

Lesson 2: Southern Colonies (2 Days)

☐ Getting Started

In this lesson, you'll explore the origins of the southern colonies, learning more about interactions with native people, early agriculture, and slavery. You'll also begin working on a year-long timeline of U.S. history that you will continue to develop throughout the social studies units at the 12-14 level.

Stuff You Need

- *Great Colonial Projects You Can Build Yourself!* by Kris Bordessa
- *We Were There, Too!: Young People in U.S. History* by Phillip Hoose
- scissors
- tape or glue
- timeline and timeline cards

Ideas to Think About

- Why do individuals, families, and communities decide to migrate from one location to another?
- How do religion, culture, government, and economics interact in decisions about whether to remain in one location or migrate to a new place?
- In what ways can the change of place of a physical migration inspire or make possible changes in culture, community, and ways of life?

Things to Know

- There were two unsuccessful attempts to establish colonies in what is now North Carolina in the 1580s.
- The Virginia Company was granted a charter in 1606 and they founded Jamestown in 1607. By the 1650s, Virginia colonists were expanding into North Carolina.
- Lord Baltimore was granted a charter in 1632, and Maryland's first colonists arrived in 1634.
- Tobacco rapidly became a major cash crop for southern colonists.

☐ **Reading and Questions**

Read the following sections in *We Were There, Too!: Young People in U.S. History* by Phillip Hoose — "Pocahontas: Peacemaker, Cartwheeler, Princess" (starting on page 14), "Tom Savage: Living Two Lives" (starting on page 19), and "Orphans and Tobacco Brides: Feeding England's Newest Habit" (starting on page 23). Next, answer the following questions.

1. Why did Pocahontas not give her true name, Matoaka, to the English?

2. What did her visit to England show Pocahontas about her tribe's situation in America?

3. Tom Savage was about your age when he ran away from home to seek his fortune in Virginia and became an indentured servant who was asked to live among the Powhatan Indians as a spy. Why do you think such a life appealed to young Tom? Would it appeal to you?

4. What circumstances brought children to Virginia to work on tobacco plantations?

Activities

☐ Activity 1: Early Interactions Between Europeans and American Indians

Sometimes, the same set of events can seem very different when you look at the situation from two different perspectives. For example, a worried parent may believe that some sort of disciplinary action is justified when a teen comes home very late without calling to say when he would be home. On the other hand, the teen who is disciplined may believe that the punishment was unfair because he tried to call, but his cell phone battery had run down. Looking at both sides of the story, we can see the point of view of each participant and try to understand the incident more fully.

Historians very often consult historical sources from multiple perspectives. In researching a labor strike, for example, a scholar might read accounts from company executives, union leaders, and workers in an effort to understand the situation from all sides and arrive at a truthful way of explaining the historical event that isn't biased toward one point of view or another.

Unfortunately, when historians study the earliest history of interactions between Europeans and the native people of the Americas, they don't usually have detailed accounts from American Indians. They only have accounts from Europeans, who may have brought their own biases to their telling of the story.

Since we don't have written records to give us insight into other sides of that same story, we must be aware that other sides do exist and try to remember that the sources we have available are incomplete and tell only a partial version of the events that took place so long ago.

In this activity, you'll read an account of an interaction between native people and early European explorers and think about how the incident might have looked differently through American Indian eyes. Follow the directions on the "Early Interactions Between Europeans and American Indians" pages. Note that at the time that this text was written (1584), English spelling was not standardized, and many words were written differently from the way we write them today. It may help, when trying to read these passages, to read them aloud instead of trying to read them silently. The text will often make more sense if you hear it.

Once you have read the passage, think about how Granganimo's wife, the other women in the village, and the men who came in to see these visitors might have felt about the same events. Would they have seen things the same way that Barlowe did, or would they have had a very different perspective? Write a short (2-3 paragraph) mock diary entry or letter to a distant relative from the point of view of one of these American Indian participants in this meeting, describing how the very same scene might have looked from a native point of view. You might want to consider the following questions as you write (although you don't need to answer all of them):

- What do you think the residents of the village might have thought about these newcomers? Might they have had any concerns about their intentions?
- Why do you think the wife of Granganimo washed the clothing of the visitors?
- What do you think the American Indian hosts might have been thinking as they prepared the feast for these men?
- Why do you think Granganimo's wife might have sent the men who had bows and arrows out and had them destroy or put away their weapons?
- As the men departed, what do you think the people of the village might have thought about their visit and wondered about for the future?

☐ Activity 2: Agricultural Work in the Southern Economy

In the readings for today, you learned about the early efforts of English colonists to produce cash crops for export to England. Production of goods required labor, and colonists used indentured servants (often children) and later slaves to provide that labor. Remember that indentured servants were people who owed labor to another person for a set period of time before they were free to take other jobs, move away, or lead an independent life. Enslaved people, on the other hand, were legal property owned by another person, and they had to work for that person indefinitely, with no fixed term of service.

In this activity, you'll either develop a poster designed to recruit indentured servants to come to Virginia and work on a plantation or compare tobacco cultivation to the production of either silk or flax and decide which seems like a more advantageous venture for a colonial fortune-seeker. Read over both options and decide which you would prefer to complete.

Option 1: Come to Virginia!

You learned in today's reading that there was a great demand for labor in the southern colonies, and colonial founders were eager to encourage people to travel from England to America to help populate the colony in Virginia — so eager, in fact, that some people were brought to the colony against their will. Imagine that you are working for the Virginia Company and are trying to encourage young people to decide to come to Virginia as indentured servants. Consider the following:

- Why would someone want to try their luck in Virginia? What might they hope to gain?
- What would a potential colonist want to know about Virginia? What worries might they have?
- What could a potential advertisement say that would alleviate those worries and persuade people that coming to Virginia was a great idea?
- Given what you know about the lengths people were willing to go to get children on board ships bound for Virginia, do you think someone creating an advertisement would necessarily tell the whole truth, or might they be willing to stretch the truth to encourage more colonists?

Then use the "Should You Go to Virginia?" activity page to write a list of pros and cons for two different people considering moving to Virginia.

Option 2: Tobacco v. Silk or Flax

Imagine that you are a colonial gentleman hoping to make his fortune in the southern colonies by producing goods for sale in England. You are trying to decide between tobacco and either silk or flax. First, read this article from the National Park Service about the colonial cultivation of tobacco:

**Tobacco: Colonial Cultivation Methods**

www.beyondthepage.com/link/1712/

Then read one of the following two articles about the production of silk or flax:

**Silk Production in the Seventeenth Century**

www.beyondthepage.com/link/1713/

**Flax Production in the Seventeenth Century**

www.beyondthepage.com/link/1714/

Then use the "Tobacco vs. Silk or Flax" page to complete this activity.

Day 2☐ **Reading and Questions**

Read the following sections in *We Were There, Too: Young People in U.S. History* by Phillip Hoose — "Eliza Lucas: Indigo Planter" (starting on page 36) and "Olaudah Equiano: Kidnapped into Slavery" (starting on page 39) — and then answer these questions.

1. Eliza Lucas was only sixteen when her father left her in charge of three rice plantations, the house, twenty slaves, and the care of her mother and younger sister. How do you think you would respond to that kind of responsibility?

2. Why did Eliza Lucas start growing indigo?

3. How did Olaudah Equiano come to America?

4. How did Equiano become free?

☐ Activity 3: Timeline of U.S. History

Beginning with this lesson, you will start building a timeline of U.S. history. A blank timeline and timeline cards have been provided. In each timeline activity throughout this unit, you'll add specific cards to your timeline, using tape or glue stick to attach the cards to the appropriate places on your timeline. At the end of the year, you will have a complete timeline.

For today's activity, please attach cards #1-10 to your timeline. These cards relate to the southern colonies and some of the middle colonies.

☐ Activity 4: Coming to America

Today you read about Olaudah Equiano's voyage to America. In this activity, you'll compare his experience to that of the children aboard the Mayflower. First, read page 26 in *We Were There, Too!*, focusing on life aboard the Mayflower during the journey across the Atlantic. Compare this to Equiano's voyage and complete the "Coming to America" activity page.

Wrapping Up

Colonization in the southern part of what is now the United States began with the desire for profit — the Virginia company hoped to find wealth in the New World and possibly an easy passage to the Pacific Ocean. What they found was that the profitability of tobacco and agriculture continued to be a critical part of the southern colonial economy as the southern colonies expanded into what is now North Carolina, South Carolina, and Georgia. In the next lesson, you'll learn about the early colonies further north.

Life Application

If you were interested in the experiences of Pocahontas and the lives of native people that you began to explore in this lesson, try one of these activities:

Make one of the American Indian game activities described in Chapter 2 of *Great Colonial American Projects You Can Build Yourself!* and play it with a friend. (You'll read that chapter in greater detail in a future lesson.)



Jamestown

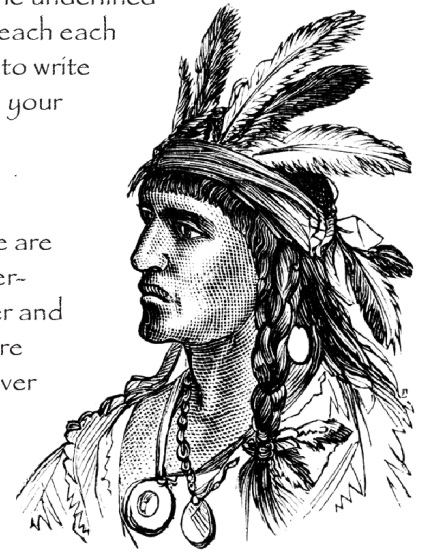
www.beyondthepage.com/link/1715/

Visit the website of the Jamestown historic site.

If you have a younger sibling or younger family friend, watch the Disney film *Pocahontas* with that young person and think about how the cartoon portrayal of the life of Pocahontas is similar to or different from the reality of her life. Share some of what you learned with your younger sibling or friend and think about how the movie might have been made in a more historically accurate way.

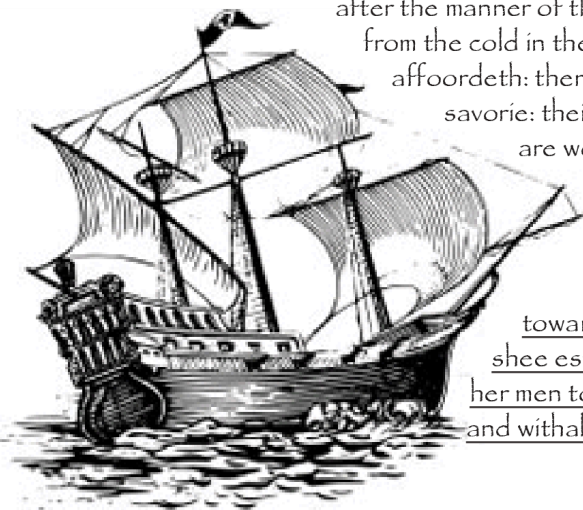
Early Interactions Between Europeans and American Indians

Directions: Read the passage that begins on this page. Pay particular attention to the underlined sections. After each underlined section, you will see a footnote number. When you reach each footnote number, turn to page 2 and read the corresponding note. You do not need to write out the answers to these questions, but thinking them over will assist you in writing up your response to this assignment later.



The soile is the most plentifull, sweete, fruitfull and wholesome of all the worlde: there are above fourteene severall sweete smelling timber trees, and the most part of their underwoods are Bayes and such like: they have those Okes that we have, but farre greater and better. After they had bene divers times aboard our shippes, my selfe, with seven more went twentie mile into the River, that runneth towarde the Citie of Skicoak, which River they call Occam: and the evening following wee came to an Island which they call Roanoak, distant from the harbour by which we entred, seven leagues: and at the North end thereof was a village of nine houses, built of Cedar, and fortified round about with sharpe trees, to keepe out their enemies, and the entrance into it made like a turnepike very artificially; when wee came towardes it, standing neere unto the waters side, the wife of Granganimo the Kings brother came running out to meete us very cheerfully and friendly, her husband was not then in the village; some of her people shee commanded to draw our boate on shore for the beating of the billoe: others she appointed to cary us on their backs to the dry ground, and others to bring our oares into the house for feare of stealing. When we were come into the utter roome, having five roomes in her house, she caused us to sit downe by a great fire, and after tooke off our clothes and washed them, and dryed them againe: some of the women plucked off our stockings and washed them, some washed our feete in warme water, and she herselfe tooke great paines to see all things ordered in the best maner shee could, making great haste to dresse some meate for us to eate.¹

After we had thus dryed ourselves, she brought us into the inner roome, where shee set on the boord standing along the house, some wheate like furmentie, sodden Venison, and roasted, fish sodden, boyled and roasted, Melons rawe, and sodden, rootes of divers kindes and divers fruites: their drinke is commonly water, but while the grape lasteth, they drinke wine, and for want of caskes to keepe it, all the yere after they drink water, but it is sodden with Ginger in it and blacke Sinamon, and sometimes Sassaphras, and divers other wholesome, and medicinable hearbes and trees. We were entertained with all love and kindnesse, and with much bountie, after their maner, as they could possibly devise. sassafras We found the people most gentle, loving and faithfull, voide of all guile and treason, and such as live after the manner of the golden age. The people onely care howe to defend themselves from the cold in their short winter, and to feed themselves with such meat as the soile affoordeth: there meat is very well sodden and they make broth very sweet and savorie: their vessels are earthen pots, very large, white and sweete, their dishes are wooden platters of sweet timber: within the place where they feede was their lodging, and within that their Idoll, which they worship, of whome they speake incredible things. While we were at meate, there came in at the gates two or three men with their bowes and arrowes from hunting, whom when wee espied, we beganne to looke one towardes another, and offered to reach our weapons: but as soone as shee espied our mistrust, shee was very much mooved, and caused some of her men to runne out, and take away their bowes and arrowes and breake them, and withall beate the poore fellowes out of the gate againe.²

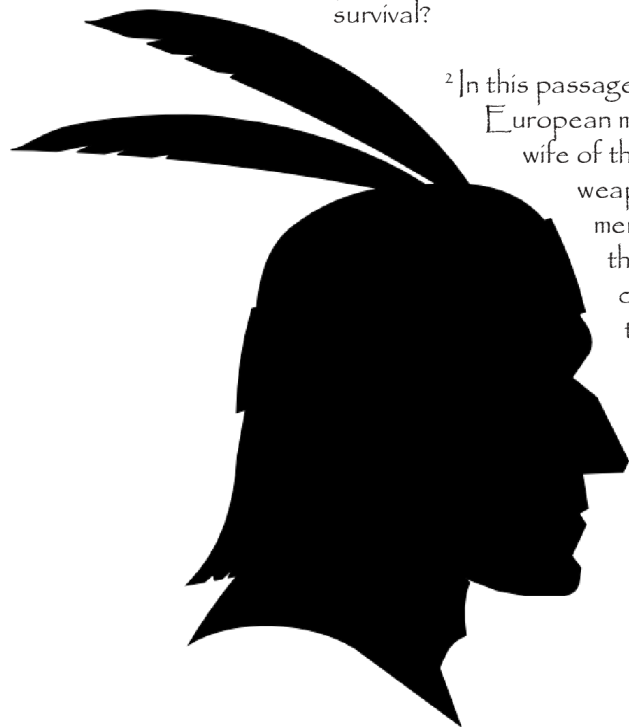


Early Interactions Between Europeans and American Indians

When we departed in the evening and would not tary all night she was very sorry, and gave us into our boate our supper halfe dressed, pottes and all, and brought us to our boate side, in which wee lay all night, remooving the same a prettie distance from the shoare: shee perceiving our jealousie, was much grieved, and sent divers men and thirtie women, to sit all night on the banke side by us, and sent us into our boates five mattes to cover us from the raine, using very many wordes, to entreate us to rest in their houses: but because wee were fewe men, and if wee had miscaried, the voyage had bene in very great danger, wee durst not adventure any thing, although there was no cause of doubt: for a more kinde and loving people there can not be found in the worlde, as farre as we have hitherto had triall.

¹ The wife of the local American Indian leader met the visitors and commanded the people of the village to bring their boat ashore and to carry the men to dry ground. They were brought into a five-room house and their clothing was washed and dried as people prepared food for them to eat. How do you think the American Indians who were instructed to offer hospitality to these men might have felt about what they were asked to do? Do you think this lavish hospitality might have reflected the value that native people placed on hospitality in general, or do you think these newcomers were being given special treatment? If so, why? Because they seemed different? Because they had powerful weapons? Do you think that the attitude of native people toward the hospitality would change depending on whether they had a large surplus of food or whether there were shortages?

Later the English observer describes the people as “most gentle, loving, and faithful” and explains that they only care about defending themselves from cold and feeding themselves, not with more complicated relationships with neighboring groups or expanding their power in the area. Do you think that this simple view of the American Indians that Barlowe presents is the whole story? Was there probably more to native culture than simple survival?

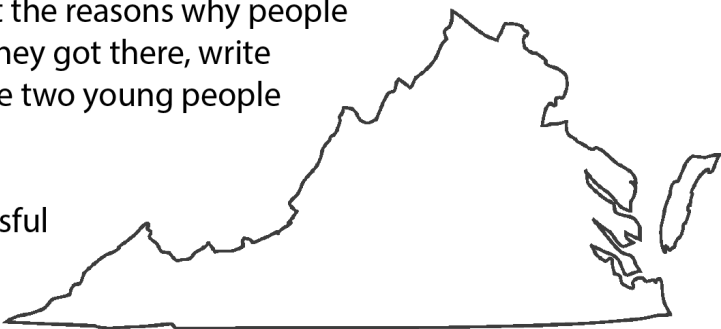


² In this passage, when native men bearing weapons come to the house, the European men are clearly startled and reach for their own weapons. The wife of the native leader sends the men out, takes away and breaks their weapons, and forces the men to leave. How do you think the armed men felt about being driven out and disarmed in that way? Do you think they actually meant to do the visitors harm? Or were they just carrying their hunting weapons with them? What might they have thought about these newcomers who were apparently so important that the people of the village would be treated so harshly just to make sure that these men were comfortable?

Should You Go to Virginia?

Directions: Based on what you have learned about the reasons why people came to Virginia and what they might find when they got there, write several pros and cons of making the voyage for the two young people listed below:

- Thomas, 18, the eldest of ten children of a successful Protestant farmer
- Mary, 18, the unmarried youngest daughter of a struggling peddler



	Thomas	Mary
Pros		
Cons		

Tobacco vs. Silk or Flax

Instructions: Using the information from the brief articles you read, complete this chart of the pros and cons of each product, and then answer the questions at the bottom of the page.

Product	Pros	Cons
Tobacco		
Silk or Flax (circle the one you chose to read about)		

As a gentleman trying to establish himself in one of the southern colonies, which product would you choose to try to produce?

Why would you find that crop most appealing?

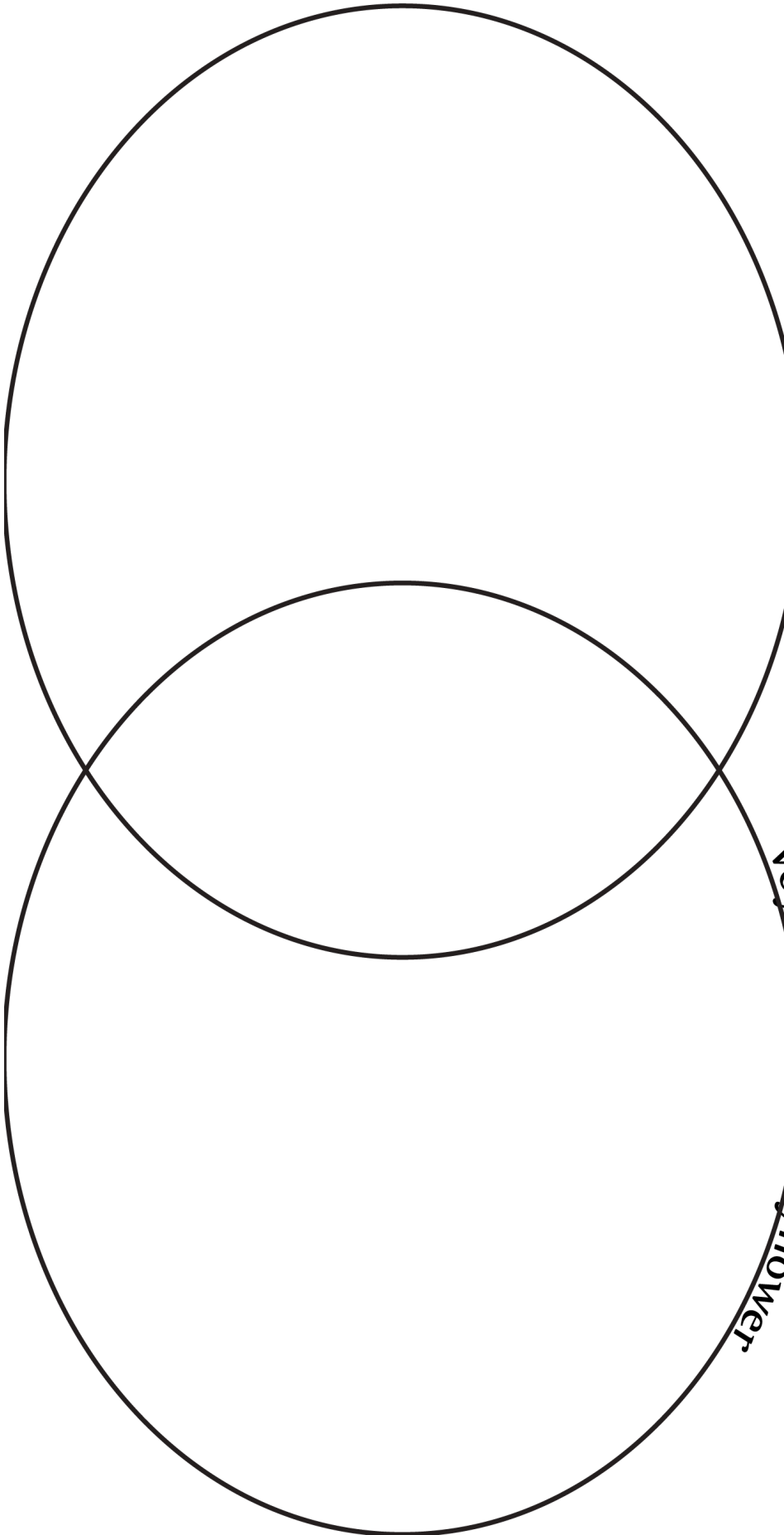
Coming to America

Directions: Fill in details about the trip across the Atlantic for Olaudah Equiano and for the children on the Mayflower. If there are details that are true about the experiences of both, write them in the space where the two circles overlap. Try to fill in at least three details for each circle and at least two details in the overlapping area.



Equiano's Voyage

Voyage on the Mayflower



Lesson 2: Southern Colonies (2 Days)

Getting Started

? Ideas to Think About

- Why do individuals, families, and communities decide to migrate from one location to another?
- How do religion, culture, government, and economics interact in decisions about whether to remain in one location or migrate to a new place?
- In what ways can the change of place of a physical migration inspire or make possible changes in culture, community, and ways of life?



Things to Know

- There were two unsuccessful attempts to establish colonies in what is now North Carolina in the 1580s.
- The Virginia Company was granted a charter in 1606 and they founded Jamestown in 1607. By the 1650s, Virginia colonists were expanding into North Carolina.
- Lord Baltimore was granted a charter in 1632, and Maryland's first colonists arrived in 1634.
- Tobacco rapidly became a major cash crop for southern colonists.

⦿ Skills

- Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration. (SS)
- Analyze the important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period. (SS)
- Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. (SS)
- Identify and describe American Indians who inhabited various colonies and assess their impacts on those colonies. (SS)
- Identify geographic and political reasons for the creation of various colonies and evaluate the effects on the government and economics of the colony. (SS)
- Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in various colonies. (SS)

Introducing the Lesson

In this lesson, your child will explore the origins of the southern and middle colonies, learning more about interactions with native people, early agriculture, and slavery. She'll also begin working on a year-long timeline of U.S. history that she will continue to develop throughout the social studies units at the 12-14 level.

Reading and Questions

1. Why did Pocahontas not give her true name, Matoaka, to the English?

The Powhatan people believed that giving away one's true name gave power to others, so they kept that name secret and used a second name instead.

2. What did her visit to England show Pocahontas about her tribe's situation in America?

Seeing the fleet of ships, large buildings, and busy streets of London, she realized the power of the British and that her tribe would not be able to defeat them.

3. Tom Savage was about your age when he ran away from home to seek his fortune in Virginia and became an indentured servant who was asked to live among the Powhatan Indians as a spy. Why do you think such a life appealed to young Tom? Would it appeal to you?

Answers will vary.

4. What circumstances brought children to Virginia to work on tobacco plantations?

At the time, peasant farmers were evicted from their land in much of England, and many children had come to cities like London to make a way for themselves. Some of these children wound up going to Virginia voluntarily as apprentices. Others were brought forcibly to the colony as a sort of reform school for young troublemakers. Still others were kidnapped and taken to Virginia by force.

Activities

Activity 1: Early Interactions Between Europeans and American Indians

In this activity, your child will read an account of an interaction between English men and the native people of a village near Roanoke in 1584. She will then rethink that experience from the point of view of the American Indians present and write a short, informal diary entry or letter describing the same scene from a native point of view.

Activity 2: Agricultural Work in the Southern Economy

In this activity, your child will either create a poster designed to encourage people to sign up to work as indentured servants in Virginia or compare the cultivation of tobacco to either silk or flax and decide which product would be the most advantageous one to produce in the southern colonies. The first option incorporates visual arts and may be more appealing to students who are either visual learners or enjoy creative art projects. The second option involves comparing and contrasting two options in a table and may appeal to students who prefer reading and writing to artwork. Both options require considerable critical thinking, so your child may choose the option that she finds most appealing.

Option 1: Come to Virginia!

In this activity, your child consider the pros and cons of two different people thinking about moving to Virginia.

Option 2: Tobacco v. Silk or Flax

In this activity, your child will use the National Park Service's Jamestowne website to read about tobacco cultivation in the colonies and about the production of one other product, either flax or silk. She will then compare the pros and cons of tobacco and either flax or silk and decide which a gentleman might choose when deciding how to try to make his fortune in the southern colonies.

Answer Key:

Product	Pros	Cons
<i>Tobacco</i>	Made good use of cleared land and prepared the land for other crops. There was a ready market in England. Survived transportation to England well. Labor could be unskilled.	Very labor intensive — required a lot of laborers. Required a lot of land. Weather, pests, and disease could spoil a crop. Somewhat tricky to learn to cultivate successfully — an experienced planter was required. Prices fluctuated.
<i>Silk (if chosen)</i>	Highly valuable end product, making it potentially economically advantageous. Easy to transport. Always in demand.	Required very highly skilled labor. Silkworms had a highly specialized diet and did not thrive on native mulberry in America.
<i>Flax (if chosen)</i>	Produced excellent, useful fiber that would be easy to sell. Seeds could also be sold for linseed oil.	Very labor intensive. Required highly skilled labor. Like tobacco, it depleted the soil, so it required a lot of land and/or crop rotation.

Answers to the remaining questions will vary.

Day 2

Reading and Questions

1. Eliza Lucas was only sixteen when her father left her in charge of three rice plantations, the house, twenty slaves, and the care of her mother and younger sister. How do you think you would respond to that kind of responsibility?

Answers will vary.

2. Why did Eliza Lucas start growing indigo?

A Spanish blockade prevented rice from South Carolina from reaching its markets, and the colony needed new crops to sell, so she experimented with several ("indigo, ginger, cotton, lucerne, and cassava," p. 37) and settled on indigo as a crop that she might profitably sell.

3. How did Olaudah Equiano come to America?

He was kidnapped and put on a ship to come to America as a slave.

4. How did Equiano become free?

He bought his freedom at age 21 and wrote his life story, which was widely read in Europe and America.

Activity 3: Timeline of U.S. History

Starting with this activity, your child will create a year-long timeline of U.S. history. In each timeline activity, she should attach the appropriate cards to her timeline, using the dates as a guide to help her place them appropriately.

Activity 4: Coming to America

In this activity, your child will compare passage from England to America on the Mayflower with the Middle Passage endured by Olaudah Equiano. Your child may note some similarities — staying below deck, seasickness, a lack of food, the smell of vomit — but should recognize important differences like the fact that the people aboard the Mayflower had chosen to take the risks of crossing the Atlantic while enslaved people were forced against their will to do so. On the Mayflower, adults had 7' x 2' areas to stretch out and were free to move about while slaves were chained in much smaller spaces aboard a slave ship. Equiano was beaten if he did not eat, and many more Africans died on board than there were people who died on English colonial vessels.

Wrapping Up**Questions to Discuss**

- What was the motivation for founding the Virginia colony? (The Virginia Company sought wealth, either from finding gold or silver or from finding a route to the Pacific. Eventually, the colony made tobacco cultivation very profitable.)
- How did southern colonies get enough laborers to harvest their crops? (Colonial investors recruited people to become indentured servants, but some people were also transported to America against their will. Eventually, Africans were captured and enslaved to provide labor for southern agriculture in the British colonies.)
- Do you think you would have wanted to come to America as an indentured servant? Why or why not? (Your child's answers will vary, but encourage her to think about the climate, ways of life, opportunities, and dangers of both England and the colonies.)
- Who was the most interesting person you read about in *We Were There, Too!* for this lesson? What did you find interesting about his/her life?

Things to Review

- Review your child's answers to the reading questions for both days.
- Review your child's rewriting of the Barlowe account from a native perspective.
- Review your child's poster or table comparing tobacco and silk or flax.
- Review your child's timeline for accuracy.
- Review your child's diagram comparing the voyage of Equiano with the voyage on the Mayflower.