Colonial TOBACCO ECONOMY

UNIT PLAN for UPPER ELEMENTARY & MIDDLE SCHOOL STUDENTS

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CONTENTS: Unit Plan • Teacher Guides • Student Handouts • Game Materials


**Tobacco Economy Unit Plan**

**OVERVIEW & BACKGROUND INFORMATION**

**Level:** Upper Elementary and Middle School

**Objectives:** Students will be able to:

(A) describe how tobacco was used as money

(B) give reasons why the English colonized America

(C) describe the processing of tobacco

(D) explain tobacco’s significance to the institution of slavery

**Materials Needed for Activity:**

**Student Handouts:**

(1) Tobacco Production Vocabulary

(2) Tobacco Economy Video

(3) Contrasting Diary Accounts

(4) Economic Evaluation (Graphs)

(5) Board Game Questions

**Online Video:** Tobacco Economy (6 min, 34 sec) found at [http://historyisfun.org/tobacco-economy.htm](http://historyisfun.org/tobacco-economy.htm)

**Tobacco Economy Board Game(s):** Directions for materials, assembling and playing of game are attached.

**Teacher Background:**

To earn a living, 18th century Virginia planters grew some type of cash crop that could be sold for money or credit in order to buy needed tools, livestock, and household goods. Before the American Revolution, tobacco was the crop most Virginians grew and sold to English and Scottish merchants. Toward the end of the eighteenth century, however, many farmers began growing more corn and grains like wheat, rye and oats. These crops took fewer workers to grow, did not deplete the same nutrients in the soil that tobacco did, and were in great demand in Europe.

**VIRGINIA STANDARDS OF LEARNING:**

History and Social Science > Virginia Studies (VS) Standards:

1b, 1d, 3a, 3e, 4a, 4d

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VS 1 (B, D): The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to (B) determine cause and effect relationships and (D) draw conclusions and make generalizations.

VS 3 (A, E): The student will demonstrate knowledge of the first permanent English settlement in America by (A) explaining the Reasons for English Colonization and (E) identifying the importance of the arrival of Africans and women to the Jamestown settlement.

VS 4 (A, D): The student will demonstrate knowledge of life in the Virginia colony by (A) explaining the importance of agriculture and its influence on the institution of slavery and (D) describing how money, barter and credit were used.
and the West Indies. Although many Virginians began growing these crops, tobacco continued to be the colony's largest export.

Growing tobacco required a great deal of labor. Tobacco required attention year round. In the winter, the “hot bed” for seeds needed to be prepared. In the spring, the seedlings were planted in the fields and cultivated during the summer. Tobacco was harvested before other crops in the late summer and it needed to be “cured” before it was packed for shipment.

At first tobacco planters relied on European indentured servants but by 1700 had turned to enslaved people of African origin to work the fields. Each additional worker could cultivate about three acres of tobacco, but workers were expensive. Planters had to balance the cost of buying a slave or hiring a servant against the profit they expected to gain from selling their crops at the end of the year. Small planters seldom had more than five enslaved people and many had only one or two. Not all of the enslaved people on a small farm were adults.

Farmers sold their cash crop in order to buy manufactured goods from merchants in town. Since cash was scarce, farmers and merchants often used barter or a credit system for exchange of goods. To exchange his tobacco for goods, a middling farmer had to take the tobacco, packed in a hogshead (large-sized barrel), to the inspectors at a Virginia warehouse. By law, there had to be at least 1,000 pounds net tobacco within the hogshead. Two inspectors had to agree that the tobacco was either good or bad. If bad, the tobacco was burned. If good, the tobacco was weighed and placed in the warehouse and a tobacco note was issued to the farmer. The farmer then took the note to a merchant to exchange for store credit or cash.

NATIONAL STANDARDS FOR HISTORY:
United States History Content Standards for Grades 5-12: Era 2 (1a, 3a) and Era 3 (1c)

US.ERA2 (1A): The student understands how diverse immigrants affected the formation of European colonies, therefore, the student is able to… Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.

US.ERA2 (3A): The student understands colonial economic life and labor systems in the Americas, therefore, the student is able to… Explain mercantilism and evaluate how it influenced patterns of economic activity.

US.ERA3 (1C): The student understands the factors affecting the course of the (Revolutionary) war and contributing to the American victory, therefore, the student is able to… Analyze the problems of financing the war, dealing with wartime inflation, hoarding and profiteering.
By 1750, the merchant who the farmer conducted business with probably belonged to a Scottish mercantile firm. These firms imported manufactured goods from Great Britain to the colonies, and transported raw materials/staple commodities, such as tobacco, back to Great Britain. British policy, known as “mercantilism” discouraged the manufacturing of goods in the colonies. The colonies supplied raw materials to Great Britain, and then purchased the finished goods made there.

Procedure:

1. Tobacco Production Vocabulary
   Hand out the Tobacco Production Vocabulary handout. Go over the vocabulary terms with the class. Have each student complete the fill in the blank activities.

2. Tobacco Economy Video & Activities
   Pass out the Tobacco Economy Video handout. Review the questions and activities with the students, allowing them to orally predict the answers. Play the video (http://historyisfun.org/tobacco-economy.htm).

   Play the video again, stopping and pausing it periodically to discuss it with the class. Have the students complete the questions 1-8 on the handout. Before completing the last activity on the handout (page 3, graphic organizer) have the students check their answers to questions 1-8.

3. Contrasting Diary Accounts
   Divide students into groups of three. Pass out one copy of the Contrasting Diary Accounts handout to each group. Instruct students to read the diary accounts and answer the accompanying questions. Have one student serve as the recorder. The other two students should read either the slave or slave owner diary accounts. Go over answers with students after completion to check for mastery.

4. Economic Evaluation (Graphs)
   Divide students into groups of two. Hand out one copy of the Economic Evaluation handout to each pair. As a class read over the background information found at the beginning of the handout, then have the pairs complete the reading questions and graphing activities together. After a reasonable amount of time go over the answers as a class to ensure mastery.

   NOTE: The graphing portion of the handout requires the students to divide the graphing activities (Tobacco Prices and Imported Slaves), then compare their work.

5. Tobacco Economy Board Game
   Divide students into groups of two to five players. Pass out one Tobacco Economy Board Game to each group (or have groups take turning using one game). Have them play the game, then complete the Board Game Questions handout. As a class review the answers and point of the game.

   NOTE: Prior to class, print, cut out and assemble gameboard materials. Separate instructions are provided.
Prior to 1775, Great Britain and her colonies operated on an economic system that we call **mercantilism**. This meant that the colonies would send raw goods or commodities, like tobacco, to Great Britain to be sold and in return, Britain would send manufactured goods like metal and cloth products back to the colonies. One of the most important raw goods made in the American Colonies was tobacco.

In 1775 about 2 million people lived in the colonies. Many of these people, especially in the South, were farmers or planters who lived on small farms of about 200 acres. Most farmers in Virginia did not live on large plantations. A typical farm consisted of a small house for the family to sleep in, a separate kitchen used for cooking, and since they were growing tobacco, a barn for curing the tobacco and getting it ready for sale. To earn money to buy the manufactured items they needed, farmers would use tobacco as a **cash crop**.

Actually producing tobacco was very difficult as tobacco is a very **labor-intensive** crop that would take almost a year to produce. The farmer started the process by creating seed beds and then planting the tobacco seeds in as early as January. The young plants were moved to large fields and each plant was cared for as it grew; tobacco worms would have to be removed and the plants topped as they grew. By the end of August or early September the tobacco was harvested. The whole plant was cut down and the leaves were left to wilt before being taken to the tobacco barn to be hung and cured for 6-8 weeks.

After the tobacco dried, farmers filled a **hogshead** with at least 1000 pounds of tobacco and took it to an official warehouse to be inspected. After passing inspection, the farmer got a tobacco note as a receipt showing the quantity of tobacco left at the warehouse. The
tobacco note was used like \textit{MONEY} to buy the things they needed from merchants. Upon receiving a farmer's tobacco note, the merchant/company the merchant was affiliated with would then own the farmer's tobacco. Merchants shipped the tobacco to Great Britain to trade for items to sell in their store.

\textbf{PICTURE ANALYSIS:} Using the vocabulary terms from the previous activity, write the vocabulary term \textit{below} the picture that best describes it.
DIRECTIONS: Watch the video 'Tobacco Economy' (found at http://historyisfun.org/tobacco-economy.htm) to answer the questions and complete the activities below.

1. True or False: In 1775, most farmers in Virginia were growing tobacco on large plantations.
   
   False. Most Virginia farmers were growing tobacco on small to middling farms.

2. Describe a typical small/middling tobacco farm in Virginia in 1775.
   
   A small to middling farm was usually about 200 acres. There were simple buildings on the farm including the house, a separate kitchen, and the tobacco curing barn.

3. Why did Virginia farmers grow tobacco as a cash crop?
   
   According to the interpreter, tobacco gave farmers the cash to buy the things they needed, which the farm could not provide. Cash crops were grown for sale rather than personal use. Tobacco was a cash crop that was in high demand during the colonial time period, and grew relatively well in Virginia.

4. Complete the following description of the 18th century tobacco growing process:

   While the tobacco grew, the farmer had to make sure the plants were adequately watered and the _____________ bugs were picked off the leaves. When the tobacco plants grew to about _______ feet tall they were topped (flower buds removed), so that the leaves would grow __________ bigger, richer and _______ sweeter.

5. Why do you think tobacco farmers relied on slaves to do much of the work?
   
   Answers may vary but should include something about how tobacco is a very labor-intensive crop that took almost a full year to produce. Slave labor was cheaper than paid labor.
6. How did government inspectors determine if tobacco was "good"? How could this inspection system potentially benefit all Virginia farmers?

"Good" tobacco was determined by an even color on the leaves and a sweet smell, verses "bad" tobacco which had a mottled appearance (uneven color) and had a musty smell. This system could potentially benefit all Virginia farmers because it ensured that a good quality product was being traded, and higher quality tobacco would garner a higher price at inspection time.

7. How did the farmers use the tobacco notes?

Farmers used tobacco notes as money. They exchanged them with merchants for the goods they needed, that the farm could not provide.

8. Correctly sequence the main events in growing and selling tobacco in the space provided below.

<table>
<thead>
<tr>
<th>Main Events (alphabetically listed):</th>
<th>1 Grow Tobacco</th>
</tr>
</thead>
<tbody>
<tr>
<td>✶ Buy Goods from Merchant</td>
<td>2 Harvest Tobacco</td>
</tr>
<tr>
<td>✶ Dry Tobacco</td>
<td>3 Dry Tobacco</td>
</tr>
<tr>
<td>✶ Farmer Gets Tobacco Note</td>
<td>4 Government Inspection</td>
</tr>
<tr>
<td>✶ Britain Ships Goods to Merchant</td>
<td>5 Farmer Gets Tobacco Note</td>
</tr>
<tr>
<td>✶ Government Inspection</td>
<td>6 Buys Goods From Merchant</td>
</tr>
<tr>
<td>✶ Grow Tobacco</td>
<td>7 Merchant Ships Tobacco to Britain</td>
</tr>
<tr>
<td>✶ Harvest Tobacco</td>
<td>8 Britain Ships Goods to Merchant</td>
</tr>
<tr>
<td>✶ Merchant Ships Tobacco to Britain</td>
<td></td>
</tr>
</tbody>
</table>

Which step do you think is the most important? The least? Explain your answers.

Answers will vary.
**Step 1:** Grow Tobacco

**Step 2:** Harvest Tobacco

**Step 3:** Dry Tobacco

**Step 4:** Government Inspection

**Step 5:** Farmer Gets Tobacco Note

**Step 6:** Buys Goods From Merchant

**Step 7:** Merchant Ships Tobacco to Britain

**Step 8:** Britain Ships Goods to Merchant

**Tobacco Process**

GRAPHIC ORGANIZER:

Use your answers from the previous question (8) to complete the following graphic organizer of the Tobacco Process. Be sure to LABEL each step and DRAW a simple picture to illustrate it. The first step has been completed.
DIRECTIONS: Read the following biographical information and diary accounts about the food, clothing and slave life on 18th century American tobacco farms. After reading each set of diary accounts complete the activities associated with each section.

BIOGRAPHICAL INFORMATION

Charles Ball was born a slave in 1780 in Maryland and was eventually sold to planters in Georgia. After several unsuccessful escape attempts, Charles ran away and settled around Philadelphia, Pennsylvania in the 1830s.

William Byrd was one of the wealthiest men in the Virginia colony. He helped lay the foundation for Richmond, Virginia. He owned several plantations, dams and mills. He served on the Governor's Council in Williamsburg. At the time of his death he held the title to over 179,000 acres of land in the colony.

Colonel Landon Carter was another wealthy planter in Virginia. He inherited some of his father's estate in 1732. Landon lived on inherited lands in Richmond County and built a mansion there. When he died, Landon had around 50,000 acres of land and almost 500 slaves.

Food DIARY ACCOUNTS

Charles describes the food he had:

“My master allowed his slaves a peck [measurement of approximately one bushel] of corn, each, per week, throughout the year; and this we had to grind into meal in hand mill for ourselves. We had a tolerable supply of meat for a short time, about the month of December, when he killed his hogs. After that season we had meat once a week, unless bacon became scarce, which very often happened, in which we had no meat at all. However, as we fortunately lived near both the Patuxent River and Chesapeake Bay, we had abundance of fish in the spring, and as long as the fishing season continued. After that period, each slave received in addition to his allowance of corn, one salt herring each day.”
William Byrd describes the foods he had.

December 21, 1709
"About 10 o'clock we went to breakfast and I ate sausage and chocolate."

April 21, 1710
"I ate some cake and cheese and then went to Mr. Bland's where I ate some boiled beef."

May 19, 1710
"I read some Italian and ate abundance of cherries. I ate fish for dinner."

October 21, 1710
"Then I went with the Governor to dinner and ate roast beef for dinner which had been basted with vinegar to make it tender and good."

December 12, 1710
"Went to dine at the Governor's, where I ate some boiled goose and onion sauce."

June 10, 1711
"I ate some boiled pork for dinner and was angry with Moll for neglecting to boil some artichokes for dinner."

July 25, 1711
"About 11 o'clock I went to the coffeehouse and ate some bread and butter and drank some tea till my room was put in order."

August 14, 1711
"I read some French and walked about till dinner, and then I ate some crab and four poached eggs."

November 25, 1711
"We were merry till the evening and then we drank a bowl of punch made of French brandy and oranges which I drank for my cold and ate roast apples with it."

Charles describes the clothing he had:

"My master gave me one pair of shoes, one pair of stockings, one hat, one jacket of coarse cloth, two coarse shirts and two pair of trousers yearly. He [the master] allowed me no other clothes. In the winter time I suffered much from the cold."

Colonel Landon Carter describes his clothing:

Dec 3rd, 1770
"My son Jack sent me down according to his promise 5 and ¼ yards of...cloth,... 3 dozen coat [buttons], 4 dozen breast buttons, 6 yards Shaloon and mohair [fabric] to make my clothes."

Sept 12th, 1773
"Sent [for] 2 pair [of the] best soft doe skin gloves [that are] neat and strong. [Also sent for a] pair of soft doe skin breeches with [a] polished steel breeches buckle and knew buckles to fit the knee bands."

William describes clothing purchases:

June 5th, 1773
"Sent...an invoice [for] shoes, gloves and stays, etc. for my daughter Lucy."

Sept 23rd, 1775
"My daughter Lucy [bought] a fan [and] some [white and colored] ribbons."
**GRAPHIC ORGANIZER**: Complete the chart below, comparing the food eaten and clothing worn by slaves and slave owners, specifically that of Charles, William Byrd and Colonel Landon Carter. Provide examples from the diary accounts supporting each description.

<table>
<thead>
<tr>
<th><strong>Charles Ball, Slave</strong></th>
<th><strong>Wm. Byrd &amp; Col. Carter, Slave Owners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>food is of limited quantity and variety</strong></td>
<td>food is in abundant amounts and varied</td>
</tr>
<tr>
<td><em>Food was dependent on the master and heavily rationed. The only foods mentioned are corn, meat such as bacon during the slaughtering season, and fish. The only food guaranteed was corn each week.</em></td>
<td><em>No mention of scarcity, in fact it seems unlimited. Some of the foods eaten include desserts, like chocolate and cake, and a variety of well freshly cooked meats such as beef, fish, lamb, and goose.</em></td>
</tr>
<tr>
<td><strong>food is self prepared</strong></td>
<td><strong>food is prepared by others</strong></td>
</tr>
<tr>
<td><em>Description of having to grind weekly corn ration with a hand mill. No mention of being served prepared meals or eating outside of the slave's home.</em></td>
<td><em>Descriptions of being served at other locations such as the Governor's house, Mr. Bland's home, and eating at the coffee house. At home Byrd describes being served by 'Moll', who appears to be a slave.</em></td>
</tr>
<tr>
<td><strong>clothing is of poorer quality</strong></td>
<td><strong>clothing is of higher quality</strong></td>
</tr>
<tr>
<td><em>Clothing is described as coarse and inadequate during colder periods.</em></td>
<td><em>Clothing is described as being neat, soft, strong, and polished. High quality fabrics such as mohair are used.</em></td>
</tr>
<tr>
<td><strong>restricted amount of clothing with no choices</strong></td>
<td><strong>unrestricted amount of clothing with many choices</strong></td>
</tr>
<tr>
<td><em>Only one pair of shoes, one pair of stockings, one hat, one jacket, two shirts and two pairs of trousers per year. All is provided by the master without regard to individual.</em></td>
<td><em>Accessories like gloves, ribbons and stays are ordered. No mention of scarcity or limited clothing. Purchasing occurs as needed or desired.</em></td>
</tr>
</tbody>
</table>
Charles had to endure physical abuse, being unwilling separated from his family, and being unable to have free choice. He was at the mercy of the slave masters. He describes being violently shaken, having his hands bound by a cord, having to wear an iron collar, and being handcuffed.

William Byrd describes being plantation owner:

March 3rd, 1710:
“...we rode to Kensington where I reprimanded [my slave] Robin for not looking after the cattle better. Here we went over the river to Burkland where things were in good order. Then we walked to [Byrd Park] where I had several negroes whipped for stealing the hogs [or hogsheads as the diary is unclear]. From hence we walked to Shockoe where things were in good condition. Then we went over the River again to the Falls and from thence to Falling Creek...”

**Reading Questions:** Complete the following questions using what you learned from the diary accounts of Charles, William Byrd, and Colonel Landon Carter.

1. Describe the hardships that Charles had to endure.

   *Charles had to deal with physical abuse, being unwilling separated from his family, and being unable to have free choice. He was at the mercy of the slave masters. He describes being violently shaken, having his hands bound by a cord, having to wear an iron collar, and being handcuffed.*
2. How would you cope with the hardships of life as a slave if you were Charles?

*Answers will vary, some may include bearing the burden, trying not to anger the slave masters in order to avoid punishment, or possibly running away like Charles did.*

3. What are some of the issues that William had to deal with as a plantation owner?

*He had to keep track of his property, including the animals, crops, and slaves. He had to make sure everything was properly being managed and he also chose to punish his slaves for their perceived bad behavior.*

4. Why do you think William dealt with the issues on his plantation the way that he did?

*Answers will vary. One response might be that William might have thought physical punishment, such as whippings, would discourage certain behaviors and keep a certain level of order, or fear instilled in his slaves.*

5. Why would there be differences in the food eaten and clothing worn by a slave and slave owner, given your new knowledge of slave life for Charles and William?

*Answers will vary. One response may include that slaves were viewed as being a lesser being, more a 'thing' than a human with individual needs and desires. Slave owners had power whereas slaves had no power and were at the mercy of their owners.*
Tobacco AS A CASH CROP

To earn a living, planters grew some type of cash crop that could be sold for money or credit in order to buy needed tools, clothing, and household goods which could not be produced on the farm. Before the American Revolution, tobacco was the crop most Virginians grew and sold to British (English and Scottish) merchants.

Right before the war started, tobacco was the single most valuable product produced in North America, accounting for more than 25 percent of all exports. By 1775 Virginia produced almost 70 percent of all the tobacco exported from North America, averaging about 70,000 hogshead barrels per year, each weighing at least 1,000 pounds. By law, all of this was shipped to Great Britain, although much of the crop was later exported to Europe.

Leading up to the Revolution, the price of tobacco in Virginia fluctuated between 1.5 and 2.5 cents per pound. Many things impacted the price of tobacco such as the care the farmer took with cultivation and curing, climate/weather, insect damage, market fluctuations caused by overproduction or scarcity and war. Each adult worker could produce around 1,000 pounds of tobacco each year. Since the typical hogshead contained between 1,000-1,200 pounds of tobacco, each adult worker could fill one hogshead barrel with the amount of tobacco they produced.

Enslaved LABOR

An enslaved person is owned by another person. In colonial times, people from the west coast of Africa were captured and shipped to Virginia and other colonies to work as enslaved people. In Virginia these Africans lived and worked on plantations or small farms where
tobacco was the cash crop. Enslaved for life, they could be bought or sold as property.

Tobacco planters usually relied on enslaved people to help work the fields. Each additional worker could cultivate about three acres of tobacco, but workers were expensive. Planters had to balance the cost of buying a slave or hiring a servant against the profit they expected to gain from selling their crops at the end of the year. Small planters seldom had more than five enslaved people and many had only one or two.

Enslaved people in Virginia faced a life of great hardship. Those on smaller farms often lived in a kitchen or other outbuilding or in crude cabins near the farmer’s house. On large tobacco plantations, the field slaves usually lived in cabins grouped together in the slave quarter, which was farther away from the master’s house but under the watchful eye of an overseer.

As a general rule, enslaved people worked from sunrise to sunset, usually in the tobacco fields. On large plantations, some learned trades and worked as blacksmiths, carpenters, and coopers or served as cooks and house servants.

Pictured: Slaves on a large plantation. Above, slaves in the tobacco fields with a curing barn in the distance. Below, slaves outside their cabins.

**READING QUESTIONS:** Answer the following questions using what you learned from the readings about 'Tobacco as a Cash Crop' and 'Enslaved Labor.'

1. What are some of the factors that could impact the price of tobacco?

   *Some of the factors that could impact the price of tobacco include the care the farmer took with cultivation and curing (even colored and sweet smelling leaves), climate/weather (drought, too much rain, frost), insect damage, market fluctuations caused by overproduction or scarcity and war.*
2. Complete the following calculations. Show all work in the space provided and circle your answer.

   If Virginia produced 70,000 hogsheads of tobacco in one year, with each hogshead weighing 1,000 pounds, how many total pounds of tobacco were produced in the state that year?

   \[ 70,000 \text{ hogsheads} \times 1,000 \text{ pounds/hogshead} = 70,000,000 \text{ pounds} \]

   If the price of tobacco was set at 2.5 cents per pound in the same year, what is the total profit in dollars for the state of Virginia for the year?

   \[ 70,000,000 \text{ pounds} \times [2.5 \text{ cents/pound}] = 175,000,000 \text{ cents} \]
   \[ 175,000,000 \text{ cents} \times [1 \text{ dollar/100 cents}] = $1,750,000 \text{ profit} \]

3. Complete the following graphic organizer. Add arrows to the horizontal lines to indicate the direction of the traded goods and persons between the three locations (Africa, American Colonies, and Great Britain).

   ![Diagram of trade routes](image)

4. What jobs did slaves do on tobacco farms?

   Generally most slaves worked in the tobacco fields. On large plantations some slaves might have learned specific trades. For example some might have worked as blacksmiths, carpenters, coopers, cooks, or house servants.

5. How did tobacco influence the development of slavery in Virginia?

   The tobacco industry encouraged the development of slavery in Virginia. Tobacco was very labor-intensive, so increased tobacco production meant a need for more labor, generally in the form of increased numbers of slaves being imported to Virginia from Africa.

GRAHPING ACTIVITIES: Divide the work on the following pages with your partner. One person should complete the 'Tobacco Prices Graph and Questions,' while the other person completes the 'Imported Slaves Graph and Questions.' Compare your graphs to complete the activity.
**Tobacco Prices** GRAPH & QUESTIONS:
Use the chart data to graph the price of tobacco in each of the listed years. Place a dot at the appropriate price for each year and then connect the dots to make a line graph. After the graph is complete, use it to answer the questions below.

<table>
<thead>
<tr>
<th>Year</th>
<th>1700</th>
<th>1720</th>
<th>1740</th>
<th>1755</th>
<th>1760</th>
<th>1770</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco Price (cents per pound)</td>
<td>1.5</td>
<td>2.0</td>
<td>2.0</td>
<td>0.5</td>
<td>3.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

1. What year did planters get the most money per pound of tobacco? The least?

   The highest price of tobacco was in 1760. The lowest price was in 1755.

2. Compare your graph and answers with your partner’s Imported Slaves graph. Is there a relationship between tobacco prices in Virginia and the number of slaves coming into Virginia? Explain.

   There is a relationship between the price of tobacco and the number of slaves imported in the graphs. As the price increases, the number of slaves imported also increases.
**Imported Slaves GRAPH & QUESTIONS:**

Use the chart data to graph the number of slaves imported to Virginia in each of the listed years. Put a dot at the appropriate number of slaves for each year and then connect the dots to make a line graph. After the graph is complete, use it to answer the questions below.

<table>
<thead>
<tr>
<th>Year</th>
<th>1700</th>
<th>1720</th>
<th>1740</th>
<th>1755</th>
<th>1760</th>
<th>1770</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate # of Slaves Imported</td>
<td>1000</td>
<td>2000</td>
<td>1000</td>
<td>0</td>
<td>2000</td>
<td>1000</td>
</tr>
</tbody>
</table>

1. When did the largest number of slaves get imported? The smallest?

   *The largest number of slaves were imported in 1720 and 1760. The smallest number of slaves imported was in 1755, when no slaves were imported to Virginia.*

2. Compare your graph and answers with your partner’s Tobacco Prices graph. Is there a relationship between tobacco prices in Virginia and the number of slaves coming into Virginia? Explain.

   *There is a relationship between the price of tobacco and the number of slaves imported in the graphs. As the price increases, the number of slaves imported also increases.*

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ECONOMIC EVALUATION (5 of 5)
DIRECTIONS: After playing the 'Tobacco Economy Board Game' answer the following questions, using what you learned from playing the game.

1. What were the three types of resources a tobacco farmer needed to be successful?

   *Natural, Capital and Human.*

2. What were two of the risks that could negatively affect the success of a farmer's tobacco crop?

   *Answers will vary. See the 'Reference for Risk Scenarios' chart, on page 3 of the Tobacco Economy Board Game Teacher Guide, paying special attention to the column labeled "Lose one ______ Resource card." Examples of possible answers include: humid weather caused mold in some of your harvested tobacco, your plow breaks while clearing new land, and one of your slaves dies after falling ill with a fever.*

3. Name a tool or animal that was used to help with farming tobacco, and describe how it was used.

   *Answers will vary. See 'Reference for Risk Scenarios' on the following page, paying special attention to the row labeled 'Capital.' Examples of possible answers include, plows, hoes, oxen, and turkeys.*

4. Who did farmers depend upon to help them with the labor-intensive task of farming tobacco?

   *Farmers depended on their slaves and family members, including the children, to help with the farming of tobacco.*

5. Considering your knowledge about a tobacco economy, would you want to be a tobacco farmer in eighteenth-century Virginia? Explain your answer.

   *Answers will vary based on students personal experience with the game, perception of the hardships of farming in the eighteenth-century, and relative advantages of modern day life.*
Prior to 1775, Great Britain and her colonies operated on an economic system that we call ______________________________.

This meant that the colonies would send raw goods or commodities, like tobacco, to Great Britain to be sold and in return, Britain would send manufactured goods like metal and cloth products back to the colonies. One of the most important raw goods made in the American Colonies was tobacco.

In 1775 about 2 million people lived in the colonies. Many of these people, especially in the South, were farmers or planters who lived on small farms of about 200 acres. Most farmers in Virginia did not live on large plantations. A typical farm consisted of a small house for the family to sleep in, a separate kitchen used for cooking, and since they were growing tobacco, a barn for curing the tobacco and getting it ready for sale. To earn money to buy the manufactured items they needed, farmers would use tobacco as a ____________________________ .

Actually producing tobacco was very difficult as tobacco is a very ____________________________ crop that would take almost a year to produce. The farmer started the process by creating seed beds and then planting the tobacco seeds in as early as January. The young plants were moved to large fields and each plant was cared for as it grew; tobacco worms would have to be removed and the plants topped as they grew. By the end of August or early September the tobacco was harvested. The whole plant was cut down and the leaves were left to wilt before being taken to the tobacco barn to be hung and cured for 6-8 weeks.

After the tobacco dried, farmers filled a ____________________________ with at least 1000 pounds of tobacco and took it to an official warehouse to be inspected. After passing inspection, the farmer got a tobacco note as a receipt showing the quantity of tobacco left at the warehouse.
tobacco note was used like ____________________________ to buy the things they needed from merchants. Upon receiving a farmer's tobacco note, the merchant/company the merchant was affiliated with would then own the farmer's tobacco. Merchants shipped the tobacco to Great Britain to trade for items to sell in their store.

**PICTURE ANALYSIS:** Using the vocabulary terms from the previous activity, write the vocabulary term *below* the picture that best describes it.
DIRECTIONS: Watch the video 'Tobacco Economy' (found at http://historyisfun.org/tobacco-economy.htm) to answer the questions and complete the activities below.

1. True or False: In 1775, most farmers in Virginia were growing tobacco on large plantations.

2. Describe a typical small/middling tobacco farm in Virginia in 1775.

3. Why did Virginia farmers grow tobacco as a cash crop?

4. Complete the following description of the 18th century tobacco growing process:

   While the tobacco grew, the farmer had to make sure the plants were adequately watered and the _____________ were picked off the leaves. When the tobacco plants grew to about _______ feet tall they were topped (flower buds removed), so that the leaves would grow _________________, richer and ________________.

5. Why do you think tobacco farmers relied on slaves to do much of the work?
6. How did government inspectors determine if tobacco was "good"? How could this inspection system potentially benefit all Virginia farmers?

7. How did the farmers use the tobacco notes?

8. Correctly sequence the main events in growing and selling tobacco in the space provided below.

Main Events (alphabetically listed):
- Buy Goods from Merchant
- Dry Tobacco
- Farmer Gets Tobacco Note
- Britain Ships Goods to Merchant
- Government Inspection
- Grow Tobacco
- Harvest Tobacco
- Merchant Ships Tobacco to Britain

Which step do you think is the most important? The least? Explain your answers.
Use your answers from the previous question (8) to complete the following graphic organizer of the Tobacco Process. Be sure to LABEL each step and DRAW a simple picture to illustrate it. The first step has been completed.
**Contrasting Diary Accounts**

**OF LIFE IN THE 18TH CENTURY**

**DIRECTIONS:** Read the following biographical information and diary accounts about the food, clothing and slave life on 18th century American tobacco farms. After reading each set of diary accounts complete the activities associated with each section.

---

**B I O G R A P H I C A L INFORMATION**

**Charles Ball** was born a slave in 1780 in Maryland and was eventually sold to planters in Georgia. After several unsuccessful escape attempts, Charles ran away and settled around Philadelphia, Pennsylvania in the 1830s.

**William Byrd** was one of the wealthiest men in the Virginia colony. He helped lay the foundation for Richmond, Virginia. He owned several plantations, dams and mills. He served on the Governor's Council in Williamsburg. At the time of his death he held the title to over 179,000 acres of land in the colony.

**Colonel Landon Carter** was another wealthy planter in Virginia. He inherited some of his father's estate in 1732. Landon lived on inherited lands in Richmond County and built a mansion there. When he died, Landon had around 50,000 acres of land and almost 500 slaves.

---

**Food DIARY ACCOUNTS**

**Charles describes the food he had:**

“My master allowed his slaves a peck [measurement of approximately one bushel] of corn, each, per week, throughout the year; and this we had to grind into meal in hand mill for ourselves. We had a tolerable supply of meat for a short time, about the month of December, when he killed his hogs. After that season we had meat once a week, unless bacon became scarce, which very often happened, in which we had no meat at all. However, as we fortunately lived near both the Patuxent River and Chesapeake Bay, we had abundance of fish in the spring, and as long as the fishing season continued. After that period, each slave received in addition to his allowance of corn, one salt herring each day.”

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© Jamestown-Yorktown Foundation
William Byrd describes the foods he had.

December 21, 1709
"About 10 o'clock we went to breakfast and I ate sausage and chocolate."

April 21, 1710
"I ate some cake and cheese and then went to Mr. Bland's where I ate some boiled beef."

May 19, 1710
"I read some Italian and ate abundance of cherries. I ate fish for dinner."

October 21, 1710
"Then I went with the Governor to dinner and ate roast beef for dinner which had been basted with vinegar to make it tender and good."

December 12, 1710
"Went to dine at the Governor's, where I ate some boiled goose and onion sauce."

June 10, 1711
"I ate some boiled pork for dinner and was angry with Moll for neglecting to boil some artichokes for dinner."

July 25, 1711
"About 11 o'clock I went to the coffeehouse and ate some bread and butter and drank some tea till my room was put in order."

August 14, 1711
"I read some French and walked about till dinner, and then I ate some crab and four poached eggs."

November 25, 1711
"We were merry till the evening and then we drank a bowl of punch made of French brandy and oranges which I drank for my cold and ate roast apples with it."

Charles describes the clothing he had:

“My master gave me one pair of shoes, one pair of stockings, one hat, one jacket of coarse cloth, two coarse shirts and two pair of trousers yearly. He [the master] allowed me no other clothes. In the winter time I suffered much from the cold."

Colonel Landon Carter describes his clothing:

Sept 12th, 1773
“Sent [for] 2 pair [of the] best soft doe skin gloves [that are] neat and strong. [Also sent for a] pair of soft doe skin breeches with [a] polished steel breeches buckle and knew buckles to fit the knee bands.”

Dec 3rd, 1770
“My son Jack sent me down according to his promise 5 and ¼ yards of…cloth,… 3 dozen coat [buttons], 4 dozen breast buttons, 6 yards Shaloon and mohair [fabric] to make my clothes.”

William describes clothing purchases:

June 5th, 1773
"Sent...an invoice {for} shoes, gloves and stays, etc. for my daughter Lucy."

Sept 23rd, 1775
“My daughter Lucy [bought] a fan [and] some [white and colored] ribbons.”
**GRAPHIC ORGANIZER:** Complete the chart below, comparing the food eaten and clothing worn by slaves and slave owners, specifically that of Charles, William Byrd and Colonel Landon Carter. Provide examples from the diary accounts supporting each description.

| Charles Ball *Slave* | Wm. Byrd & Col. Carter *Slave Owners*
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>food is of limited quantity and variety</td>
<td>food is in abundant amounts and varied</td>
</tr>
<tr>
<td>food is self prepared</td>
<td>food is prepared by others</td>
</tr>
<tr>
<td>clothing is of poorer quality</td>
<td>clothing is of higher quality</td>
</tr>
<tr>
<td>restricted amount of clothing with no choices</td>
<td>unrestricted amount of clothing with many choices</td>
</tr>
</tbody>
</table>
SlaveLife DIARY ACCOUNTS

Charles describes being sold:

"This man came up to me, and seizing me by the [shirt] collar shook me violently, saying I was his property, and must go with him to Georgia. At the sound of these words, the thoughts of my wife and children rushed across my mind, and my heart died away within me. I saw and knew that my case was hopeless and that resistance was vain...

I felt incapable of weeping or speaking, and in my despair laughed loudly. My purchaser ordered me to cross my hands behind, which were quickly bound with a strong cord. I asked if I could not be allowed to go see my wife and children, or if this was not to be permitted, if they might not have leave to come see me; but as told that I would be able to get another wife in Georgia.

[As I was part of a group] a strong iron collar was closely fitted by means of a padlock round each of our necks. A chain of iron, about a hundred feet in length was passed through the hasp of each padlock...and in addition to this, we were handcuffed in pairs, with iron staples and bolts, with a short chain, about a foot long, uniting the handcuffs and their wearers in pairs. I felt indifferent to my fate. It appeared to me that the worst had come, that could come, and that no change of fortune could harm me."

William Byrd describes being plantation owner:

March 3rd, 1710:

"...we rode to Kensington where I reprimanded [my slave] Robin for not looking after the cattle better. Here we went over the river to Burkland where things were in good order. Then we walked to [Byrd Park] where I had several negroes whipped for stealing the hogs [or hogsheads as the diary is unclear]. From hence we walked to Shockoe where things were in good condition. Then we went over the River again to the Falls and from thence to Falling Creek..."

READING QUESTIONS: Complete the following questions using what you learned from the diary accounts of Charles, William Byrd, and Colonel Landon Carter.

1. Describe the hardships that Charles had to endure.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
2. How would you cope with the hardships of life as a slave if you were Charles?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What are some of the issues that William had to deal with as a plantation owner?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Why do you think William dealt with the issues on his plantation the way that he did?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Why would there be differences in the food eaten and clothing worn by a slave and slave owner, given your new knowledge of slave life for Charles and William?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Tobacco AS A CASH CROP

To earn a living, planters grew some type of cash crop that could be sold for money or credit in order to buy needed tools, clothing, and household goods which could not be produced on the farm. Before the American Revolution, tobacco was the crop most Virginians grew and sold to British (English and Scottish) merchants.

Right before the war started, tobacco was the single most valuable product produced in North America, accounting for more than 25 percent of all exports. By 1775 Virginia produced almost 70 percent of all the tobacco exported from North America, averaging about 70,000 hogshead barrels per year, each weighing at least 1,000 pounds. By law, all of this was shipped to Great Britain, although much of the crop was later exported to Europe.

Leading up to the Revolution, the price of tobacco in Virginia fluctuated between 1.5 and 2.5 cents per pound. Many things impacted the price of tobacco such as the care the farmer took with cultivation and curing, climate/weather, insect damage, market fluctuations caused by overproduction or scarcity and war. Each adult worker could produce around 1,000 pounds of tobacco each year. Since the typical hogshead contained between 1,000-1,200 pounds of tobacco, each adult worker could fill one hogshead barrel with the amount of tobacco they produced.

Enslaved LABOR

An enslaved person is owned by another person. In colonial times, people from the west coast of Africa were captured and shipped to Virginia and other colonies to work as enslaved people. In Virginia these Africans lived and worked on plantations or small farms where
tobacco was the cash crop. Enslaved for life, they could be bought or sold as property.

Tobacco planters usually relied on enslaved people to help work the fields. Each additional worker could cultivate about three acres of tobacco, but workers were expensive. Planters had to balance the cost of buying a slave or hiring a servant against the profit they expected to gain from selling their crops at the end of the year. Small planters seldom had more than five enslaved people and many had only one or two.

Enslaved people in Virginia faced a life of great hardship. Those on smaller farms often lived in a kitchen or other outbuilding or in crude cabins near the farmer’s house. On large tobacco plantations, the field slaves usually lived in cabins grouped together in the slave quarter, which was farther away from the master’s house but under the watchful eye of an overseer.

As a general rule, enslaved people worked from sunrise to sunset, usually in the tobacco fields. On large plantations, some learned trades and worked as blacksmiths, carpenters, and coopers or served as cooks and house servants.

**READING QUESTIONS:** Answer the following questions using what you learned from the readings about 'Tobacco as a Cash Crop' and 'Enslaved Labor.'

1. What are some of the factors that could impact the price of tobacco?
2. Complete the following calculations. Show all work in the space provided and circle your answer.

*If Virginia produced 70,000 hogsheads of tobacco in one year, with each hogshead weighing 1,000 pounds, how many total pounds of tobacco were produced in the state that year?*

__________________________________________________________________________

*If the price of tobacco was set at 2.5 cents per pound in the same year, what is the total profit in dollars for the state of Virginia for the year?*

__________________________________________________________________________

3. Complete the following graphic organizer. Add arrows to the horizontal lines to indicate the direction of the traded goods and persons between the three locations (Africa, American Colonies, and Great Britain).

```
<table>
<thead>
<tr>
<th></th>
<th>Slaves</th>
<th>Manufactured Goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td></td>
<td>Raw Tobacco</td>
</tr>
<tr>
<td>American Colonies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Britain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

4. What jobs did slaves do on tobacco farms?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. How did tobacco influence the development of slavery in Virginia?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**GRAHPING ACTIVITIES:** Divide the work on the following pages with your partner. One person should complete the 'Tobacco Prices Graph and Questions,' while the other person completes the 'Imported Slaves Graph and Questions.' Compare your graphs to complete the activity.
**Tobacco Prices** GRAPH & QUESTIONS:

Use the chart data to graph the price of tobacco in each of the listed years. Place a dot at the appropriate price for each year and then connect the dots to make a line graph. After the graph is complete, use it to answer the questions below.

<table>
<thead>
<tr>
<th>Year</th>
<th>1700</th>
<th>1720</th>
<th>1740</th>
<th>1755</th>
<th>1760</th>
<th>1770</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco Price (cents per pound)</td>
<td>1.5</td>
<td>2.0</td>
<td>2.0</td>
<td>0.5</td>
<td>3.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

1. What year did planters get the most money per pound of tobacco? The least?

2. Compare the graph above with your partner’s Imported Slaves graph. Is there a relationship between tobacco prices in Virginia and the number of slaves coming into Virginia? Explain.
Imported Slaves GRAPH & QUESTIONS:
Use the chart data to graph the number of slaves imported to Virginia in each of the listed years. Put a dot at the appropriate number of slaves for each year and then connect the dots to make a line graph. After the graph is complete, use it to answer the questions below.

<table>
<thead>
<tr>
<th>Year</th>
<th>1700</th>
<th>1720</th>
<th>1740</th>
<th>1755</th>
<th>1760</th>
<th>1770</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate # of Slaves Imported</td>
<td>1000</td>
<td>2000</td>
<td>1000</td>
<td>0</td>
<td>2000</td>
<td>1000</td>
</tr>
</tbody>
</table>

SLAVES IMPORTED TO THE COLONY OF VIRGINIA

1. When did the largest number of slaves get imported? The smallest?

2. Compare the graph above with your partner's Tobacco Prices graph. Is there a relationship between tobacco prices in Virginia and the number of slaves coming into Virginia? Explain.
**Board Game Questions**

**RUNNING A SMALL TOBACCO FARM**

**THINKING ABOUT WHAT YOUR LEARNED:** Answer the following questions using your knowledge from playing the Tobacco Economy Board Game.

1. What were the three types of resources a tobacco farmer needed to be successful?

2. What were two of the risks that could negatively affect the success of a farmer’s tobacco crop?

3. Name a tool or animal that was used to help with farming tobacco, and describe how it was used.

4. Who did farmers depend upon to help them with the labor-intensive task of farming tobacco?

**THINKING BEYOND THE GAME:** Considering your knowledge about a tobacco economy, answer the following question with your own personal opinion.

5. Would you want to be a tobacco farmer in eighteenth-century Virginia? Explain your answer.
Lesson Objective: Students will learn about the economic resources (natural, capital, and human) needed and opportunity costs associated with running a small eighteenth-century tobacco farm.

Game Objective: Students in groups of 2-5 players will take turns rolling the die and moving through each of the labeled spaces gathering farming resources, taking risks, and exchanging their resources for tobacco notes. The student with the most tobacco notes at the end of the game is considered the most successful tobacco farmer.

How to Play:

Each student should choose a player marker and set it at the Start position, then roll the die. The player who rolls the highest number goes first, with the person closest to their right going second, and so on.

To begin, the first player should move his/her game marker onto the first space (Natural RESOURCES) and roll the die. The number on the die represents the total number of Natural Resource cards he/she receives. The second player does the same: moving his/her marker to the Natural Resource space, rolling the die, and receiving the number of corresponding cards. Each player takes turns moving through each sequential resource game board space (Capital and Human) and collecting cards according to the number rolled on the die.

When the players reach the RISKS space, they again roll the die and take the number of Risk cards indicated. Each Risk card has a different scenario listed, which should be read aloud to the group, with the directions followed by that player. For example, one card might say, “Flea beetles have eaten holes through the leaves of your tobacco plants. Lose one Natural Resource card.”

MATERIALS NEEDED:

- One die (6 sided)
- Five zipper snack bags for holding playing cards
- Five player markers for the student to move around the board, for example: coins, paper scraps, or the markers from another game (ex: Monopoly or Sorry)
- Provided materials printed on 8½ x 11 copy paper.
  
  For ease in visual identification it is recommended to use a different color copy paper for each type of playing card, but this is not necessary for playing the game.

  Color suggestions and number of sheets needed (18 total) can be found on the next page.
After the Risk space, the players will reach the **TOBACCO EXCHANGE**, represented by a hogshead (a large container used to hold tobacco) on the game board. **At this space the player does not roll the die**, but has a chance to trade in resources for tobacco notes. One Tobacco Note is equal to: one Natural Resource card, one Capital Resource card, AND one Human Resource card.

**Before starting the game** the teacher or the students should decide if players should pull their own Resource and Risk cards from the envelopes during their turn, or if individual players should be responsible for dispensing the cards. The task of collecting and trading cards occurs each turn, and could be made into a job for a single student who does not wish to be a ‘player.’

When the players reach the end of the game board spaces they will have completed three cycles of collecting resources, taking risks, and trading resources for tobacco notes. They should be able to easily answer the questions listed on the accompanying **STUDENT HANDOUT** “Board Game Questions.”

**Solutions to Problems, which might occur:**

- If the player cannot do the action listed on a Risk card simply ignore the card.
- If you run out of Risk Cards (there are 45 total) simply collect each player’s used Risk cards, shuffle them, and return them to the Risk Envelope for reuse.
**Reference for Risk Scenarios (45 total)**

Unique scenarios have been provided for gaining (18/45) and losing (24/45) Resource cards, as well as the opportunity for bartering cards amongst other players (3/45).

<table>
<thead>
<tr>
<th>Take one ______ Resource card.</th>
<th>Lose one ______ Resource card.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural</strong></td>
<td></td>
</tr>
<tr>
<td>1. You buy ten acres of land with good soil for planting.</td>
<td>1. One acre of tobacco fails due to poor soil</td>
</tr>
<tr>
<td>2. Hornworms were successfully picked off the tobacco before they could do any damage.</td>
<td>2. Worms have eaten holes through the leaves of your tobacco plants.</td>
</tr>
<tr>
<td>3. Fair weather during the curing season leaves with you with a high quality tobacco.</td>
<td>3. Your pigs escaped their pen and trampled some of your tobacco seedlings.</td>
</tr>
<tr>
<td>4. A mild winter allows your seed bed to flourish.</td>
<td>4. Humid weather has caused mold in some of your harvested tobacco.</td>
</tr>
<tr>
<td>5. Moderate rainfall gives you a healthy tobacco crop.</td>
<td>5. Too much rain leads to floods in two acres of tobacco, drowning the plants.</td>
</tr>
<tr>
<td>6. You are able to clear two extra acres of land for farming.</td>
<td>6. A late cold snap has killed a portion of your tobacco crop.</td>
</tr>
<tr>
<td></td>
<td>7. A bad storm has destroyed many of your tobacco plants.</td>
</tr>
<tr>
<td></td>
<td>8. Lack of rain creates a small tobacco crop.</td>
</tr>
<tr>
<td><strong>Capital</strong></td>
<td></td>
</tr>
<tr>
<td>1. Your ox gives birth to a healthy calf.</td>
<td>1. Your ox breaks a leg while carrying the crop to the inspection warehouse.</td>
</tr>
<tr>
<td>2. You build a larger tobacco-curing barn.</td>
<td>2. A hoe breaks while cultivating the soil.</td>
</tr>
<tr>
<td>3. You have your tools sharpened for better use.</td>
<td>3. Your barn's roof is leaking and needs to be repaired.</td>
</tr>
<tr>
<td>4. You buy a new hoe for tilling soil.</td>
<td>4. One of your tools is left in the fields and is lost.</td>
</tr>
<tr>
<td>5. Your turkeys are doing a good job of eating worms off the tobacco plants.</td>
<td>5. Your wagon wheel breaks on a trip to town.</td>
</tr>
<tr>
<td>6. You trade some deer meat with your neighbor for a better ax.</td>
<td>6. Your horse dies after a cut on its leg becomes infected.</td>
</tr>
<tr>
<td></td>
<td>7. A portion of your fence has rotted and needs to be replaced.</td>
</tr>
<tr>
<td></td>
<td>8. Your plow breaks while clearing new land.</td>
</tr>
<tr>
<td><strong>Human</strong></td>
<td></td>
</tr>
<tr>
<td>1. You buy a healthy male slave.</td>
<td>1. One of your slaves runs away.</td>
</tr>
<tr>
<td>2. Your youngest son is now old enough to work in the fields.</td>
<td>2. One of your slaves dies after falling ill with a fever.</td>
</tr>
<tr>
<td>3. One of your slaves gives birth to a healthy boy.</td>
<td>3. You must leave your farm to muster with the militia.</td>
</tr>
<tr>
<td>4. Your wife gives birth to twin boys.</td>
<td>4. Your eldest son suffers a heat stroke while working in the fields.</td>
</tr>
<tr>
<td>5. Your teenage son is now strong enough to do heavier tasks.</td>
<td>5. You must fetch the doctor after your wife is badly burnt by the kitchen fire.</td>
</tr>
<tr>
<td>6. Your daughter is spending extra time spinning wool for bartering.</td>
<td>6. You accidentally cut your hand while harvesting the mature tobacco plants.</td>
</tr>
<tr>
<td></td>
<td>7. You are injured by a gun misfire while with the militia.</td>
</tr>
<tr>
<td></td>
<td>8. One of your children dies after falling ill.</td>
</tr>
</tbody>
</table>
**Tobacco Economy**

**BOARD GAME**

- **Start**
  a game about life on a small 18th-century tobacco farm

- **Natural RESOURCES**
- **Capital RESOURCES**
- **Human RESOURCES**
- **Tobacco EXCHANGE**
- **RISKS**
- **End**
**Tobacco Economy Board Game**

**Student Directions**

**Game Objective:** Two to five players will take turns moving through each of the labeled game board spaces, rolling the die to determine the number of farming resources and risks that will be taken, and exchanging their resources for tobacco notes. The student with the most tobacco notes at the end of the game is considered the most successful farmer.

**How to Play:** Each player should choose a marker and set it at the Start position, then roll the die. The player who rolls the highest number goes first, with the person closest to their right going second, and so on.

To begin, the first player should move his/her game marker onto the first space (**Natural Resources**) and roll the die. The number on the die represents the total number of Natural Resource cards he/she receives. The second player does the same: moving his/her marker to the Natural Resource space, rolling the die, and receiving the number of corresponding cards. Each player takes turns moving through each resource space and collecting cards according to the number rolled on the die.

When the players reach the **Risks** space, they again roll the die and take the number of Risk cards indicated. Each Risk card has a different scenario listed, which should be read aloud to the group, with the directions followed by that player. For example, one card might say, “Flea beetles have eaten holes through the leaves of your tobacco plants. Lose one Natural Resource card.”

After the Risks space, the players will reach the **Tobacco Exchange**, represented by a hogshead (a large container used to hold tobacco) on the game board. At this space the player does not roll the die, but has a chance to trade in resources for tobacco notes. One Tobacco Note is equal to one Natural Resource card, one Capital Resource card, AND one Human Resource card.

**Materials Needed:**

- Game board
- One die
- Player markers (5 total)
- Student handout: Tobacco Economy Board Game
- Five bags containing the correct playing cards:
  - Natural Resources (69 cards)
  - Capital Resources (69 cards)
  - Human Resources (69 cards)
  - Risks (45 cards)
  - Tobacco Exchange (48 cards)

Before starting the game players should decide if they want to pull their own Resource and Risk cards from the envelopes during their turn, or if individual players should be responsible for dispensing the cards. The task of collecting and trading cards occurs each turn, and can be made into a job for a person who does not wish to be a player.

When each player has reached the end of the game board you should now be able to easily answer questions listed on the **Handout** “Board Game Questions.”
**RESOURCES**

**Natural Resources**
Materials that come directly from nature (pictured: tobacco plant)

**Human Resources**
People working to produce goods and services (pictured: farmer hoeing a tobacco field)

**Capital Resources**
Materials used by people to produce goods and services (pictured: plow, a tool used to break up soil for planting)

**RISKS**
As a farmer you have limited control over events which may effect your resources for better or worse. (pictured: tobacco hornworm, a common tobacco plant pest)

**Tobacco Exchange**
Tobacco notes were receipts issued to a farmer in exchange for tobacco that passed inspection. (pictured: a reproduction of a tobacco note)

---

**Potowmack River**

Alexandria, Warehouse the 12th Day of July 1770

Received of Phillip Ferrence Seymore four hundred and eighty one Pounds of Sweet Scented Tobacco to be delivered on Demand to him or his Order, according to the Directions of the Act of Assembly “For amending the Staple of Tobacco, and preventing Frauds in his Majesty’s Cultums.” Witness our Hands, Robert Banks, William Preston.
NATURAL RESOURCE CARDS: Print 3 copies of this sheet on GREEN paper. Cut along the dotted lines. An extra images of the game board 'space' is also provided (to the right) and can be cut out and adhered to the game board, for matching playing cards and spaces.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>Natural Resource</th>
<th>Natural Resource</th>
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**Natural RESOURCES**
**CAPITAL RESOURCE CARDS:** Print 3 copies of this sheet on BLUE paper. Cut along the dotted lines. An extra images of the game board 'space' is also provided (to the right) and can be cut out and adhered to the game board, for matching playing cards and spaces.
**HUMAN RESOURCE CARDS:** Print 3 copies of this sheet on PURPLE paper. Cut along the dotted lines. An extra images of the game board ‘space’ is also provided (to the right) and can be cut out and adhered to the game board, for matching playing cards and spaces.

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**Risk:** One acre of tobacco fails due to poor soil. Lose one Natural Resource card.

**Risk:** Your pigs escaped their pen and trampled your tobacco seedlings. Lose one Natural Resource card.

**Risk:** Too much rain floods two acres of tobacco, drowning the plants. Lose one Natural Resource card.

**Risk:** Flea beetles have eaten holes through the leaves of your tobacco plants. Lose one Natural Resource card.

**Risk:** Humid weather has caused mold in your harvested tobacco. Lose one Natural Resource card.

**Risk:** Cold weather has killed a portion of your tobacco crop. Lose one Natural Resource card.

**Risk:** A bad storm has destroyed several of your tobacco plants. Lose one Natural Resource card.

**Risk:** You buy ten acres of land with good soil for planting. Take one Natural Resource card.

**Risk:** Fair weather during the curing season leaves you with a high quality tobacco. Take one Natural Resource card.

**Risk:** Moderate rainfall gives you a healthy tobacco crop. Take one Natural Resource card.

**Risk:** You are able to clear two extra acres of land for farming. Take one Natural Resource card.

**Risk:** Hornworms were picked off the tobacco before they could do any damage. Take one Natural Resource card.

**Risk:** A mild winter allows your seed bed to flourish. Take one Natural Resource card.

**Risk:** You meet up with other local farmers. If you have resources you would like to barter with other players, do so now.

**Risk:** Lack of rain creates a weak tobacco crop. Lose one Natural Resource card.
**Risk:** Your ox breaks a leg while plowing the fields. Lose one Capital Resource card.

**Risk:** A hoe breaks while cultivating the soil. Lose one Capital Resource card.

**Risk:** Your barn’s roof is leaking and needs to be repaired. Lose one Capital Resource card.

**Risk:** Your wagon wheel breaks on a trip to town. Lose one Capital Resource card.

**Risk:** Your horse dies after a cut on its leg becomes infected. Lose one Capital Resource card.

**Risk:** A portion of your fence has rotted and needs to be replaced. Lose one Capital Resource card.

**Risk:** Your plow breaks while clearing new land. Lose one Capital Resource card.

**Risk:** Your ox gives birth to a healthy calf. Take one Capital Resource card.

**Risk:** You build a larger tobacco-curing barn. Take one Capital Resource card.

**Risk:** You have your tools sharpened for better use. Take one Capital Resource card.

**Risk:** You buy a new hoe for tilling soil. Take one Capital Resource card.

**Risk:** Your turkeys are doing a good job of eating worms off the tobacco plants. Take one Capital Resource card.

**Risk:** You trade some deer meat with your neighbor for a better ax. Take one Capital Resource card.

**Risk:** You meet up with other local farmers. If you have resources you would like to barter with other players, do so now.

**Risk:** One of your tools is left in the fields and rusts. Lose one Capital Resource card.
| Risk: One of your slaves runs away. Lose one Human Resource card. |
| Risk: One of your slaves dies after falling ill with a fever. Lose one Human Resource card. |
| Risk: You must leave your farm to muster with the militia. Lose one Human Resource card. |
| Risk: You buy a healthy male slave to work in the fields. Take one Human Resource card. |
| Risk: You must fetch the doctor after your wife is badly burnt by the kitchen fire. Lose one Human Resource card. |
| Risk: You accidentally cut your hand while harvesting the mature tobacco plants. Lose one Human Resource card. |
| Risk: You are injured by a gun misfire while with the militia. Lose one Human Resource card. |
| Risk: One of your children dies after falling ill. Lose one Human Resource card. |
| Risk: You meet up with other local farmers. If you have resources you would like to barter with other players, do so now. |
| Risk: Your teenage son is now strong enough to do heavier tasks. Take one Human Resource card. |
| Risk: Your youngest son is now old enough to work in the fields. Take one Human Resource card. |
| Risk: One of your slaves gives birth to a healthy boy. Take one Human Resource card. |
| Risk: Your wife gives birth to twin boys. Take one Human Resource card. |
| Risk: Your daughter is spending extra time spinning wool for bartering. Take one Human Resource card. |
| Risk: Your daughter is spending extra time spinning wool for bartering. Take one Human Resource card. |
| Risk: You meet up with other local farmers. If you have resources you would like to barter with other players, do so now. |
| Risk: Your eldest son suffers a heat stroke while working in the fields. Lose one Human Resource card. |
**TOBACCO NOTES:** Print 3 copies of this sheet on YELLOW paper. Cut along the dotted lines. An extra image of the game board ‘space’ is also provided (to the right) and can be cut out and adhered to the game board, for matching playing cards and spaces.

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