At Jamestown



Jamestown-Yorktown Foundation

## **LIFE AT JAMESTOWN**

### **Introduction**

The Jamestown-Yorktown Foundation is an agency of the Commonwealth of Virginia that operates Jamestown Settlement and Yorktown Victory Center. Through these two museums the Foundation accomplishes its educational mission to commemorate the first permanent English settlement in the New World and the important role Virginia played in the formation of the United States of America.

This booklet is designed to provide teachers with information and activities that will help students participating in the Foundation's educational program, "**Life at Jamestown**," gain the most from their program. The background information section of this booklet provides teachers and students with a summary of the events surrounding the founding of Jamestown. A teacher guide to the activities is included in this section. The teacher should review the activities to decide where they will best fit into the unit study. Where activities are recommended as pre-visit or post-visit activities, a note is made. All activities may be reproduced and used with students.

The program, "**Life at Jamestown**," is designed to provide students with an overview of the early life of English settlement at Jamestown. The outreach program offers the opportunity for students to analyze reproduction artifacts like those which the settlers would have used. The onsite program includes the tour of the reproduction James Fort, three ships that brought the colonists, and a Powhatan Indian village; students will then cook corn cakes over the open hearth and participate in a military drill. These activities will allow students to more accurately experience history. Issues raised during the programs include the motivations for settlement, difficulties of colonizing a new land, and reasons why the English finally succeeded.

The program objectives for "**Life at Jamestown**" are as follows:

1. Be able to name the year settlers arrived in Jamestown.
2. Be able to name 3 reasons the English desired a settlement in North America.
3. Be able to explain why Jamestown was eventually a success for the English.
4. Be able to make 3 comparisons between Jamestown culture and our culture today.

Additional curriculum objectives can be met through the enclosed activities and the opportunities for incorporating the program experience into the study unit.

After teaching the unit, please take time to complete the evaluation form provided on the last page this booklet.

# **Life At Jamestown**

Background Information

and

Teacher Guide

## LIFE AT JAMESTOWN Background Information

For many years before 1607, the English wished to form a colony in the New World. In the 1580's, colonists were sent to Roanoke Island in what is now North Carolina, but within a short time, the colonists vanished.

In 1606, King James I of England granted the rights to the Virginia Company of London to try another settlement. The Virginia Company was a group of wealthy Englishmen who wished to invest their money into the Company. Their motives were both financial and patriotic. They expected to open new lands for exploration, use the resources of the New World for new industrial production as well as stimulating certain already-established English industries such as shipbuilding, convert the Indians to Christianity, and develop new employment opportunities for English workers. The members of the Company planned the settlement in Virginia, purchased supplies, acquired three ships, gathered settlers, and chose leaders. The Company's first settlers, 104 men and boys, arrived at Jamestown in May of 1607.

The English settled in Virginia planning to make profits. They hoped to bring back from Virginia the same treasures the Spanish were finding in other parts of the New World. In addition, they planned to build industries in the New World and send products back to England. One product they wished to manufacture was lumber, as people in England were running out of timber for their houses and wood for shipbuilding. In addition, the English wanted to experiment at making products like glass and silk. English settlers also hoped to find a quicker route to the Orient, in order to cut down the cost of bringing spices back to England.

The 104 colonists who came to Jamestown in 1607 represented different social classes. Many of these first settlers were gentlemen, wealthy men who were not used to working with their hands. The original settlers also included craftsmen such as carpenters and blacksmiths whose skills would help to build the colony. Many of the original settlers were indentured servants, men who agreed to work as servants for the Company for a number of years. In return, the Company paid the passage for these men to sail to Jamestown and promised to give them land there in the future. Unfortunately, this first group of settlers did not include enough of these laborers and farmers needed to help Jamestown survive nor did it include any women.

Despite their different backgrounds, these early colonists all faced the same difficulties at Jamestown. Lack of leadership was a major problem for the settlers. Men on the governing council argued and disagreed so much that little was ever

done. It was not until John Smith took charge in the fall of 1608 that strong leadership came to Jamestown.

Disease was an ever-present problem. The location of Jamestown, which was near a swamp, made the threat of illness greater. Typhoid and dysentery were a result of the unsanitary water. In late summer, the James River, as a tidal river flowing to the Chesapeake Bay, brought brackish, or salty, water to the colonists. The result was salty drinking, cooking, and washing water which probably contributed to many illnesses at Jamestown.

The colonists also had trouble feeding themselves. They were not quick to learn how to grow food in their new environment and had to rely on the Indians for corn and other crops. The winter of 1609-1610 was notably hard on the settlers. The "Starving Time" as it became known was caused by the Powhatans who laid siege to the Fort, restricting access to food and firewood outside the Fort walls.

Sir Thomas Gates came to Jamestown in 1610 hoping to help the colony recover. In an attempt to get the colony going again, he implemented laws sanctioned by the Virginia Company which were designed to force the colonists to work hard and obey their superiors. In 1612, the colony was aided further by John Rolfe's cultivation of tobacco. By 1616, the colonists were making profits by shipping tobacco back to England. The colony had begun to make progress.

Even after conditions began to improve, daily life at Jamestown was much different from what is experienced today. The colonists did not have the tools and appliances that make today's life easier. They were limited by the technology of their day, as well as the technology they could bring from England.

The most common work was farming, which was done by laborers who grew such crops as corn for food and tobacco for sale. Other men were carpenters and worked at house building. A handful of men worked at manufacturing trades such as blacksmithing, while a smaller number were merchants and businessmen who supervised the production and sale of tobacco and other goods. All of the men were required to practice military drills in order to be prepared to defend the colony at a moment's notice.

Women, of which there were very few at Jamestown, had responsibilities that centered around the house. Cooking was a large responsibility, and one that was shared by women of all classes. Gardening was another task shared by the women. In small "kitchen" gardens, women tended vegetables, and herbs that they would use in cooking. Time was spent caring for

livestock such as chickens and goats. Women were also responsible for keeping the house clean and taking care of the children. Mending and making clothes fell under women's duties as well, and were done with needle and thread.

Men and women at Jamestown wore clothing that was suitable to their work and everyday life. Women wore "shifts," long shirts, covered by short vests called "bodices." In addition, they wore several skirts all of which were short enough to be kept out of the fire. They wore aprons pinned to their clothes and kept their hair covered by caps. Men, too, wore several layers of clothing. Their dress included a shirt, a jacket called a "doublet," and short, baggy pants called "hose" or "slops". Most of the clothing was made of linen or wool which were the most commonly used fabrics in the 1600's. It is uncertain exactly what the Jamestown settlers ate but records show that rations were sent from England and issued by the Virginia Company and consisted of wheat meal or biscuit, oatmeal, butter, cheese and oil and vinegar. Anything else had to be obtained in Virginia.

Daily meals were a welcome break from work. Following English custom, the noon meal, dinner, was the largest of the day, and it was typically made up of meat such as pork or poultry. In Virginia meat was in short supply and probably consisted of game. Fish and shellfish were common protein sources. Some type of bread, often made from corn meal, may have been served. Vegetables were occasionally a part of the meal as well. The other meals of the day were smaller, probably made up of bread and "pottage" (stew) with very little meat. Colonists may also have prepared gruel, a simple dish consisting of oatmeal, boiled milk and raisins. Cider, beer and wine were commonly served with these meals.

Another break from work was church. All colonists were to go to church twice a day, once in the morning and once in the afternoon. The church services lasted anywhere from twenty minutes to three hours. The colonists at Jamestown, unlike the "Pilgrims" of Massachusetts, did not come to the New World for religious freedom. They were happy with the Church of England, or Anglican Church, and brought its practices to Jamestown.

Although they spent many hours at work and in church, the colonists filled some of their time with recreation. Music was a common part of life, and the settlers may have played such instruments as recorders, violins, and small mouth harps. The men might have entertained themselves at such games as backgammon and "draughts" (checkers). Gambling, although illegal, was probably practiced by the men, who may have played a dice game called Hazzards. Lawn Bowling may have been a sport enjoyed by the settlers as well.

## CHANGES COME TO JAMESTOWN

1619 was an historic year for the colony of Jamestown. This one year saw the arrival of the first Africans, the formation of the first legislative assembly in North America, and the arrangement of the immigration of large numbers of women to the colony.

Although the first women arrived at Jamestown in 1608 and a small number lived in the colony in 1619, the large importation of women was significant as it was an indication that Jamestown was becoming a permanent reality. Arrangements for this event were made by the London Company which wished to introduce stability into the colony by the development of families. With the arrangements made, the women were shipped off to the New World and arrived at Jamestown in May and June of 1620. The 140 "Maydens"(women) arriving in 1620 were to provide the men of Jamestown with wives.

Some of these women married immediately, while others worked for the company as indentured servants. It may not have been uncommon for women to marry while still serving their indentures. Whether in England or Jamestown, women had no vote in economic or political affairs, and it was not until the 1660s that women were a stabilizing factor in the population of the colony.

Another significant event which occurred in 1619 was the arrival of at least twenty "Negroes" who were brought to the colony in a Dutch ship. Because there were no English laws providing for slavery at this time, these first Africans probably became indentured servants, who, like their English counterparts, worked for a period of time and then were released to work for themselves.

As years passed and the need for labor to produce tobacco increased, these Africans were gradually treated less and less like Englishmen. The length of their indentures were increased to periods of time longer than those commonly imposed upon Englishmen. Africans who attempted to escape their masters were returned with lifetime sentences, a punishment not placed upon runaway English servants. Slowly in the 1660s, new laws were enacted that legalized slavery in the colony. Despite this move toward the establishment of slavery as an institution, there were less than 500 slaves in Virginia in 1650, and it was not until after 1680 that slaves began arriving in large numbers directly from Africa.

Even though the practice of slavery grew steadily in the colony, not all blacks in Virginia were slaves. Records indicate that there were a number of free blacks living in Virginia. Anthony Johnson, who arrived in Virginia in 1621,

and his wife Mary, are the most prominent examples of these free blacks. Several years after their arrival, Anthony and Mary relocated to Northampton County on the Eastern Shore of Virginia. Anthony and Mary probably were indentured servants who completed their indentures and then were freed. Acting as any free man might, Anthony purchased land and began to maintain a tobacco farm. He and his wife raised a family, and even acquired the services of John Casor, a black slave.

Other examples exist which support the notion that many blacks who arrived in the colony early in the 17th-century were indentured servants and eventually gained their freedom, which was then passed on to subsequent generations. As free blacks, these men could enjoy much the same rights as Englishmen of their same socio-economic background. They could buy, own, and sell land; operate their own businesses; marry and raise families; enter into contracts; enter into legal disputes; and even acquire the services of servants, black or white. Anthony Johnson was an exception however in his capabilities to engage in the above freedoms. Most free blacks living in Virginia in the 17th-century were of a low economic standing. It did not take long before these social and economic disparities between black and white began to emerge and the custom of slavery codified by law.

While Africans were becoming increasingly enslaved, Englishmen at Jamestown were gaining greater freedom. In 1619, Jamestown's English inhabitants were granted the right to form a legislative assembly. This General Assembly was the first representative body in North America and was the origin of our present state legislatures and national Congress.

The assembly, called by Governor Yeardley convened on July 30th and adjourned on August 4th, and may have been an attempt to give these colonists the same rights they would have had in England. The Governor and his council made up the Upper Chamber, and the Lower Chamber, or the House of Burgesses was composed of elected representatives. It is uncertain who was allowed to elect the members of the House of Burgesses. Once elected, their job was to initiate and enact legislation for the colony and to act as a court hearing the claims of the citizens of the colony.

By 1619, Jamestown had firmly established itself as a permanent colony. With the introduction of large numbers of women, the colony set itself on a course to develop families and thus insure a constant population in the colony. The introduction of tobacco which became successful as a cash crop and export provided economic stability for the colony. The development of a legislative assembly further stabilized the colony. However, in 1624 the Virginia Company was forced to relinquish its control of the colony and yield to royal

authority. Virginia basically remained under the rule of the crown until the American Revolution in the 18th century.

#### SUGGESTED READING

American Genesis by Alden T. Vaughan

American Slavery, American Freedom by Edmund Morgan

Captains From Devon by Helen Hill Miller

Captain John Smith's History of Virginia ed. David Freeman Hawke

The Chesapeake in the 17th-Century, Essays in Anglo American Culture edited by Thad W. Tate and David L. Ammerman

The First Seventeen Years by Charles Hatch

"Myne Owne Ground": Race and Freedom on Virginia's Eastern Shore, 1640-1676 by T. H. Breen and Stephen Innes

The Powhatan Indians of Virginia, Their Traditional Culture by Helen Rountree

The Powhatan Tribes by Christian Feest

For Students:

Jamestown: The First English Colony by Marshall W. Fishwick with the Editors of American Heritage (American Heritage Junior Library)

The Double Life of Pocahontas by Jean Fritz

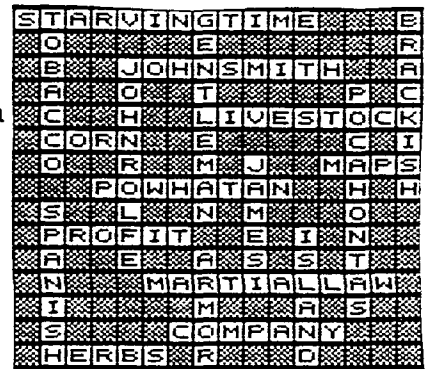
Jamestown: The Beginning by Elizabeth A. Campbell

The Serpent Never Sleeps by Scott O'Dell

A Lion to Guard Us by Clyde Robert Bulla.

**LIFE AT JAMESTOWN:  
Teacher Guide to Activities**

**ACTIVITY I:** Review the "Life at Jamestown Mini-Dictionary" with your students. Have the class complete the enclosed crossword puzzle to familiarize themselves with these terms. Answers on right.  
Notes:



**ACTIVITY II:** Make copies of the enclosed map activity "Coming to Jamestown". Students will need an atlas to complete the activity. The activity is designed to familiarize students with the places -England, the Atlantic crossing, Jamestown, and the Chesapeake area - that will be discussed during their visit.  
Notes:

**ACTIVITY III:** "New Frontiers in Space" involves first, making choices about what is most important to survival, and second, comparing these choices to those made in 1607 by the Jamestown settlers. The activities encourage students to consider the need for careful planning as they make difficult choices. Copies need to be made of "New Frontiers.....", the list of provisions recommended for the new world, and "Explanations of Terms in the List of Necessaries" found with the "Mini-Dictionary". Suggestion: This would be an effective small group activity.  
Notes:

**ACTIVITY IV:** "James Fort Settler" provides students with a 16th century recipe for a common dish, a modern translation and a short mathematical exercise. Encourage the students to read the 16th century recipe and compare and contrast it to a modern recipe.

**ANSWERS TO PROBLEMS:**

1. 1 1/2 Cups peas = 8 + 4 = 12 ounces
2. 2 Tablespoons breadcrumbs = 1 ounce
3. 1 Cup milk = 1/2 pint milk
4. 2 Tablespoons = 1 ounce; 8 ounces = 1 Cup;  
16 Tablespoons = 1 Cup
5. Parsley, Ginger, Saffron, (possibly, Salt)
6. 1/2 ounce (almost 3 teaspoons)

Notes:

**ACTIVITY V:** "Laws of Jamestown" introduces the period of martial law which governed Jamestown at the time we interpret Jamestown Fort - 1610-1614. The sheet provides information for discussion.

Ask your students what some of the laws are that we have to follow in our society today. Have them give reasons why these laws are necessary. Discuss the types of punishment we have for the violation of these laws.

Explain that the 17th century settlers at Jamestown also had written laws to obey. Have students hypothesize what some of these laws might have been.

Distribute among your students copies of the "Laws of Jamestown" provided in this booklet. Have them point out where the laws are different from and similar to ours today. Have them discuss whether the punishments are more lenient or more severe than today's and have students hypothesize why these laws may have been necessary.

Notes:

**ACTIVITY VI:** Make copies of the enclosed worksheet, "Jamestown Fashions". Have students familiarize themselves with the names of the articles of clothing. Students may want to cut out and dress the Pikeman.

Have students compare 17th century clothing with 20th century clothing. Discuss advantages and disadvantages of each.

Advantages of this type of clothing included layering of clothing (due in part to cold weather, but also due simply to fashion), length of clothes (short enough to allow freedom of movement as well as safety from fires), and head covering (for protection as well as vanity). Disadvantages of this type of clothing when worn at Jamestown, might include unsuitability to warm summer climate of Virginia and unsuitability of gentlemen's clothing for manual labor in which they were compelled to engage.

Have students consider the reaction of the Powhatan Indians to this English dress and English attitudes toward Indian dress.

Notes:

**ACTIVITY VII:** Use the attached list of some of the first settlers of Jamestown. Beside most of the names, each person's occupation is listed. Ask students what this list tells them about the Company's expectations for the settlement. Then discuss the Company's motivation to build a permanent colony as well as a military outpost. Discuss whether the Company sent the right type of people for building a settlement in the new world.

NOTE TO TEACHERS:

As the list of settlers indicates, there was a disproportionate number of gentlemen sailing to Jamestown. Gentlemen, in 17th century England, were from the highest classes and did not engage in manual labor. The gentlemen at Jamestown planned to explore and search for riches in order to return to England even wealthier. Yet, in order for the colony to survive, a permanent structure needed to be erected. Building a fort and planting crops requires a great deal of physical labor, and the gentlemen at Jamestown were physically ill-equipped and mentally unprepared to perform this labor.

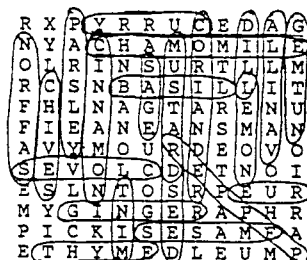
Notes:

**ACTIVITY VIII:** Have the class play charades with the terms they encountered in their study of Jamestown. Remember to have them act out the terms taking into consideration their 17th century meaning. Notes:

**ACTIVITY IX:** To become familiar with names of herbs, do "Searching for Herbs." Using the enclosed "17th Century Medicinal Herbs", plant an herb garden in your class (Check with your local nursery or garden center for seed suppliers. Grown herbs can often be obtained from health food stores or places that sell potpourri). Cut the herbs and dry them in class. Hang them around the room or, using the recipe for an "Insomnia Sack" make an herbal remedy. Include this activity with your science program and have students take careful records of the growth of their herbs. They can experiment by allowing some plants more light and water than others. This also serves as a good activity to study parts of plants; herbs can be any part of the plant from seed to flower.

Notes:

Searching for Herbs:



**ACTIVITY X:** Using the enclosed information entitled "Viewpoints of History", have students make some hypotheses about the experiences of minorities in the early years of Virginia. Additional suggestions for teaching, are with this activity.

Notes:

**ACTIVITY XI:** Shakespeare was writing and producing plays in London while the Jamestown settlers were struggling to survive in America. There is no doubt that Shakespeare heard of the Jamestown experience. In 1609, the "Third Supply" was organized to bring more settlers and supplies to the settlers. On the 2nd of June, nine vessels set sail for the New World. In 7 weeks, they had reached the area of the Bermudas when they encountered a Hurricane. The Sea Venture -- carrying such notable passengers as the new Governor designate, Sir Thomas Gates; the commander of the fleet, Sir George Somers; captain of the ship, Christopher Newport; a company of soldiers under the command of Captain George Yeardley; and the newly married, John Rolfe and wife -- crash landed in Bermuda with all passengers saved. Shakespeare was inspired by the adventure of these castaways to write The Tempest. The story and language use give interesting insight into 17th century Englishmen. You may want to add this to your study of English and Jamestown after students have seen the ships, clothing, and culture of Englishmen at Jamestown.

Notes:

**ACTIVITY XII:** Included is the artists rendition of "James Fort" done by Sidney King for the Colonial National Historical Park. Students can use the picture to locate the three public buildings inside the Fort; the kinds of living accomodations (houses and tents) in the Fort; the shape of the Fort; and activites occuring both within and without the Fort walls or Palisades.

Notes:

# **Life At Jamestown**

*Activities*

## Life at Jamestown Mini-Dictionary

**Brackish:** Salty and unclean as water in the lower James River.

**Charter:** Written privilege or right to do something.

**Church of England:** Official church of England that was formed by Henry VIII in the 16th century. It is commonly called the Anglican Church, and was brought to the New World by the settlers at Jamestown.

**Corn:** Crop native to North America that was grown by the Indians and was their major source of food.

**Craftsman:** This was a man who had special training and skills in a particular craft. Blacksmiths, tailors, and bricklayers were some of the craftsmen who came to Jamestown in the early years.

**Cultivate:** To grow or raise plants.

**Export:** Item that is sent or carried to another country and sold there.

**Fort:** Enclosed area built for protection.

**Gentlemen:** Men of high birth (from the upper class) who did not work with their hands.

**Herbs:** Plants such as spearmint and comfrey grown for many uses including medicine.

**Indentured Servant:** Those who came to Jamestown who made an agreement with the Virginia Company to work as a servant for a period of years, usually between four to seven, in exchange for free passage to the colony.

**John Rolfe:** Jamestown colonist who cultivated tobacco and later married Pocohontas, daughter of the Powhatan ruler.

**John Smith:** Military captain who served as an early leader of Jamestown. He wrote and published books about Virginia after his return to England.

**King James I:** King of England who granted the charter for the permanent English settlement in the New World.

**Livestock:** Animals raised to provide food and dairy products.

**Merchant:** Person at Jamestown who bought tobacco to ship to England for sale there.

**Mortar and Pestle:** Tool used to grind herbs into medicines as well as corn and wheat into flour.

**Powhatans:** Chiefdom of about thirty tribes of native Americans located in the Southeastern part of Virginia when the English arrived in 1607.

**Roanoke Island:** First attempted English settlement in the Chesapeake area. It was off the coast of what is now North Carolina.

**Starving Time:** Name for the winter of 1609-1610 when possibly half of the colonists died from starvation, disease, or both.

**Technology:** Tools and methods a society uses to perform daily tasks. (This term was first used in print by John Smith.)

**Tobacco:** Crop cultivated at Jamestown by John Rolfe that became the main export of the colony.

**Virginia Company of London:** Company that obtained a charter from King James I to colonize the area in the New World called Virginia.

## EXPLANATION OF TERMS IN THE LIST OF NECESSARIES

**Monmouth Cap:** Flat, round cap worn especially by soldiers and sailors.

**Falling Bands:** Collars.

**Frize:** Coarse, woolen cloth.

**Irish Stockings:** Close-fitting breeches (pants) that have stockings attached. Worn in Ireland in the winter.

**Points:** Twisted yarn used in place of buttons.

**Wrest:** 17th Century tool used to set saw teeth.

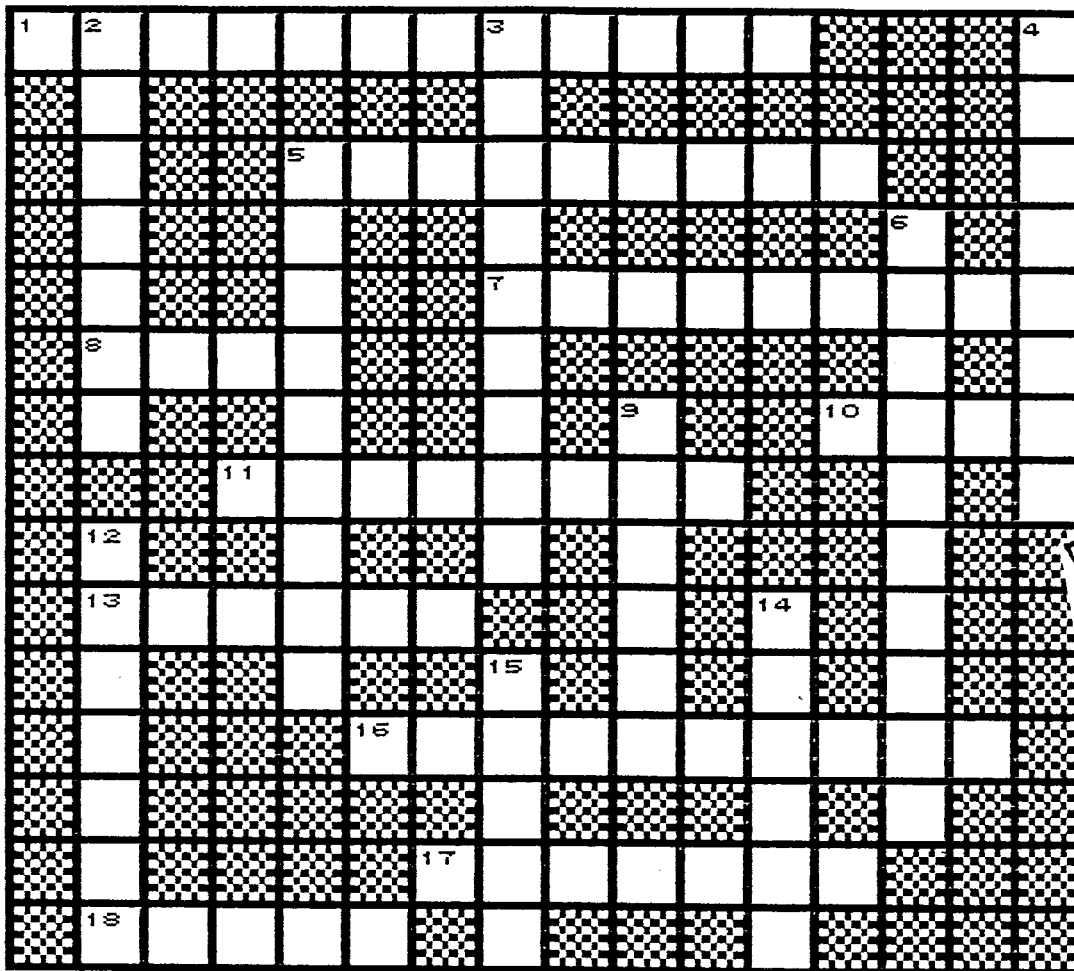
**Auger:** Large drill.

**Percers (Piercers):** Awls; used for making holes.

**Frowes:** Tools used for splitting, or cleaving wood.

**Bills:** Tools used for cutting hedges.

LIFE AT JAMESTOWN PUZZLE

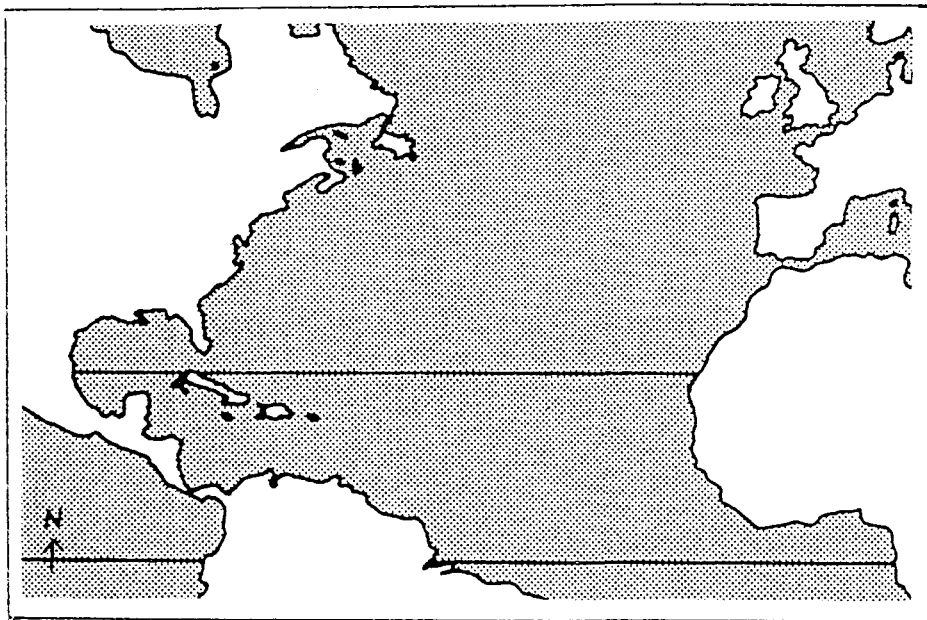


ACROSS CLUES

1. Winter of 1609-10 when so many settlers died
5. Leader who improved conditions at Jamestown
7. Animals raised for food
8. Native American crop grown by Indians as main food
10. As John Smith explored, he drew these
11. Native American chiefdom located in area of Jamestown in 1607
13. Main reason Virginia Company came to new world was to make a \_\_\_\_\_
16. Very harsh rules in Jamestown 1610-1614.
17. The Virginia \_\_\_\_\_ sold stock to earn money to finance Jamestown
18. Plants grown and dried to be used in cooking and as medicine.

DOWN CLUES

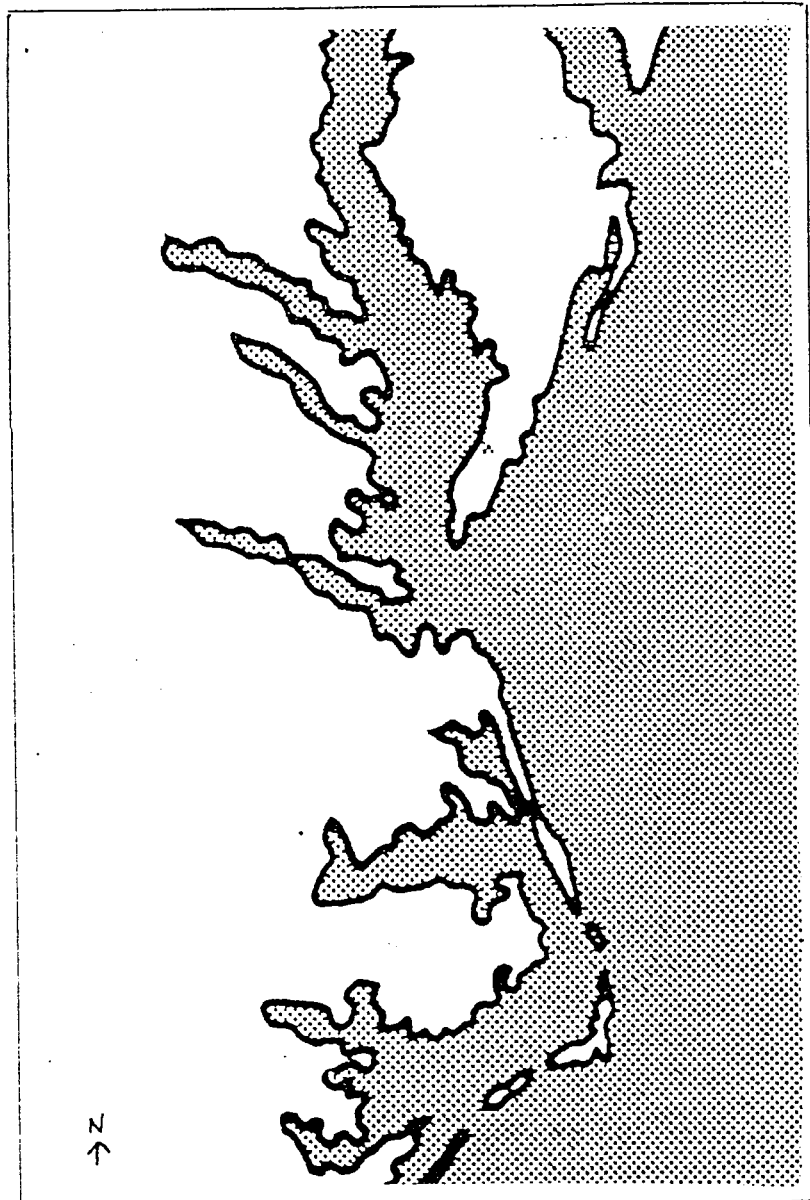
2. Crop grown by settlers that made a profit
3. Upper-class Englishman who was not used to working with his hands
4. Water in the James River contains salt and so it is called \_\_\_\_\_.
5. Man responsible for the cultivation of tobacco at Jamestown
6. Indian girl who was a friend to the English
9. English King who granted the charter for Jamestown.
12. The enemy that concerned the English when they built the fort.
14. Jamestown was actually on a peninsula, not an \_\_\_\_\_.
15. Every man in Jamestown wore some kind of \_\_\_\_\_ to protect themselves in case of an attack.



### COMING TO JAMESTOWN

On the top map, use an Atlas to:

1. Locate England. The 3 ships set sail from London on December 20, 1606.
2. They stopped at the Canary Islands for fresh water. Draw a line from London to the first stop.
3. They sailed across the ocean. Write in the name of the ocean they crossed.
4. They stopped in Barbados. Find Barbados and draw a line from the Canary Islands to Barbados.
5. The three ships traveled up the Caribbean islands to Virginia. Draw a line to Virginia.
6. Why do you think the ships traveled this way?



On the bottom map, use an Atlas to:

1. Label the Chesapeake Bay. An early map-maker had labeled this the Pacific Ocean! The colonists knew better in 1607.
2. Cape Henry is the first land the colonists came to. Write Cape Henry on your map. What is a "cape"?
3. The colonists were advised to find a river flowing from the northwest and move upriver to avoid a surprise attack from the Spanish. Label the rivers they could choose:
  - a. James River
  - b. York River
  - c. Rappahannock River
4. Jamestown is located on the north side of the river at the narrowest part of the river. Label Jamestown.

## NEW FRONTIERS IN SPACE



In another Galaxy, far, far away, scientists have located a planet so much like earth that humans could survive there. You have been chosen to be a part of the first company to travel through space to help start a colony. You must decide what supplies you will take. Because you have a weight limit, you must choose the 10 items most important for accomplishing your mission.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Compare your list with other students. Did you agree? When you chose different supplies, why did you feel your choice was important?

Now, look at a list of supplies that Captain John Smith suggested that every colonist should take to Jamestown in the 17th century. How does your list compare? What things were needed in the 17th century that a space traveler today would still need? What differences do you see?

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*A particular of such necessaries as either private families, or single persons, shall have cause to provide to goe to Virginia, whereby greater numbers may in part conceive the better how to provide for themselves.*<sup>3</sup>

Apparell.

A Monmoth Cap. <sup>4</sup>	1s. 10d.
3 falling bands. <sup>5</sup>	1s. 3d.
3 shirts.	7s. 6d.
1 Waste-coat.	2s. 2d.
1 suit of Canvase. <sup>6</sup>	7s. 6d.
1 suit of Frize. <sup>7</sup>	10s.
1 suit of Cloth.	15s.
3 paire of Irish stockings. <sup>8</sup>	4s.
4 paire of shooes.	8s. 8d.
1 paire of garters.	10d.
1 dozen of points. <sup>9</sup>	3d.
1 paire of Canvas sheets.	8s.

7 ells of Canvas to make a bed and boulder, to be filled in Virginia, serving for two men.	8s.
5 ells of course Canvas to make a bed at Sea for two men.	5s.
1 course rug at sea for two men.	6s.
	<hr/>
	4l.

Victuall for a whole yeare for a man, and so after the rate for more.

8 bushels of meale.	2l.
2 bushels of pease.	6s.
2 bushels of Otemeale.	9s.
1 gallon of Aquavitæ.	2s. 6d.
1 gallon of oyle.	3s. 6d.
2 gallons of Vineger.	2s.
	<hr/>
	3l. 3s.

Armes for a man, but if halfe your men be armed it is well, so all have swords and peecees.

1 Armor compleat, light.	17s.
1 long peece five foot and a halfe, neere Musket bore.	1l. 2s.
1 Sword.	5s.
1 Belt.	1s.
1 Bandilier.	1s. 6d.
20 pound of powder.	18s.
60 pound of shot or Lead, Pistoll and Goose shot. <sup>1</sup>	5s.
	<hr/>
	3l. 9s. 6d.

Tooles for a family of six persons, and so after the rate for more.

5 broad howes <sup>2</sup> at 2s. a peece.	10s.
5 narrow howes at 16d. a peece.	6s. 8d.
2 broad axes at 3s. 8d. a peece.	7s. 4d.
5 felling axes at 16d. a peece.	7s. 6d.
2 steele handsawes at 16d. a peece.	2s. 8d.
2 two handsawes at 5s. a peece.	10s.
1 whipsaw, set and filed, with box, file and wrest. <sup>3</sup>	10s.

2 hammers 12d. a peece.	2s.
3 shovels 18d. a peece.	4s. 6d.
2 spades at 18d. a peece.	3s.
2 Augers at 6d. a peece.	1s.
6 Chissels at 6d. a peece.	3s.
2 Percers stocked <sup>4</sup> 4d. a peece.	8d.
3 Gimblets at 2d. a peece.	6d.
2 Hatchets at 21d. a peece.	3s. 6d.
2 frowes <sup>5</sup> to cleave pale 18d. each	3s.
2 hand Bills <sup>6</sup> 20d. a peece.	3s. 4d.
1 Grindstone.	4s.
Nailles of all sorts to the value of 2l.	
2 Pickaxes.	3s.
	<hr/>
	6l. 2s. 8d.

Houshold implements for a family and six persons; and so for more or lesse after the rate.

1 Iron pot.	7s.
1 Kettell.	6s.
1 large Frying pan.	2s. 6d.
1 Gridiron.	1s. 6d.
2 Skellets.	5s.
1 Spit.	2s.
Platters, dishes, spoones of wood	4s.
	<hr/>
	1l. 8s.

For Sugar, Spice, and Fruit, and at Sea for six men.

So the full charge after this rate for each person, will amount about the summe of 12l. 10s.

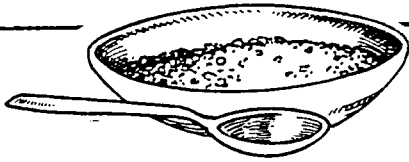
The passage of each man is 6l.

The fraught of these provisions for a man, will be about halfe a tun, which is 1l. 10s.

So the whole charge will amount to about 20l.

Now if the number be great, Nets, Hooks and Lines, but Cheese, Bacon, Kine and Goats must be added. And this is the usuall proportion the Virginia Company doe bestow upon their Tenents they send.

FROM: Philip L. Barbour, ed., The Complete Works of Captain John Smith (1580-1631), in Three Volumes. (Chapel Hill: For the Institute of Early American History and Culture, College of William and Mary by The University of North Carolina Press, 1986), 1: 321-322.



## A COMMON MEASURE

A common dish eaten by the Jamestown settlers was pottage. This was a thick soup -- often made thick with the addition of cereal. From A Book of Cookrye Very necessary for all such as delight therin, a 16th century recipe for pottage follows:

To boyle yong Peason or Beanes: First shale them and seethe them in faire water, then take them out of the water and put them into boyling milk, then take the yolks of Eggs with crums of bread, and ginger, and straine them thorow a strainer with the said milk, then take chopped percely, Saffron and Salt, and serve it for Pottage.

Some of that recipe is hard to understand because those who wrote English still did not have dictionaries and standardized spelling. Also, the cook doesn't offer any measures. A modern cook writes the same recipe as follows:

2 Tablespoons fresh breadcrumbs	1/2 teaspoon ground ginger
1 egg yolk	a pinch of saffron
1 teaspoon chopped parsley	1 cup milk
1 teaspoon salt	1 1/2 cup cooked peas

Beat together the breadcrumbs, egg yolk, parsley, salt, ginger and saffron. Bring the milk almost to a boil, pour in the peas and breadcrumb mixture. Bring to a boil over a low heat, stirring continuously. This thick pottage can be used as a quickly made and very substantial warming soup, or it may be served as a vegetable especially to accompany fish dishes.

Sometime recipes are written using different measures. In the recipe for pottage, some amounts were given in weights instead of measures. See if you can make some adjustments using the following information:

2 tablespoons = 1 ounce	2 cups = 1 pint
8 ounces = 1 cup	3 teaspoons = 1 tablespoon

1. How many ounces of peas should you use? \_\_\_\_\_
2. How many ounces of breadcrumbs are used? \_\_\_\_\_
3. How many pints of milk are used? \_\_\_\_\_
4. How many tablespoons are in 1 cup? \_\_\_\_\_
5. List the herbs and spices used: \_\_\_\_\_
6. Estimate the total ounces of spices used? \_\_\_\_\_



## Laws of Jamestown

These laws are excerpts translated from the Laws Divine Morall, and Martiall, etc. established by Sir Thomas Gates and instituted in 1611 by Governor Dale in an attempt to improve conditions in the colony.

1. Twice a day, every man and woman, at the ringing of the bell, should, on working days, come to hear a religious service. The first time he misses the service, his day's food will be kept from him. The second time he misses the service, he will be whipped. The third time he misses, he will be sent to the galleys for six months.
2. If any man or woman runs away from the colony to live with the Powhatan or any other Indian chiefs, he or she will be executed.
3. No person whatsoever shall say mean things about, disobey, or ignore the commandments of the Governor or any other public official. The first time a person breaks this law, he will be whipped three times, the second time, he will be sent to the galley for a month; the third time, he will be executed.
4. He that lies or bears false witness in any case, no matter who he is, shall be put to death.
5. No person shall embezzle, lose, or willingly break, or fraudulently make away, either spade, shovel, hatchet, axe, or other tool or instrument upon pain of whipping.
6. No person shall throw out the water or suds of laundry in the open street within the Palisades or within forty feet of the same...upon pain of whipping and further punishment as shall be thought appropriate.

Until 1619, Jamestown was under some kind of martial law. The leaders of the Virginia Company felt that strong law was necessary in order for the colony to survive in the Virginia wilderness. These are not the laws that an Englishman living in England would be governed by. Some colonists protested to the King that the laws of Jamestown were unjust. Finally, the martial rule was ended and the rights of Englishmen were restored.

## JAMESTOWN FASHIONS

Please meet a 17th century pikeman complete with his proper dress. He would always wear a shirt probably made of linen that would come almost to his knees. This is his underwear, and he may also wear it to sleep at night.

A **doublet** -- like a short coat -- was worn over and covered his shirt. It might have been made from wool, silk, leather, or linen. Wealthy gentlemen might have embroidery or braid trimming the doublet.

His loose pants were called "**slops**". They could be very full and might be padded as much for warmth as for fashion. Colorful ribbons often fastened the loose legs tightly below the knee.

Long knit **stockings** would come over his knees. It was quite fashionable to show off the curves of the calf. His leather shoes most often tied. The shoes could be worn on either his left or right foot.

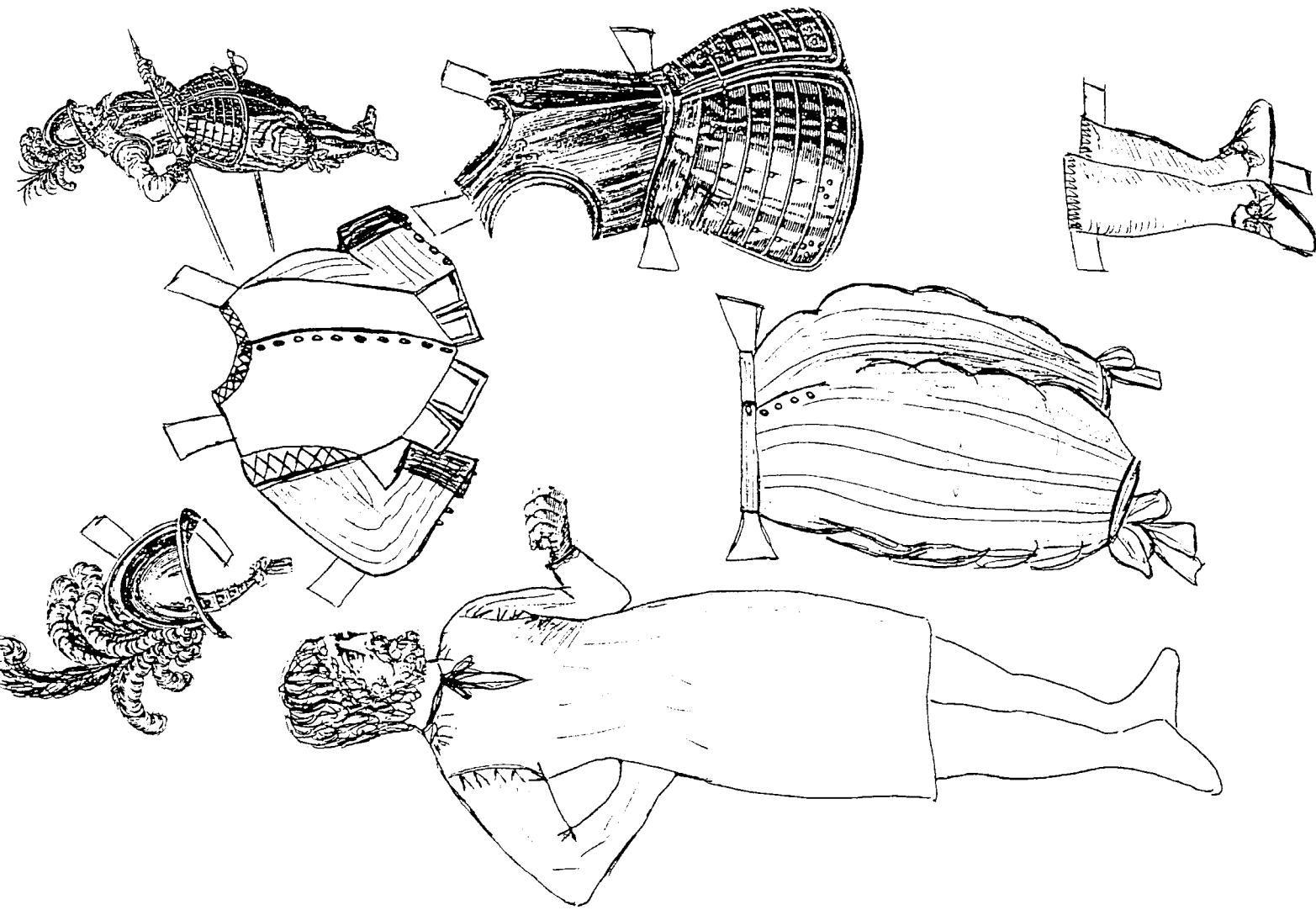
He is wearing **plate armor** which is made in pieces and fastened together with leather straps and thongs. The metal plate armor was capable of stopping a musket bullet on the battlefield. His helmet is of the same metal trimmed with plumes.

The pikeman carries a **sword** and a **pike**. In Virginia, the pike was not a useful weapon because the pike hit tree branches in the forests.

Englishmen wore many layers of clothing. Linen and wool were the most common materials. Fabric was dyed many different colors using everything from insects (cochineal bugs made a vivid red) to bark (logwood produced a grey to grey-blue dye) to leaves (indigo was a popular blue).

English women also dressed in layers. A woman of the middling class would wear her **shift** as underwear and as a night shirt. A long **petticoat** or skirt would go over the shift. She would not be dressed properly until she had on her **bodice** which was made with or without sleeves and often laced down the front. A linen **apron** would protect her clothing while she went about doing her daily tasks. On her hair, she would wear a tight fitting linen coif to cover her hair. She still might wear a felt or straw hat over the linen coif to shade her from the sun.

Fashion varied according to wealth and occupation. Why not look at an encyclopedia or look up some books on the history of fashion? Create other paper dolls to go with the 17th Century Pikeman to illustrate how people dressed.



The names of them that were the first planters,  
were these following.

Master Edward Maria Wingfield.	}	<i>Councill.</i>
Captaine Bartholomew Gosnoll.		
Captaine John Smyth.		
Captaine John Ratliffe.		
Captaine John Martin.		
Captaine George Kendall.		
Master Robert Hunt <i>Preacher.</i>		

Master George Percie.  
Anthony Gosnoll.<sup>4</sup>  
Captaine Gabriell Archer.  
Robert Ford.  
William Bruster.  
Dru Pickhouse.  
John Brookes.  
Thomas Sands.  
John Robinson.  
Ustis Clovill.  
Kellam Throgmorton.  
Nathaniell Powell.  
Robert Behethland.  
Jeremy Alicock.  
Thomas Studley.  
Richard Crofts.  
Nicholas Houlgrave.  
Thomas Webbe.  
John Waler.  
William Tankard.  
Francis Snarsbrough.  
Edward Brookes.  
Richard Dixon.  
John Martin.<sup>5</sup>  
George Martin.  
Anthony Gosnold.  
Thomas Wotton. *Sierg.*<sup>6</sup>  
Thomas Gore.  
Francis Midwinter.  
William Laxon.  
Edward Pising.  
Thomas Emry.  
Robert Small.  
Anas Todkill.  
John Capper.<sup>7</sup>

*Gentlemen.*

*Carpenters.*

James Read. *Blacksmith.*  
Jonas Profit. *Sailer.*  
Thomas Couper. *Barber.*  
John Herd. *Brick layer.*  
William Garret. *Bricklayer.*  
Edward Brinto. *Mason.*  
William Love. *Taylor.*  
Nicholas Skot. *Drum.*  
John Laydon.  
William Cassen.  
George Cassen.  
Thomas Cassen.  
William Rods.  
William White.  
Ould Edward.  
Henry Tavin.  
George Golding.  
John Dods.  
William Johnson.  
William Unger.  
William Wilkinson. *Surgeon.*  
Samuell Collier.  
Nathaniel Pecock.  
James Brumfield.  
Richard Mutton.

*Labourers.*

*Boyes.*

with diverse others to the number of 105.

**FROM:** Philip L. Barbour, ed., The Complete Works of Captain John Smith (1580-1631), in Three Volumes. (Chapel Hill: For the Institute of Early American History and Culture, College of William and Mary by The University of North Carolina Press, 1986), 1: 207-209.

## 17th Century Medicinal Herbs

Seventeenth century medicine called for the use of herbs in many remedies. Below are some commonly used medicinal herbs along with their supposed capabilities. An excellent primary source document on 17th-century herbs is The Herball by Gerard.

1. Lemon Balm: This was drunk in wine. It is good against the bites of venomous beasts, comforts the heart, and drives away melancholy and sadness. It was also good for fevers, headaches and asthma. The oil in the plant was used in salves for healing wounds. It is a perennial.
2. Chives: This was considered harmful to the eyes and brain, but good for the thinning of blood. It is a perennial.
3. Basil: The juice was mixed with fine meals of parched barley, oil of roses and vinegar. It is good against inflammations. The juice cleans away dimness of the eyes. The seed, drunk, is a remedy for the melancholic people and for those that are short winded. It is an annual native to Africa.
4. Sage: This is good for the head and brain. It quickens the senses and memory and strengthens the sinuses. It restores health to those that have palsy by taking away the shaking or trembling of the members. When put up the nostrils, it draws out thin phlegm from the head. It is a perennial.
5. Spearmint: When this is rubbed at the temples, it cures a headache. When taken internally it relieves stomach aches. It is a perennial.

17th century Europeans were adding native American plants to their pharmacopaeias. They were anxious to find new medicines and foods. Some of the plants that were quickly identified and were included in the Gerard Herball of 1633 were as follows:

6. Mandrake: A common name for this plant is "May Apple". It's umbrella-like growth appears in early spring. The white flower from which grows a miniature "apple" appears beneath the leafy canopy. The bark of the root was used for "cooling" ointments; the root could purge the body. (poisonous properties)
7. Yaupon Holly: Leaves were used to make an "Indian Black" drink that would be used in the spring to cleanse the body. (poisonous properties)
8. Sassafras: Root was thought to be a powerful cure for fevers. This was considered so important that it became a major export from Virginia in the 17th century. The root is used to make root beer.
9. Magnolia: The bark could be pounded into a powder and used to make an ointment that could be spread on the skin to cause sweating, a popular treatment to restore the body to balance.

## SEARCHING FOR HERBS

An important reason why the English wanted to settle in Jamestown was to search for a shortcut to the Pacific Ocean where many popular spices were grown. Saffron and ginger, for instances, came from India. Spices were important as medicine, in food preparation, and for household products. See if you have any at home in your spice cabinet. Some are hidden away in the word search below. See if you can find: basil, chamomile, chives, cinnamon, cloves, coriander, curry, dill, ginger, lemon, mustard seed, mint, nutmeg, parsley, pepper, rue, saffron, sage, sesame, thyme, vanilla.

R X P Y R R U C E D A G  
N Y A C H A M O M I L E  
O L R I N S U R T L L M  
R C S N B A S I L L I T  
F H L N A G T A R E N U  
F I E A N E A N S M A N  
A V Y M O U R D E O V O  
S E V O L C D E T N O I  
E S L N T O S R P E U R  
M Y G I N G E R A P H R  
P I C K I S E S A M E A  
E T H Y M E D L E U M P



## HERBAL REMEDIES

### Moth Preventative:

Take the flowers of Rosemary and put them in thy chest among thy clothes or among thy books and moths shall not destroy them. Baskes Herball-1525

20th Century Translation: Flowers of rosemary with sprigs of sage are tied in a bow. This can be hung in a closet or laid in a dresser drawer. .

### Insomnia Sack:

Take dried rose leaves keep them in a glass which will keep them sweet, and then take powder mynte, powder of cloves in a grosse powder, and putte the same to the Rose leaves thanne putte all these together in a bagge and take them to bedde with you and it will cause you to sleepe and it is goode to smelle unto at other tymes.

Little Dodoens-1606

20th Century Translation: Collect rose petals in a glass. Then crush some dried mint and cloves. Mix these into a large powder, add this to the rose petals. Place these in a bag and tie with a bow. This can be taken to bed with you, and will let you go to sleep. It is nice to smell at other times as well.

## POINT OF VIEW: TO THE TEACHER

The following information and activities have been developed to allow the student to accomplish the following:

1. To study an excerpt from a primary document from the early Jamestown contact period.
2. To realize the limitations of primary sources of history.
3. To compare the cultural background of diverse people who shaped early Virginia history.
4. To attempt to identify possible thoughts and concerns of people living in a different time and under very different circumstances from the 20th century.

To introduce this activity, students may need to create a chart comparing various cultural groups. Some of this information can be drawn from the Pre and Post-Visit Activity Books. Students may need to do further research to complete the chart. In some instances, there may be no known answer. The following offers some suggestions:

Powhatan Indians	English Gentlemen	English Women	African Servants
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Where did they live?  
What were their houses like?  
How did they get to Virginia?  
Why did they end up in Virginia?  
Could they read and write?  
How educated were they?  
What did they eat?  
Who was their ruler?  
How do we know about these people?

A chart like this could be completed on the board before the activity begins so that students could pull from this common source of information to make their suppositions.

### Further sources of information:

Breen, T. H. and Stephen Innes. "Myne Owne Ground": Race and Freedom on Virginia's Eastern Shore, 1640-1676. Oxford University Press. New York. 1980.

Feest, Christian F. The Powhatan Tribes. Chelsea House Publishers. New York. 1990.

Quarles, Benjamin. The Negro in the Making of America. Collier Books. New York. 1969.

Rountree, Helen. The Powhatan Indians of Virginia. University of Oklahoma Press. Norman and London. 1989.

Spruill, Julia Cherry. Women's Life & Work in the Southern Colonies.

## VIEWPOINTS ON HISTORY

When we study primary sources of early Virginia history, we turn to the journals of Englishmen who recorded their reactions to the land and the events that they experienced first hand. The following is an account from George Percy, who was among the original Jamestown Settlers, as he first observed the land that he would help to change:

"...The six and twentieth day of April, about four o'-clock in the morning, we descried the land of Virginia. The same day we entered into the Bay of Chesupioc directly, without any let or hindrance. There we landed and discovered a little way, but we could find nothing worth the speaking of, but fair meadows and goodly tall trees, with such fresh waters running through the woods as I was almost ravished at the first sight thereof.

"At night, when we were going aboard, there came the savages creeping upon all four from the hills like bears, with their bows in their mouths, charged us very desparately in the faces, hurt Captain Gabriel Archer in both his hands, and a sailor in two places of the body very dangerous. After they had spent their arrows, and felt the sharpness of our shot, they retired into the woods with a great noise, and so left us."

1. There are some words that may be used differently or not at all in our twentieth century vocabulary. Use an Oxford English Dictionary at the library to see how word meanings have changed. When George Percy wrote, the English language was not standardized with dictionaries.
2. Did George Percy think that Virginia offered rich natural resources? What does he say that makes you draw your conclusion?
3. What do you think George Percy felt about the native Indian population? What does he say that makes you draw your conclusion?
4. How would the events of April 26, 1607, have been recorded if one of the Powhatan Indians on the shore had written a journal?

It is interesting to think about the resources that are NOT available to historians. Englishmen were the only people writing journals about Virginia's early colonial history. The Powhatan Indians had no written language. Women arriving in the colony from England may not have known how to read and write; at least the few early arrivals did not leave their thoughts and experiences on paper for future students to read. Finally, the African populations introduced after 1619, came from an oral tradition of history and found themselves employed as laborers with no opportunities to write down history as they saw it.

In the following activity, you are asked to step back in time. Assume the identity of a witness to history who has not been heard. Choose one of the three people described below to write a journal entry.

1. **Anne Burras** -- Anne was probably fourteen years old when she arrived in Jamestown in 1608 with the second supply of settlers. She was the maid to Mistress Forest. Jamestown was still very unsettled in 1608. These two women were the only two English women residing in Jamestown, and Anne was the only unmarried woman. She was probably much sought after as a wife. What would Anne Burras have written in her journal sometime during the first week after her arrival?
2. **Anthony Johnson** -- "Antonio a Negro" arrived in Virginia sometime in 1621 aboard the James. He was purchased by overseers of the Bennett plantation located on the south side of the James. He would work as a laborer in the tobacco fields. Some black laborers were already working in Virginia; the first had arrived in 1619. In Virginia, they would work for the plantation until they could pay off the cost of their indenture -- that usually took seven years. What were Anthony's thoughts as he left Jamestown probably on a shallop (a small sail-powered boat) to begin to work at the Bennett plantation?
3. **Tomocomo** -- Tomocomo was a counsellor to Chief Powhatan. He was chosen in 1616, along with about a dozen Indians, to sail to England with Pocahontas. The Virginia Company leaders were hoping that John Rolfe, his wife - Pocahontas, and their young son - Thomas, would visit England and create new interest in investing money in the Company. Tomocomo was instructed by Powhatan to go and to learn how many Englishmen there were over the water so that Powhatan could determine how strong the English were. On June 12, 1616, Treasurer docked in Plymouth. Tomocomo carried with him a large stick on which he began to cut notches to represent the Englishmen that he was counting. The passengers probably were carried by coach into London which had a population near 300,000 people then. What would Tomocomo want to record in his journal to take back to Virginia after his first week of visiting London?

After you have finished your journal entries, share them with others who chose the same person.

1. How were your entries the same? How were your entries different?
2. Were you able to think like that person in that time or are your thoughts more like someone living in the 1990's?
3. Work together to revise your journal entry to be more historically correct.



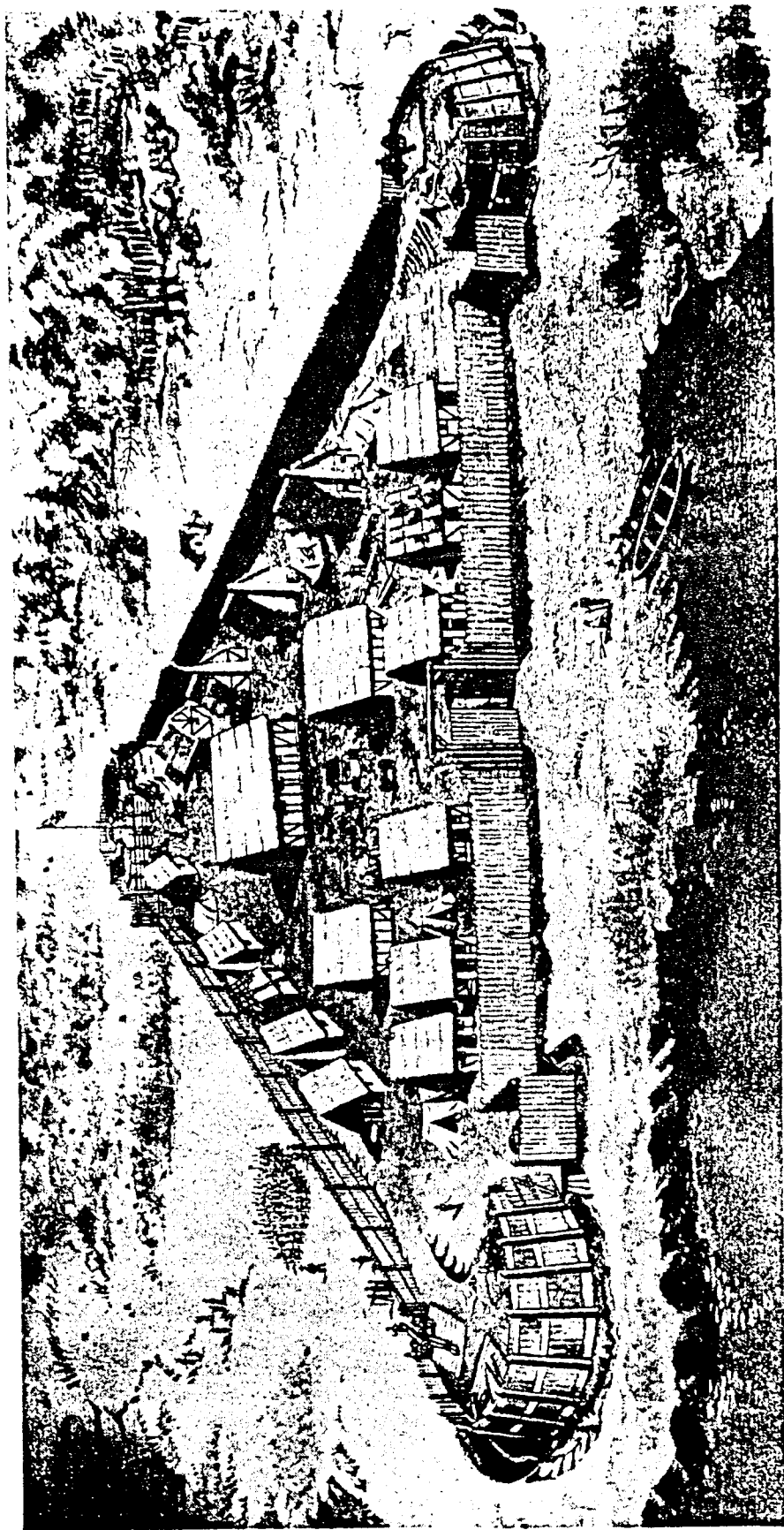
## POINT OF VIEW -- FOLLOW-UP

Do you wonder what became of these three people in the history of Jamestown? We only have fragments from their lives, but you may find these bits and pieces revealing.

**Anne Burras** was married to John Laydon within a few months of her arrival. John was fourteen years older and perhaps a carpenter by trade. There is some information that indicates that they may have had their home outside of Jamestown near Kecoughtan or Elizabeth City and therefore would not have experienced the starving time in Jamestown in the winter of 1609. Anne was a seamstress and was punished for cheating the company under the severe "Laws Divine, Morall, and Martiall" enforced by Governor Thomas Dale. She was whipped upon her bare back for having unraveled thread from the bottom of shirts. She claimed to have lost a baby because of the whipping. Anne and John had at least four more daughters. They also lived through the Indian uprising of 1622. John acquired land, and they continued to farm. We do not have records that show how or when she died.

**Anthony Johnson** met and married Mary, another African laborer on the Bennett plantation. He was very lucky since there were so few women available for marriage. Later Anthony and Mary were living on the eastern shore of Virginia raising livestock. Apparently Anthony was able to bring five people into the colony and therefore, was able to claim 250 acres of land under the headright system. As slavery became the dominant way of life for Afro-Americans, the Johnsons apparently remained free to farm, to take cases to court, to buy laborers - including Casor, a Negro slave, - and to pay taxes. A fire in 1653 destroyed much of his plantation, and the court granted relief to the family. Later the extended Johnson family, which now included 2 married sons and grandchildren, moved north into Maryland in search of fresh, more productive land. Anthony leased a 300-acre plantation named "Tonies Vineyard". His death shortly afterward left Mary in charge of the family.

**Tomocomo** was probably amazed at the things he saw in London. There were far more people, greater buildings, and more activity than he ever would have seen in Virginia. He returned to Virginia (Pocahontas did not return since she died and was buried in England.) and told Powhatan all that he saw and learned. The Powhatan, Wahunsunacock, must have found the news depressing. The English had told him that they didn't plan to stay. Even when they died, as in the winter of 1609, more English came. Now he had the proof that there were still many more who could come. Wahunsunacock was getting old. It was his brother, Opechancanough, who would lead the uprising in 1622 that was a futile effort to destroy the English. He must also have had the reports of English strength that Tomocomo had gathered in London.



*“James Fort” built in May and June, 1607—A painting by Sidney King for Colonial National Historical Park.*

For Further Information  
Contact:  
Outreach Education and Special Services  
Jamestown-Yorktown Foundation  
Post Office Box 1607  
Williamsburg, Virginia 23187-1607  
(757) 253-4939